UNIVERSITY CATALOG

2024–2025

Tulane University

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This version of the catalog was published in May 2024 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 Calendars (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 (p. 12) 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 2024-2025 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.

FERPA Annual Notice

May 1, 2024

Dear Tulane University Students:

I want to take this opportunity to make you aware of Tulane University's policy regarding student educational rights under the Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student educational records. These rights include:

1. The right to inspect and review the student's education record within 45 days of the day Tulane University receives a request for access.

2. The right to request an amendment to the education record that the student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

3. The right to provide written consent before Tulane University discloses personally identifiable information from the student's education record, except to that extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tulane University to comply with the requirements of FERPA.

Directory Information

Under FERPA, directory information may be disclosed, upon request, without prior consent of the student. Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Tulane has designated the following as directory information:

- Student name (Legal name and Preferred Name)
- Permanent, Local, & Campus Addresses
- Telephone Numbers
- Email Address
- Dates of Attendance
- Classification
- Major
- Awards/Honors
- Degrees Conferred
- School
- Enrollment status (e.g., freshman, sophomore, junior or senior; first-year, second year, or third year)
- Full/part time status
- Past/Present participation in University sanctioned sports/activities
- Physical factors (height, weight, etc. for athletes)
- Date/Place of birth

According to FERPA, a student can request, while still enrolled, that the institution not release any directory information about the student. Institutions must comply with this request. At Tulane, students who wish to restrict the release of directory information about themselves can do so by updating the "Confidentiality Flag" under Records on Gibson Online.

Please consider your decision to restrict directory information carefully, as ANY and ALL requests for directory information will be refused. When Tulane faculty, staff, and students attempt to send you an email via Tulane's email network, your email address will not auto populate in the address bar.

Learn more about your records and privacy (https://registrar.tulane.edu/student-data/records-privacy/)
Questions concerning FERPA may be referred through email to the Office of the Registrar at registrar@tulane.edu.

Thank you,

Colette Raphel

University Registrar

THE UNIVERSITY

Mission Statement

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

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

History

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

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

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

The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize the struggling University of Louisiana instead of founding a new institution. Paul Tulane concurred, and in 1884, the Louisiana Legislature gave the University of Louisiana to the Administrators of the Tulane Educational Fund. Tulane University of Louisiana, a private, non-sectarian institution, was born. As a result of its new strength, the university was able to create the Department of Philosophy and Science, which later became the Graduate School, and initiate courses in architecture and engineering.

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

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

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

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

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

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

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

The plan had at its center:

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

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

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

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

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

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

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

Accreditation

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

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Academic Policies

Academic Policies

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Address Changes

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

Behavior Norms

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

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

Code of Student Conduct

All students are bound by the Code of Student Conduct that is administered by the Office of Student Affairs. The full text is available here (https://conduct.tulane.edu/resources/code-student-conduct/).

Course Retake

Courses Repeatable for Credit

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

Courses Not Designated as "Repeatable for Credit"

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

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

Grades for Courses Not Repeatable for Credit

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

Exceptions to Repeat Course Policy

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

Credit-Hour

Program Integrity Rules issued by the U.S. Department of Education require institutions to establish a definition of "credit hour." This applies to all degree programs (including credit for full and part-time undergraduate, graduate, professional, post-baccalaureate, and online programs):

1. The assignment of credit-hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.
2. For courses in lecture format, one credit-hour represents the subject content that can be delivered in one academic hour (50 min) of contact time each week for the full duration of one academic semester, typically fifteen weeks long. For undergraduate courses, one credit-hour also includes associated work that can be completed by a typical student in 1-2 hours of effort outside the classroom. For graduate and professional courses taught in lecture format, 2-3 hours of outside work is expected for each academic hour of contact time as well.
3. For courses taught in other than lecture format (e.g., seminars, laboratories, independent study, clinical work, research, online courses, etc.), one credit-hour represents an amount of content and/or student effort that in aggregate is no less than that described in (2) above.

While Tulane's standard definition of a credit hour applies across the University, in some cases the definition may vary to meet specific accrediting body requirements.

Curriculum Effective Date

New programs and changes to curriculum (majors, minors, or degree requirements) must be effective in fall terms and be published in that academic year's university catalog. This policy includes changes to CIP codes, which do not appear in the university catalog, but should also only be changed effective in a Fall term. Changes approved after the catalog for that academic year is published, cannot be effective until the following academic year. The academic year is defined as the fall, spring, and summer term in that order. Students must be allowed to complete the program using any set of requirements as published in the catalog in effect at the time of their matriculation into

that program. The dean of the student's degree granting school or the dean that oversees a second major/minor can settle student disputes around the use of old vs. new requirements. The ultimate authority on any exceptions or exemptions for a given major, minor, or degree requirement is the dean responsible for said major, minor, or degree.

Degree Revocation

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

Discipline

For all academic activities and disruptive behavior, the authority for control and discipline rests with the dean of Newcomb-Tulane College and the deans of the undergraduate schools. In all other areas, the vice president of student affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations. Students should refer to the Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct/) for a full description.

Dual Enrollment

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

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

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

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

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

Expected Behavior at Tulane University

Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Tulane University: Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct/), (https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/) Newcomb-Tulane College Students: Code of Academic Conduct (https://college.tulane.edu/academic-integrity/), Graduate Students: Unified Code of Graduate Student Academic Conduct (p. 80)) 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/academic-integrity/). 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/) 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 institution accredited by one of the following institutional accrediting agencies*: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE); New England Commission on Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), or the Western Association of Schools and Colleges (WASC).
- 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 "regional accreditors" prior to 2020.*

NEWCOMB-TULANE COLLEGE

Contact Information

Mussafer Hall
Tulane University
New Orleans, LA 70118

Phone: (504) 865-5720
Web: https://college.tulane.edu (https://college.tulane.edu/)
Email: NewcombTulaneCollege@tulane.edu

Mollye M. Demosthenidy, JD, MHA
Dean

Introduction

Newcomb-Tulane College (NTC) is the home of the undergraduate academic experience. As the undergraduate degree-granting body of Tulane University, NTC is focused on providing a top tier education to students through the core curriculum and choice of major - or interdisciplinary combination of majors. The College educates its multifaceted student body through its commitment to academic breadth and depth, and engaged scholarship and research. The various departments within the College guide students along their individual path to academic success and personal growth, providing both a foundation of support and a multitude of ways to elevate their experience. We invite you to explore the College's website (https://college.tulane.edu/) to learn more about how NTC supports and empowers students throughout their undergraduate careers.

Mission

NTC fosters intellectual curiosity, a sense of belonging, commitment to equity, and diversity of thought and experience that transcends the disciplines in order to shape undergraduates into multifaceted, ethical leaders who have a meaningful impact in the world and in their communities.

Vision

Newcomb-Tulane College is the foundation of the Tulane undergraduate academic journey. Grounded in an equity mindset, the College inspires our dynamic campus community to collaborate across fields and disciplines and empowers students' intellectual exploration and growth through our innovative infrastructure of programs, resources and opportunities.

Newcomb-Tulane College Centers, Divisions, and Offices

- Academic Affairs (https://college.tulane.edu/about/academic-affairs/)
- Career Services (https://hiretulane.tulane.edu/)
- Retention and Student Success (https://college.tulane.edu/about/rss/)
- ROTC (Reserve Officer's Training Corps) (p. 77)

Related Centers, Programs, and Services

- Altman Program in International Studies & Business (p. 75)
- Center for Global Education (p. 76)
- Center for Public Service (p. 76)
- Newcomb Institute (p. 77)

Academic Policies
Newcomb-Tulane College Policies

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- Changes to Academic Records
- Class Attendance
- Class Status
- Code of Academic Conduct
- Commencement Policies and Procedures
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- Course Sequencing
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- Grade Reports
- Honors Thesis
- Latin Honors

Auditing Courses

A student registered for a full-time course load (at least 12 credits) may audit one course per semester in addition to his or her full-time course load without credit after completing formal registration and obtaining approval of the instructor for the course. Although credit is not granted for audited courses, such courses are considered part of the student's semester course load and are recorded on the student's permanent record. An audit enrollment that results in an overload is not permitted unless the student is qualified for such an overload. Students who decide to audit a course after initially attending the course as a grade-seeking student must submit the appropriate grade type change form to the Registrar following the approval of the Newcomb-Tulane College academic advisor.

Changes to Academic Records

No changes to course enrollment status, grades or grade types will be made more than three years after the close of the semester in which the course was offered. This rule places a three-year time limit on the retroactive adding or dropping of courses or requesting grade changes.

Class Attendance

Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors may establish policies for attendance and making up missed work in their classes, which are announced at the beginning of the semester and included on their syllabi. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions.

Students are expected to negotiate any adjustments in academic requirements due to illness directly with their professors. Students are responsible for notifying instructors about absences that result from serious illnesses, injuries, or critical personal problems. If an illness or injury is serious enough to cause a student to miss more than two weeks of class, they are strongly advised to consider a medical leave.

Instructors are authorized to lower the grades of students who are absent excessively without a satisfactory excuse or do not make up work missed because of absences. With the approval of the Senior Associate Dean (contact: advising@tulane.edu), an instructor may have a student who has excessive absences involuntarily dropped from a course with a WF grade after written warning at any time during the semester.

Student-Athletes participating in an officially sanctioned, scheduled university athletic activity that requires out of town travel should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation and associated travel. Further student-athletes' attendance grades shall not be penalized for missed course meetings resulting from such events.

It is the responsibility of the student to make arrangements with the instructor for making up the work prior to any missed scheduled examination or other missed assignment. In the process, student-athletes should be afforded the same substantive opportunity to make up missed work and examinations, and the faculty member will have discretion on the content, process, and timeline of such missed work.

Class Status

Class status is determined by the total number of earned credit hours; credit hours for currently enrolled courses are not included. Credit for coursework taken at another institution is included only after the transfer credit approval process and credit posting are complete.

Classification	Earned Credits
First-Year	0-24 earned credit hours
Sophomores	25-56 earned credit hours
Juniors	57-86 earned credit hours
Seniors	87 or more earned credit hours

Code of Academic Conduct

This Code applies to all undergraduate students, full-time, and part-time, in Tulane University. The full text and additional information is available at the following website: https://college.tulane.edu/academics/academic-integrity (https://college.tulane.edu/academics/academic-integrity/).

Commencement Policies and Procedures

A student expecting to receive a degree in May must apply for graduation with their Newcomb-Tulane College's academic advisor by October 1 of the previous year. Students expecting to complete their degree requirements at any other time should consult their academic advisor for appropriate information. The commencement ceremony is held only in May. Students completing degree requirements in August or December may, however, participate in the ceremony held the following May. All graduates who will not attend the commencement ceremony should request with their Newcomb-Tulane academic advisor that their degree be awarded in absentia. All financial obligations to the University must be cleared before the Registrar will release a diploma or a transcript.

Course Loads

The normal academic course load for all students is 15 credits to 19 credits per semester. The student who completes 15 credits each semester can meet degree requirements in four years for most but not all degrees. The minimum course load is 12 academic credits per semester. Students must have registered for a minimum of 12 credits by the last day to add classes. An exception to this regulation is made for seniors who, in their final semester, need fewer than 12 credits to graduate.

In any given semester, when registration opens for the next semester, students may register for as many as 17 credits during the priority registration period and up to 19 credits thereafter. After the close of a semester, students who have earned a grade-point average of 3.000 or better on 15 letter-graded credits or more during that semester may register for as many as 22 credits in the following semester. After the close of a semester, students who have earned a cumulative grade-point average of 3.500 may register for as many as 25 credits. Any student interested in an overload must submit that request to their academic advisor.

Full-time students with a course load of fewer than 14 credits should realize that they risk falling behind their class level.

Course Repeatability

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 Repeated Courses

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. Except as provided below, 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.

Students who are found responsible for academic misconduct are not eligible to have that original grade expunged. In this case, both the initial grade and the second grade will be counted in their GPA.

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.

Course Sequencing

Course at Tulane offerings increase in sophistication and specialty with increasing course number, and usually follow the following conventions:

Course number	Description
1000-level	Introductory-level undergraduate courses
2000-level and 3000-level	Intermediate-level undergraduate courses; may require 1000-level prerequisites.
4000-level	Advanced-level undergraduate courses; may require multiple level prerequisites.
5000-level	undergraduate courses: honors thesis courses, courses taken abroad, or courses transcripted via our School of Record relationship with the Council on International Educational Exchange (CIEE).
6000-level	Introductory-level graduate or advanced-level undergraduate courses; often open to both undergraduate and graduate students; sometimes cross-listed with 3000 or 4000-level courses.
7000-level	Intermediate-level graduate courses; not open to undergraduates.
8000-level and 9000-level	Advanced graduate-level courses; often independent graduate study or dissertation research.

Credit Expiration

At the time of readmission, any credit earned at Tulane more than ten years previously would not apply toward the degree. While the credits may be more than ten years old by the time the student completes the Tulane degree, they would still count toward the degree so long as the student had remained continuously enrolled at Tulane. Departments and schools may apply more restrictive rules in evaluating credits to be applied toward a major or professional degree.

Cross-Registration

Students enrolled in Newcomb-Tulane College during the fall or spring terms may register for courses at Loyola University, Dillard University and Xavier University, provided that the same course has not been offered at Tulane University within the past year. Students must be registered for at least nine credits of coursework at Tulane in the semester of Loyola, Dillard or Xavier registration and may not use the Loyola, Dillard or Xavier credits to satisfy core curriculum requirements or school-specific core requirements. Cross-registration is not applicable during the summer term. Additional restrictions may apply; interested students should contact their Newcomb-Tulane College academic advisor.

Dean's List

Students who have earned a distinguished record in all of their subjects throughout the semester may be recognized on the Dean's List of Newcomb-Tulane College (NTC).

The Dean's List is issued at the end of the fall and spring semesters based on all final course grades and recognizes superior academic achievement. It includes all full-time, degree-seeking students in Newcomb-Tulane College who have a semester grade point average of 3.700 or better and who have earned no grade below a "C" during the same semester (excluding courses taken on a satisfactory/unsatisfactory basis). Students are notified via email of their inclusion on the Dean's List.

Degree Audits

Degree audit reports are available to currently enrolled students through the Gibson portal on demand. The degree audit matches the courses a student has taken against the College's and schools' general degree requirements as well as the major requirements and indicates which of the requirements are left to be taken. While advisors are available to discuss degree audits with students, it remains the student's responsibility to know the exact requirements for the desired degree as stated in this document and to enroll in the appropriate courses to satisfy those requirements.

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 an institutionally accredited college or university;
- The courses were listed in the official catalog of the college or university from which the credit was earned;
- 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 the student's 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.

Examinations

Tulane University administers final examinations according to a published schedule available on the registrar's website at the beginning of each semester. The university expects students and instructors to follow this schedule. Instructors must give final examinations within the hours set aside in the examination schedule; the instructor determines the length and time of the examination within the schedule.

Misreading or ignorance of the schedule is not sufficient reason for a student's absence or tardiness to a final examination. Students are advised to check the schedule before making travel arrangements; such arrangements are not grounds for excusing a student from a final examination.

Students may be excused from final examinations by the Newcomb-Tulane College dean and the course instructor when there is a serious, incapacitating medical problem or when there is a death in the immediate family. Students who must be absent from the final examination for one of these reasons must contact the Newcomb-Tulane dean's office before or within 24 hours after the examination for approval. A student with an excused absence will receive a grade of I and a make-up examination; a student with an unexcused absence will earn a grade of F in the course. (See school sections for further information.)" https://catalog.tulane.edu/newcomb-tulane/#academicpoliciestext

Final examinations or projects are required in all courses, except where the chair of the department or dean of the school waives this requirement. The course instructor is in charge of each examination and is expected to see that it is proctored. Take-home examinations may not be due before the date of the scheduled examination. Students registered for evening courses will be expected to take their examination as scheduled, even if this necessitates taking three examinations in one day.

Any change in the schedule affecting an entire class must be approved by the Newcomb-Tulane College Dean's Office, and notification must be given to every student registered for the course. Course instructors must arrange for a room in which to give the rescheduled exam. Students who cannot or who choose not to take the exam at the new time must be given the exam at the original time and date. Exams that are rescheduled must be given during the nine-day examination period.

Grade Complaints and Grievance Procedure

Students who believe a grade to be incorrect should first consult with their instructor to address any discrepancies. If questions remain or the situation is unresolved, students seeking redress should follow the official grade grievance procedure (https://advising.tulane.edu/sites/default/files/GRIEVANCE%20PROCEDURE.pdf).

Grades/Grading

Federal law prohibits the release of grades or other confidential information to third parties, including parents and guardians, unless the student provides the Newcomb-Tulane College dean's office with written authorization for release of such information. Such a request may be made by the student at any time.

A student's progress toward graduation is measured not only by credits earned but also by the grade-point average. The grade-point average is determined by dividing the student's total number of quality points by the total number of quality hours. Graduation requires a 2.000 grade-point average, equivalent to an average grade of C, in all courses as well as in the major.

Quality	Grade	Quality Points
Passing	A	4.000
	A-	3.667
	B+	3.333
	B	3.000
	B-	2.667
	C+	2.333
	C	2.000
	C-	1.667
	S	Satisfactory; not counted in grade-point average but is counted in earned hours
	D+	1.333
	D	1.000
	D-	0.667
failing	F	0.000
	U	Unsatisfactory; not counted in grade-point average and is not counted in earned hours
	UW	Unofficial withdrawal; counts in grade-point average as a failing grade and earns no quality points
	WF	Withdrawn failing; counts in grade-point average as a failing grade and earns no quality points
Other	I	Incomplete; not counted in grade-point average
	IP	In progress; not counted in grade-point average
	W	Withdrawn; not counted in grade-point average

	AU	Audit, not counted in grade-point average, attempted or Earned Hours

In-Progress (IP) Grades

An in-progress grade, IP, is used to show progress during the first semester of a year-long honors or capstone course. When the final semester's grade for the course is awarded, the IP is changed to reflect that grade and grade points are awarded accordingly.

Incomplete (I) 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 30 days. Incomplete grades also are given when a student's absence from a final examination has been excused by the Newcomb-Tulane College dean prior to or within one day following the final examination. Incomplete grades must be resolved within 30 days of the end of the semester or they are changed to Fs. The I will remain on the student's transcript, accompanied by the final course grade only when the final grade earned in the course is an F. Extensions of the 30-day deadline must be requested in writing by the student and must be approved by the instructor and an Assistant Dean in Academic Advising. Students should contact their academic advisor with any questions.

Extensions are approved only when a student has made an attempt to complete the missing work within the original 30-day period but, in the view of the instructor and Newcomb-Tulane College, has been prevented from completing the work by some special circumstance beyond the student's control. Extensions must be approved before the 30-day deadline expires; extensions are not approved retroactively.

Withdrawn (W/WF/UW) Grades

Grades of WF are assigned by administrators and are computed in the grade-point average as if they were Fs.

In cases where students are suspended or expelled during the semester, W or WF grades may be assigned at the discretion of Newcomb-Tulane College. A grade of WF may be assigned for excessive absence from a course and may be assigned for disciplinary penalties in connection with an honor code or conduct code violation. A student who ceases to attend a class but has not withdrawn officially will receive a UW. After the last day to drop without record and before the last day to withdraw from a course with record, students who drop courses voluntarily will have W noted on their transcripts for each course dropped.

Grade Reports

Tulane University attempts to keep its students well-informed of their academic progress throughout their attendance. All official grades as well as temporary midterm grades are available on-line in the Gibson Portal. Instructions for obtaining grades are outlined in the Schedule of Classes at www.registrar.tulane.edu (http://www.registrar.tulane.edu).

Temporary grades are assigned by faculty to students at midterm. For classifications above the first-year level, instructors are encouraged to report unsatisfactory grades (D, F, and U) to both student and the Newcomb-Tulane College academic advisor.

Final grades are assigned in all subjects for all students and become a part of the student's permanent academic record. Final grades are based on the complete body of a student's work throughout the semester including the final examination.

Honors Thesis

The Honors Thesis is a valuable year-long experience for students who want to complete an independent research project, mentored by faculty in the student's major. Students who complete the Honors Thesis graduate with Departmental Honors in the major or majors in which the thesis is written.

To be eligible to write an Honors Thesis, students are generally expected to have an overall GPA of 3.4, and a GPA of 3.5 in the major for which the student is writing for honors. Departments may make exceptions to the GPA threshold on a case-by-case basis where warranted. For more information about the Senior Honors Thesis, connect with the Office of Academic Enrichment (https://enrichment.tulane.edu/senior-honors-thesis/).

Latin Honors

All Latin honors at Tulane are awarded on the basis of GPA alone. Students achieving a GPA in the top 25% of the class will receive Latin honors according to the following:

Summa cum laude = top 5% of the class
Magna cum laude = next 8% of the class
Cum laude = next 12% of the class

Thresholds are calculated once each year based on the GPAs of May graduates and are posted no later than July 1 for the upcoming year.

Leave of Absence

Students who voluntarily leave any school of the university and return to that school within one calendar year will be allowed to continue study under the degree requirements in effect for them at the time they left. Any student returning to the university after more than one calendar year will be required to complete the degree requirements in effect at the time of readmission. Students taking a leave of absence who wish to receive registration materials and to preregister for classes during the priority period may formally file for a leave of absence for up to one year. Students who are allowed a one-year leave of absence are not required to complete a readmission application; however, they should submit a letter-of-intent to resume study at least eight weeks prior to the semester in which they wish to return. Students who leave a school without formal approval for a leave of absence must file an application for readmission with an advisor and will not receive registration materials until after the readmission has been processed. The deadline for applying for a leave of absence is the last day to register or to add courses in the semester after the last regular semester of a student's enrollment. Students who do not return to Tulane University for a particular term and do not request a leave of absence by the deadline for doing so are not eligible to return without applying for readmission.

Before registering at other institutions, students must consult the Newcomb-Tulane College's policy on transfer of credit and follow the

established procedures. Following such study elsewhere, students must submit a transcript from the other institution showing all courses attempted. Students must have satisfactorily completed their academic programs and must obtain statements of continued good standing from the other institution before being allowed to return. Students who take a leave for health reasons may be required to obtain clearance from the Student Health Center before they are allowed to resume study.

Policy Changes

The University reserves the right to change any of its rules, courses, regulations, and charges without notice and to make such changes applicable to students already registered as well as to new students. Students should review material provided for them, including their on-line degree audit, and seek aid and direction from academic advisers, faculty advisers, and deans and. However, each student must accept full responsibility for knowledge of and compliance with the policies of Tulane University and its schools and for the fulfillment of requirements for the course of study selected.

Quality-of-Work Requirements

Students are responsible for knowing their academic standing at all times.

Full-time Newcomb-Tulane College (NTC) students are expected to have made satisfactory progress toward their degree at the end of each semester. The minimum standards are based on the cumulative grade point average in earned hours at Tulane. The grade point average is computed only on work attempted in undergraduate coursework at Tulane University and excludes both non-credit and satisfactory/unsatisfactory courses.

Full-time undergraduate students enrolled in NTC are degree-seeking students. Those students who are not making satisfactory progress toward a degree are not permitted to remain enrolled at the university.

Continuation Requirements

Students who earn at least 12 credits per full-time semester at Tulane and achieve at least the minimum cumulative grade-point average (GPA) for good standing are considered to be making satisfactory progress toward the baccalaureate degree and are in academic good standing. Policies that apply to students who do not meet these academic standards are described below. Students experiencing academic difficulty should pay particular attention to the appropriate paragraphs of the explanation of the quality-of-work rules summarized in the table below. Students should note that the standards apply to cumulative GPA in earned hours at Tulane.

Options to Restore Academic Good Standing

At the end of each semester students are reviewed for academic progress. Students who are deficient in cumulative GPA based on credits earned at Tulane are placed on academic probation. They have the following options to restore academic good standing:

1. Students may return to academic good standing through successful completion of Tulane Summer School courses.
2. Students may return in the fall on academic probation with an approved academic success plan.
3. Students may attend another accredited institution while on academic dismissal in order to show improvement for re-admittance to Tulane. Pending approved readmittance to Tulane from the NTC Dean, this could result in transfer credits if approved by the appropriate academic department(s) in coordination with NTC academic advising. We strongly recommend that students go through the preapproval process for transfer credit.
4. Students on academic probation will have their grades reviewed at the close of each semester*. Should the cumulative GPA for academic good standing be reached within one semester, the student will return to good standing.

*Students may only spend two consecutive semesters on academic probation (excluding summer). Failure to return to good standing within that timeframe will result in academic dismissal from Tulane for at least one semester.

Cumulative Grade Point Average (GPA) Requirements

Minimum cumulative GPA requirements are based on the total number of earned hours (EHRS) that a student has accumulated at Tulane.

The minimum cumulative GPA for academic good standing is 1.600 in 0-24 EHRS, 1.800 in 24-48 EHRS, and 2.000 in 49 or more EHRS.

Total Earned Hours at Tulane	Minimum Cumulative GPA for Good Standing
0 to 24	1.600
25 to 48	1.800
49 or more	2.000

Other Considerations for Continuation

The NTC Dean in consultation with the Committee on Academic Requirements may, at any time, dismiss or place on probation any student who has given evidence of academic irresponsibility. Academic irresponsibility includes but is not limited to actions such as non-compliance with academic probation, failure to attend class regularly, failure to complete papers, examinations, or other work on time, failure to earn a minimum of 12 credit hours in any semester unless the student has been granted part-time status, or failure to maintain a minimum GPA (see Quality of Work Rules).

Should a student's poor academic performance be attributed to circumstances over which the student clearly had no control (serious injury or illness), the student may, after consultation with an academic advisor or appropriate campus resource, petition the Committee on Academic Requirements for further consideration of their status.

Students are responsible for knowing their academic standing at all times.

Summer School Attendance

Students may attend Tulane Summer School for the purpose of enriching their academic programs or accelerating their graduation. Students on academic dismissal at the close of spring semester may attend Tulane Summer School and remedy their deficiencies.

Full credit is given, without special approvals, for Tulane Summer School courses offered by the full-time undergraduate schools at Tulane. Other Tulane Summer School courses may be taken within the nine-credit limit for courses outside the College. Students should

consult with their academic advisors regarding the proposed Tulane Summer School program during the registration period in the fall.

Students in academic good standing may attend the summer school of any institutionally accredited institution. To ensure that credits earned at another institution will transfer to Tulane, students should consult the "Transferring credit to Tulane University" section of this catalog. Students must obtain prior approval of their choice of institution and proposed summer program no later than the end of the final-examination period in spring semester. Grades earned at other institutions are not computed in the student's grade-point average; therefore, a student cannot make up a grade-point deficiency at Tulane by attendance at another institution. Students may apply up to six credits of approved coursework from another institution toward the senior residency requirement.

Registration

In any given semester, when registration opens for the next semester, students may register for as many as 17 credits during the priority registration period and up to 19 credits thereafter. After the close of a semester, students who have earned a grade-point average of 3.000 or better on 15 letter-graded credits or more during that semester may register for as many as 22 credits in the following semester. After the close of a semester, students who have earned a cumulative grade-point average of 3.500 may register for as many as 25 credits. Any student interested in an overload must submit that request to their academic advisor.

Retake Course

Beginning in Spring 2021 a revised retake policy was adopted. Students may repeat courses in which they have earned a grade of D+ or lower. In order to repeat a course, the student must be enrolled in a full-time course load (a minimum of 12 new hours) in addition to the repeated course. No more than one course may be repeated in any semester. For each repeated course, only the second grade, whether higher or lower than the initial grade, will be used to calculate the student's GPA. The initial grade will not count as credit hours attempted or earned, and therefore is not calculated in the GPA, but it will remain visible on the student's transcript. The grade penalty for a WF is never removed from the GPA.

Students who are found responsible for academic misconduct are not eligible to have that original grade expunged. In this case, both the initial grade and the second grade will be counted in their GPA.

Retention of Academic Records

Student records (in electronic storage in Academic Advising) will be retained for eight years from the time of first fall enrollment of that student cohort. For most students, this will mean that their records will be kept for 4 years after graduation (3 years for Architecture students). This restriction does not apply to academic records kept by the Registrar's Office; those records are retained permanently.

Satisfactory/Unsatisfactory Option

Where individual schools permit, students in good standing may elect to take one course on a satisfactory/ unsatisfactory (S/U) basis per semester. They may count no more than ten credits from such courses toward degree requirements. The S/U option may not be used to satisfy the writing, foreign language, quantitative or formal reasoning, and laboratory components of the core curriculum, or major or minor requirements. The last date for designating or revoking the S/U option is the deadline for dropping courses. Schools may impose additional limitations on courses that can be taken S/U; please refer to the appropriate school section for more information.

A student electing this option gets academic credit for the course without affecting the grade-point average as long as the work is at the C- level or better. A grade of U is not counted in the grade-point average and carries no credit for the course. Students are cautioned that because a grade of S is not counted in the grade-point average, it will not count toward the Dean's List honors or towards the 2.000 grade-point average required for graduation.

Scholarly Honors

Students may graduate with departmental honors by completing an Honors Thesis, Honors Case Study, or Senior Honors Project in the Fine Arts. For more information regarding the rules, process, and deadlines for these opportunities, please visit the Senior Honors Thesis website (https://enrichment.tulane.edu/senior-honors-thesis/).

Study Abroad Policies

Overview

Study Abroad (OSA) maintains a portfolio of high-quality semester and yearlong study abroad programs that have been approved by the Newcomb-Tulane Study Abroad Committee. These programs are open to all qualified undergraduate students pursuing degrees in the Schools of Liberal Arts, Science & Engineering, Architecture, Public Health & Tropical Medicine, and Business.

Tulane University partners with top overseas universities and international institutions to make the highest quality overseas educational experiences available to its students. The range of subject matter reflects the particular opportunities and scholastic strengths available in each location. Language instruction is an integral part of the programs in non-English-speaking countries.

Approved Semester and Yearlong Options

The OSA administers over 148 study abroad programs for undergraduates in Europe, Latin America, Africa, Asia, and Australia. More details are available from the Office of Study Abroad web site (https://studyabroadprograms.tulane.edu/).

These programs are open to all qualified students in the Newcomb-Tulane College who meet specific eligibility requirements.

Independent Scholar Option (ISO)

Students may choose to design their own study abroad experience for a semester or year abroad through the Independent Scholar Option. The ISO offers exceptional juniors and seniors the opportunity to propose a semester or year abroad pursuing a course of study for which there is no equivalent on an existing approved program. Students considering the ISO are required to have a meeting with a Study Abroad Advisor to discuss the proposed course of study abroad and the application process.

ISO applicants should demonstrate a high degree of maturity, independence, and preparation.

Credits and Grades

Unless specifically noted in the program description, grades earned abroad in approved Newcomb-Tulane College Study Abroad Programs in the Fall semester of 2015 and thereafter will appear on the official transcript but will not be calculated into the cumulative GPA. This policy will not apply to Tulane faculty-led summer programs, or to courses completed in study abroad programs offered through the Freeman School of Business.

Advising for Study Abroad

Newcomb-Tulane undergraduates are encouraged to begin their academic preparation for study abroad as early as their first semester at Tulane. Students may select a program independently or in close consultation with the OSA study abroad advisor, as well as the academic and major advisors. The OSA hosts informational meetings, advising sessions, discussion groups, and panel talks to inform students of their options for studying abroad. In addition, the OSA organizes an annual fall study abroad fair to promote education abroad opportunities. A complete guide to study abroad is available on the OSA web site.

Eligibility and Selection Criteria

At the time of application, all students must present persuasive evidence of the necessary academic and intellectual strength, linguistic skills, and special preparation in the area of the proposed course of study. A compelling argument that the proposed program and destination are appropriate in terms of academic, cultural and personal goals should be clearly articulated in the application essay.

Students must also demonstrate the individual initiative and strong sense of personal responsibility required to complete the program abroad. Students must familiarize themselves with the program-specific GPA and course prerequisites when planning for study abroad. Due to high demand, competition may occur within the various programs because some have a limited number of spaces.

The student's academic and major advisors must support the application and indicate that the proposed overseas study will advance and not impede progress toward the degree. Applicants are also asked to indicate how they expect to complete graduation requirements. Qualified students may study abroad as early as the freshman year.

Academic Integrity and Code of Student Conduct

Students who have been found responsible for a violation of the Code of Academic Conduct within the past year may not study abroad. If the violation was earlier than the past year, the student may apply to study abroad and the violation will be reviewed as part of the student's record. Students may not study abroad while on disciplinary probation

Tuition and Fees

For each semester abroad, participants pay Tulane tuition and the academic support service fee. Airfare, housing, meals, vacation travel, and personal expenses are extra and vary by location.

Financial Aid and Scholarships

For eligible students, all federal financial aid (Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Stafford Loans, and Parent Plus Loans) except for work-study awards can be applied to all Tulane study abroad programs. All Tulane University institutional aid (Dean's Honor Scholarship, Distinguished Scholars Award, Founders Scholarship, and Tulane Need-Based Scholarship), except for the housing stipends, can be used for participation in Tulane study abroad programs as well. Students must meet with their financial aid advisor to confirm their financial aid status.

There are several scholarships available for study abroad depending on location. Student should visit the OSA web site for a complete list of awards available through the College as well as those available from partner institutions.

Tulane Summer Programs

Undergraduate students can take advantage of a variety of faculty-led summer study abroad programs focused on special topics.

Costs and application procedures vary by program; visit the OSA web site (https://cge.tulane.edu/summer/) for a list of available summer programs.

Leave of Absence (LOA) Study Abroad

Students seeking transfer credit approval for a semester study abroad program must complete the Leave of Absence Semester Program petition available on the Office of Study Abroad website and should also consult with a study abroad advisor. This petition must be approved in order for students to transfer credit earned on a Leave of Absence Semester Program back to Tulane.

Tulane University will assess an academic support fee for students studying abroad in Fall or Spring through the “Leave of Absence Semester” option. This fee will be assessed at the beginning of the semester you are abroad. For more information, please visit the OSA website (https://cge.tulane.edu/resources/policies/leave-of-absence/).

Non-Tulane Summer Programs

Students seeking transfer credit approval for a summer program may complete the Non-Tulane program application available on the OSA website and work to transfer credits back to Tulane with their academic advisor. No fee is charged during the summer non-Tulane process. For more information, please visit the OSA website (https://cge.tulane.edu/summer/).

Transcripts

Students may order electronic and/or mailed transcripts through the "Order A Transcript" link in the student section of Gibson Online. Alternatively an official transcript of a student's record may be sent to any person or institution upon the student's written instruction. Requests for official transcripts must be sent to the University Registrar. Instructions on the information to include with the request are available on the Registrar's Office website: www.registrar.tulane.edu (http://www.registrar.tulane.edu). Transcripts may be withheld for unpaid financial accounts with the university.

Transferring Credit to Tulane University

Transferring Credit Earned Prior to Matriculating at Tulane University.

Incoming first-year students planning to enroll in courses elsewhere during the summer prior to arriving at Tulane must consult with an academic advisor for approval. In order to be considered for approval,

college courses taken prior to enrolling in Tulane University, Newcomb-Tulane College requires:

- The courses were offered by a institution accredited by one of the following institutional accrediting agencies*: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE); New England Commission on Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), or the Western Association of Schools and Colleges (WASC).
- 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.

These agencies were referred to as "regional accreditors" prior to 2020.

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 institution accredited by one of the following institutional accrediting agencies*: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE); New England Commission on Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), or the Western Association of Schools and Colleges (WASC).
- The courses were listed in the official catalog of the college or university from which the credit was earned;
- A grade of C or better was earned in each course.

These agencies were referred to as "regional accreditors" prior to 2020.

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. All courses are subject to approval, and in some cases courses may not be approved for credit. Grades are not transferred with the credits.

Transferring Credit Earned after Matriculation at Tulane University

Continuing or returning students in academic good standing are eligible to apply for transfer credit from an institution within the United States accredited by one of the following institutional accrediting agencies*: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE); New England Commission on Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), or the Western Association of Schools and Colleges (WASC). Prior approval is necessary in order for currently enrolled students to take course(s) for transfer credit to Tulane University. To be eligible for transfer credit from study-abroad programs, students must have at least a 2.700 cumulative grade-point average at Tulane and obtain approval for the program abroad from the Center for International Studies.

These agencies were referred to as "regional accreditors" prior to 2020.

The transfer credit policy for the university is as follows.

The currently enrolled student must obtain the catalog description for each course the student wishes to take at another institution accredited by one of the following institutional accrediting agencies*: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE); New England Commission on Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), or the Western Association of Schools and Colleges (WASC). *These agencies were referred to as "regional accreditors" prior to 2020.*

The Freeman School of Business and some additional academic departments and programs requires that students also provide a syllabus for each course.

Please note that some transfer credits may be denied for applicability to the professional school's major/minor degree requirements due to professional accreditation standards. The student begins this process with his or her academic advisor. Each course is evaluated by the appropriate school or department at Tulane to determine whether or not it can be applied to a Tulane degree. The institution and program through which the courses were offered must be comparable to the department or program at Tulane awarding the transfer credit.

In order to process transfer credit for these courses, the Newcomb-Tulane College requires:

- A grade of C or better in each course, and
- An official transcript issued to Tulane University (not a grade report or transcript issued to the student). Transcripts should be sent to the Academic Advising Center.

Credit for acceptable work is transferred in the amount recorded on the official transcript of the other institution. Credits earned on a pass/fail or satisfactory/unsatisfactory basis do not transfer unless the transcript states that P or S is equivalent to a grade of C or better. Grades are not transferred with the credits; therefore, a student cannot remedy a grade-point deficiency at Tulane by attendance at another institution.

Transfer Credit and Majors

No more than half of the credits required for each major may be transfer credits.

Transfer Credit Expiration

No credit earned at another college or university more than ten years previously may be applied to an undergraduate degree at Tulane. This rule would apply to the date when the credit is evaluated. While the credits may be more than ten years old by the time the student completes the Tulane degree, they would still count toward the degree so long as the student had remained continuously enrolled at Tulane.

Graduation with University Honors

To be eligible for university honors, a student must have completed a minimum of 60 credits (75 for dual degree candidates) while enrolled at Tulane University; this may include enrollment in Tulane's year-long and semester programs abroad and Washington Semester. Only Tulane credits are computed in the cumulative grade-point average for honors candidates. A student completing two degrees may be awarded university honors for both degrees. Eligibility for honors for each degree will be determined by grades earned in all course work counting toward the respective degree.

Withdrawal

Voluntary

A student who has registered for a semester and plans to withdraw from the university must inform their academic advisor. After appropriate action has been completed with Academic Advising, confirmation of withdrawal will be sent to the student. The official date of the withdrawal must be approved by an assistant dean of advising or associate dean of the college and usually is the date of formal notification. The withdrawal date is important for determining possible refunds. Students who officially have withdrawn from the university cannot reside on campus.

Medical

A petition for a complete withdrawal from all courses for medical reasons and/or a request for a medical leave of absence will be reviewed by a clinician at the Health Center for Student Care. A recommendation will be made by the clinician to the NTC Dean's office and the referral source. Any student who wishes to request a complete medical withdrawal from classes or leave of absence from the University should begin by reaching out to their Academic Advisor or the Assistant Dean of Students-Division of Student Affairs. Grades of W are assigned when a student withdraws from one or more courses for medical reasons after the last day to drop without record.

A partial medical withdrawal from some but not all courses may be permitted upon the recommendation of the Medical Withdrawal Committee. Students requesting a partial medical withdrawal must confer with their Academic Advisor or the Assistant Dean of Students-Division of Student Affairs. Withdrawals from individual courses for medical reasons after the published deadline for dropping a course, will require supporting justification.#The deadline for medical withdrawals from all courses is the last day of classes each term. After this date, they are considered retroactive.

Any student who wishes to return from a medical leave will submit a petition to return as well as submit a treatment provider form showing the student has been medically cleared to return to their studies. This packet will be reviewed by a clinician at the Health Center for Student Care. A recommendation will be made by the clinician to the NTC Dean's office and the referral source.

Required

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

Refunds

The deadlines for the refund of full, three-quarter, one-half, or one-quarter tuition in any semester are listed in the academic calendar. Refunds are recommended by the Newcomb-Tulane College dean in strict accord with the calendar deadlines and only when withdrawals are official. No refunds will be granted after the one-quarter refund deadline.

The established deadlines are applicable under all conditions for withdrawal. University fees, including the student activity fee, are refundable only through the last day to register or add classes.

Core Curriculum

Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.
- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

Degrees, Programs, and Requirements

Degrees, Programs, and Requirements

Degrees

Degrees offered in Newcomb-Tulane College expose students to a wide range of thought, fact, and human experience. Such a liberal education broadens students' knowledge and awareness of each of the major areas of human understanding into which the disciplines are divided and prepares students for a constructive role in society and for continued learning that contributes to a productive career and a rewarding personal life.

- Bachelor of Architecture (B.Arch.)
- Bachelor of Arts (B.A.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Architecture (B.S.A.)
- Bachelor of Science in Engineering (B.S.E.)
- Bachelor of Science in Management (B.S.M.)
- Bachelor of Science in Public Health (B.S.P.H.)

The degree awarded to the student is dependent on the primary major program(s) completed. Candidates completing a primary major program in the humanities or the social sciences receive the B.A. degree; those completing a primary major program in the fine arts receive either the B.A. or the B.F.A. degree. The B.S. degree is awarded to candidates completing a primary major program in the sciences or architecture. Candidates completing primary major programs in anthropology, economics and linguistics receive either the B.A. or B.S. degree.

Degree Requirements

The credits presented for an undergraduate degree must satisfy the core curriculum, school specific core curriculum and major requirements described within the appropriate program of study. Each candidate for degree is required to have completed at least 120 credits of academic work and to have achieved a 2.000 cumulative grade-point average at the university and in the major. At least 60 of the 120 credits must be earned in courses above the 1000 level. Academic credit is awarded on the credit-hour system (p. 1361).

Students who have not completed the first-year writing core proficiency requirement by the end of the second semester of enrollment may not early register for the following semester and may not return to the College until this requirement has been fulfilled.

The College's foreign language requirement is proficiency at the third semester or 2030 level. All students must receive formal placement in any foreign language they plan to take while at Tulane.

These policies apply to all students, including those who contemplate leaving for any reason prior to graduation.

The recommended semester program consists of 15 credits to 19 credits. All degree candidates must have completed the last 30 credits of coursework in residence in the college and a minimum of 60 credits at Tulane University. Students who participate in a Tulane study abroad program or other Tulane-sponsored program in the senior year are earning Tulane grades and credits and, therefore, are considered to be meeting the senior residency requirement.

Subject to approval, students may count up to six credits of summer work from other institutionally accredited institutions, as part of their last 30 credits that must be completed in residence. Other school- or program-specific restrictions may apply. Students are encouraged to consult with their advisers.

Credits outside of Newcomb-Tulane College

A maximum of nine credits from courses offered by schools that are not within Newcomb-Tulane College (in the Schools of Professional Advancement, Undergraduate Law, and Undergraduate Social Work) may count toward graduation requirements. Individual schools within NTC may further restrict non-NTC coursework and students should refer to individual school sections of the Catalog for more information.

Newcomb-Tulane College students who choose to declare a major or minor that includes approved coursework from the School of Social Work or the School of Professional Advancement (SoPA) are permitted to use all of the coursework from that approved program toward their

undergraduate degree. Newcomb-Tulane College may pursue up to one major and one minor in SOPA. Should students abandon the above-mentioned major or minor before completion, students will be only be permitted to apply a maximum of nine credits of coursework toward graduation requirements. Students pursuing a major in SOPA and a major in NTC must declare the NTC major as their primary major except in the cases of coordinate majors.

Residency

All degree candidates must have completed a minimum of 60 credits at Tulane University (excluding Tulane study abroad and Washington Semester programs).

Students must complete the last 30 credits of coursework in residence in the College. Students who participate in a Tulane study abroad program or in the Washington Semester program in the senior year are considered to be meeting the senior residency requirement but these credits will not apply toward the 60 credit university residency requirement. Students participating in dual degree physics and engineering programs (Tulane and approved partner universities) are exempted from the senior residency requirement but not the Tulane residency requirement.

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

ROTC Credits

A maximum of 15 credits from ROTC courses (AERO, MILS, NAVS) may be applied to a Tulane degree.

Dual Degrees

Tulane University offers the option of obtaining two undergraduate degrees. Newcomb-Tulane College students should refer to the school-specific sections for more information on pursuing dual degrees within the same school and consult with their advisors early in their academic careers.

To qualify for two baccalaureate degrees (dual degree) from any of the schools, a student must complete a minimum of 150 credits (75 credits completed at Tulane University) at least 82 of which must be above the 1000-level and satisfy all requirements for each degree and each major. A candidate also must file a degree application for each degree at least two semesters prior to the anticipated date of graduation.

Academic Programs

Newcomb-Tulane College students may pursue academic programs across the undergraduate division.

- NTC Majors (p.)
- NTC Minors (p.)
- NTC Certificates (p.)

Academic Programs Outside of Newcomb-Tulane College

The following majors and minors, housed in schools outside of Newcomb-Tulane College (NTC), are available to Newcomb-Tulane College students as full programs. NTC students pursuing the majors listed below as their primary majors must complete the degree and core requirements of Newcomb-Tulane College. NTC Students pursuing a Bachelor of Science in Exercise Science must additionally complete MATH 1210 Calculus I (4 c.h.) or equivalent plus MATH 1230 Statistics For Scientists (4 c.h.) and NTC students pursuing a Bachelor of Science in Information Technology must additionally complete the B.S. mathematics requirement which includes MATH 1210 Calculus I (4 c.h.) or equivalent plus one additional mathematics course above Calculus I. Individual school restrictions within NTC may limit their students from pursuing these majors or using the credits from these majors toward their degree programs. Students should refer to the individual school sections for more information.

Newcomb-Tulane College students who choose to declare a non-NTC major or minor that includes approved coursework from outside NTC are permitted to use all of the coursework from that approved program toward their undergraduate degree. Newcomb-Tulane College students may pursue up to one major and one minor in SOPA. Should students abandon the above-mentioned major or minor before completion, students will only be permitted to apply a maximum of nine credits of coursework toward graduation requirements. Students pursuing a non-NTC major and a major in NTC must declare the NTC major as their primary major except in the cases of coordinate majors.

Majors Outside of Newcomb-Tulane College available to NTC Students

- Exercise Science, B.S. (p. 464)
- Health and Wellness, B.A. (p. 464)
- Homeland Security, B.A. (p. 449)
- Information Technology, B.S. (p. 455)
- Secondary Education (Grades 6-12) Coordinate Major (p. 445)
- Social Policy and Practice Coordinate Major (p. 323)

Minors Outside of Newcomb-Tulane College available to NTC Students

- Exercise Science Minor (p. 464)
- Health and Wellness Minor (p. 464)
- Homeland Security Studies Minor (p. 449)
- Information Technology Minor (p. 457)
- Social Work Minor (p. 642)
- Teaching English Learners, Minor (p. 447)
- Teaching, Learning, and Training Minor (p. 447)

Major Component

A major field of study provides each student the opportunity to explore a single area of inquiry in depth and to gain the self-confidence derived from mastery of a subject. The major must be selected no later than the beginning of a student's fourth semester of college study. The selection of a major program also determines the school with which the student will be affiliated. Students may change their majors at any point in their academic careers; students choosing to change their majors should be aware that:

- this action may necessitate a change in school,
- not all previously completed coursework may apply to the newly selected school or major, and
- additional coursework may be necessary to meet the new major requirements

Students who elect to complete more than one major must complete all courses for each major. Students declaring a second major must

officially declare their second major and return the declaration form to the advising office for approval. At least half of the coursework required for each major must be completed at Tulane University. Newcomb-Tulane College students should be aware that obtaining a second major in professional degree programs requires obtaining the professional degree, i.e. B.S.E., B.S.M., B.S.P.H., M.Arch. Professional degree programs must serve as a primary major. Newcomb-Tulane College students are permitted to pursue the following majors within the School of Professional Advancement: Exercise Science, Health & Wellness, Homeland Security, Information Technology, and the Secondary Education Coordinate Major.

Self-Designed Majors

A student with a 3.50 GPA may construct a unique self-designed coordinate major program of study by grouping courses from different academic departments and programs primarily in Liberal Arts. While interdisciplinary in nature, a self-designed major should be focused in the School of Liberal Arts. Self-designed major proposals require a petition to the Committee on Undergraduate Academic Requirements, which may grant approval after a review of the proposal, rationale, and proposed list of courses. Detailed instructions for preparing the proposal can be found here (https://tulane.instructure.com/enroll/M4XMDG/).

Double Majors

Newcomb-Tulane College students must have a primary major in the Schools of Architecture, Business, Liberal Arts, Public Health and Tropical Medicine, or Science and Engineering except for students pursuing a primary major in one of the approved School of Professional Advancement programs for Newcomb-Tulane College students . Any student may also pursue a second major. If the second major is not housed in the primary school, the student does not have to complete the school-specific requirements of the secondary school. Subject to approval by their advisors, students may also pursue a second major in a professional degree program; however, this option requires completing all degree requirements for the second major and obtaining the professional degree, i.e., B.S.E., B.S.M., B.S.P.H, M.Arch. (See Dual Degrees.)

Full-time students may pursue second majors or minors in the School of Professional Advancement not listed above only as a voluntary overload when permitted by the program. The second majors available are Public Relations, General Legal Studies, Digital Design, Humanities, and Social Science; the second minors available are Health and Wellness and Homeland Security.

Minor Component

Undergraduate students may complete one or more minors. The minor is optional and is designed to provide structure to the study of a secondary field of interest chosen by the student. Students who elect to complete the requirements for a minor must earn a grade-point average of at least 2.000 in courses counting toward that minor. No courses counting toward the student's first minor will count toward the student's second minor. Individual schools or departments may specify the number of credits allowed for major-minor overlap and how many minors are permitted in the degree. Students should consult departmental listings for additional information. Newcomb-Tulane College students are permitted to pursue the following School of Professional Advancement minors: Exercise Science, Information Technology, and the minor in Teaching, Learning, and Training.

Undergraduate Certificates

Students may complete an undergraduate certificate concurrently with their degree. The certificate is optional and must be selected and officially declared no later than the beginning of a student's final year of study and prior to applying for graduation. Students may not count the same course(s) toward a minor and a certificate. Additional restrictions on overlap between a certificate and majors are governed by the academic programs in the schools. Students should consult with their advisors for more information.

Advanced Placement (AP)/ International Baccalaureate (IB) Credits/Cambridge A-Levels

Advanced placement or college credit is awarded to students who receive the required scores on AP, IB, and Cambridge A-Level exams as established by Tulane University academic departments. It is the student's responsibility to ensure that an official report of the test scores is sent to Tulane University.

When planning their fall schedules, first-year students should not enroll in courses for which AP, IB, or Cambridge A-Level credit is expected. AP, IB, or Cambridge A-Level credit does NOT count toward the minimum or maximum course load or toward the minimum number of earned credits required to remain in academic good standing. No more than four credits of English and no more than four credits of a single modern foreign language will be awarded to any student, even if the student has high scores on the language and literature tests.

Tulane University also awards credit for scores of 5 or better on higher-level International Baccalaureate exams. For more information about IB credit, please contact an academic advisor.

Beginning in Fall 2020, Tulane University will accept Cambridge A-Level for advanced standing, placement, and elective credit.

AP, IB, A-Level Equivalency Chart

An equivalency chart can be found **here (p. 73).** A complete listing of AP credit and placement for individual subject areas is also located at https://advising.tulane.edu/resources/equivalencies (https://advising.tulane.edu/resources/equivalencies/). Questions regarding advanced placement credit should be directed to Newcomb-Tulane College Academic Advising.

CLEP

Full-time undergraduate students enrolled in Newcomb-Tulane College may not earn credit toward a degree through the College Level Examination Program (CLEP).

Advanced Standing and Exemption

Although the university awards placement or credit to students who have earned sufficiently high scores on AP, IB, and Cambridge A-Level exams, students not in these programs also may have special expertise in a foreign language. Students, who prove proficient in a foreign language through a sufficiently high score on the College Board Achievement Test or on a departmentally administered proficiency exam, are exempted from the proficiency portion of the foreign

language requirement only, with no credit awarded; all students must take at least one foreign language course in that language at Tulane University. Exemption may be given in other departments on an individual basis.

Core Curriculum

The Newcomb-Tulane College Core Curriculum (p. 32)- which is composed of a minimum of 30 credits- is divided into two parts: proficiency requirements and a distribution of knowledge. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level course credit can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language. Courses are designed as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

English Placement Requirements for International Students

English for Academic and Professional Purposes

In the first year, Newcomb-Tulane College students should complete one of the following courses: ENGL 1010 Writing (4 c.h.) or ENGL 1011 Writing for Academic Purposes (4 c.h.). If an AP score of 4 or 5 on the English Advanced Placement (AP) examination or a 6 or higher on the English International Baccalaureate (IB) examination is earned, the student will earn credit for ENGL 1010. Students who earn AP or IB credit for ENGL 1010, should enroll in a Tier-1 Writing Course in the first year.

The typical pattern for international students is to take the online placement program in the summer, EAPP 1000 Composition and Reading (3 c.h.) and EAPP 1050 Multicultural Speech (3 c.h.) in the Fall, and ENGL 1011 Writing for Academic Purposes (4 c.h.) in the Spring. However, excellent performance in the placement program can waive some of those courses at the discretion of the English for Academic and Professional Purposes Program. Completing this series allows students to meet two core requirements while satisfying their Tier-1 Writing Course.

International students are required to participate in an online placement program, “American Academic English” in the summer before arrival. The online program can be completed from home and requires participants to spend approximately two hours to complete the writing requirements. The program is designed to place international students into the writing, public speaking, and English classes, which will give them the best chance of success at Tulane while also giving them an advanced support system.

Requirements

International students are required to participate in an online placement program, “American Academic English” in the summer before arrival. The online program can be completed from home and requires participants to spend approximately four hours to complete the writing requirements. The program is designed to place international students into the writing, public speaking, and English classes, which will give them the best chance of success at Tulane while also giving them an advanced support system.

International students take Composition and Reading in a Global Context (EAPP 1000 Composition and Reading (3 c.h.)) and Multicultural Speech (EAPP 1050 Multicultural Speech (3 c.h.)) their first semester to maximize their academic success. EAPP 1000 fulfills the Global Discourse core requirement, and EAPP 1050 fulfills the Race and Inclusion core requirement. Writing (ENGL 1010) and Writing for Academic Purposes (ENGL 1011) fulfill the Tier-1 Writing Requirement, and students are placed into one based on which is predicted to benefit them most. Most take ENGL 1011 in the Spring. ENGL 1011, “Writing for Academic Purposes,” is focused on the unique skills and particular needs shared by many international students. Any international student who brings in Advanced Placement or International Baccalaureate credit for ENGL 1010 must take a Tier-1 Writing Course.

Students in the Tulane Advantage program must take EAPP 1000 and 1050 in the Fall, followed by ENGL 1011 in the Spring. Students can contact the English for Academic and Professional Purposes program for more information at LangEx@tulane.edu (langex@tulane.edu).

Course ID	Title	Credits
Tulane Advantage		
EAPP 1000	Composition and Reading	3
EAPP 1050	Multicultural Speech	3
ENGL 1011	Writing for Academic Purposes	4
General Requirements		
EAPP 1000	Composition and Reading [1]	3
EAPP 1050	Multicultural Speech	3

[1] This requirement may be fulfilled over the summer.

Graduate Work

Students in Newcomb-Tulane College with a grade-point average of at least 3.33 in their major program may register, normally in their senior year, for up to six credits of graduate-level courses, for credit toward a baccalaureate degree. Approvals from the course instructor, department chair, and Academic Advising Center Dean or Advisor are required.

Provisional Graduate Credit

A senior who completes all baccalaureate requirements before the end of the senior year and intends to enter a Tulane University graduate program may apply for provisional graduate credit in up to, but not more than, 12 credits of graduate 6000- and 7000- level courses. These courses must be approved by the applicable department beyond the credits needed for the baccalaureate. Graduate credit for such work, if passed with a grade of B or better, will be awarded when the student is admitted to full graduate status in the applicable school, upon recommendation of the department chair and approval of the dean. These provisions do not apply to transfer of credits to or from other graduate institutions.

4+1 Programs

Tulane University has developed "4+1" programs in which students can obtain a master's degree within one year of completing the bachelor's degree. Students who pursue this option take courses in the fifth year at a substantially reduced tuition rate.

School of Liberal Arts

- Anthropology, MA (p. 223)
- Art History, MA (p. 227)

- Computational Linguistics, MA (p. 305)
- English, MA (p. 243)
- French/Francophone Studies, MA (p. 246)
- History, MA (p. 255)
- Linguistics, MA (p. 311)
- Philosophy, MA (p. 264)
- Policy Economics, MA (p. 241)
- Political Economy with Data Analytics, MA (p. 322)
- Spanish and Portuguese, MA (p. 273)
- Spanish, MA (p. 275)

School of Science and Engineering

- Applied Mathematics, MS (p. 571)
- Behavioral Health, MS (p. 594)
- Biomedical Engineering, MS (p. 546)
- Cell and Molecular Biology, MS (p. 548)
- Chemical and Biomolecular Engineering, MS (p. 551)
- Computational Science, MS (p. 542)
- Computer Science, MS (p. 557)
- Ecology and Evolutionary Biology, MS (p. 567)
- Materials Science and Engineering, MS (p. 587)
- Mathematics, MS (p. 573)
- Neuroscience, MS (p. 605)
- Physics, MS (p. 592)
- Psychology, MS (p. 596)
- Statistics, MS (p. 576)

Interested students should contact their academic advisors and the 4+1 Program for more information.

Joint-Degree Programs

Tulane University offers joint-degree programs (undergraduate and graduate) in Business, Law, and Public Health & Tropical Medicine. The undergraduate schools allow qualified students who have completed three years of undergraduate work to begin graduate studies in one of the professional programs. A student who completes the junior year in residence in any of the schools (not on a Tulane year-long study abroad program) and then begins study in one of these professional programs may receive a bachelor's degree from the respective school after satisfactorily completing one year of full-time professional study.

To enter one of these programs, students are required to be accepted by the professional program and to obtain approval from the Newcomb-Tulane College dean by the end of the sixth semester of study. Joint-degree candidates are required to complete 90 credits in Newcomb-Tulane College during three years of study before starting work in the professional program. Credits earned in divisions outside Newcomb-Tulane College (in Schools of Law, Medicine, Social Work or School of Professional Advancement) may not be applied to the 90 credits. Candidates must meet all core curriculum and major requirements for the bachelor's degree in the undergraduate school. Students in joint-degree programs must complete 120 credits by the close of their fourth year of study in order to receive a degree from the undergraduate school. Students who fail to do so will be required to attend Tulane Summer School to make up their credit deficiency before beginning their second year in the professional school. Transfer students must complete two years of undergraduate work at Tulane to be eligible for a joint-degree program.

All students must file an application for degree at least two semesters prior to the anticipated date of graduation. Every course taken during the first year in the professional program must be passed, and the student's performance in the first year's work in the professional program must be of sufficient quality for advancement to the second year. A student who fails to meet this requirement may become a candidate for a degree in the undergraduate school after satisfactorily completing an additional year of study in the undergraduate school. If a student in a joint-degree program is a candidate for honors, the grade-point average used to determine the eligibility includes the applicable work done in the professional program.

Independent Studies

Many departments and programs offer to a limited number of students with superior scholastic standing creative opportunities for independent study normally under the direction of full-time faculty members. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the director. An independent study is a stand-alone course that may not be added to another course and may not replicate existing courses.

Internships for Academic Credit

Consult the individual schools' sections of this catalog for information on internships for academic credit within a major or degree program and for policies regarding limitations on internship credit.

A one-credit internship, INTR 1990 Liberal Arts Internship (1 c.h.), is available to students in the College who are seeking opportunities with organizations that require interns to receive credit for their experience. INTR 1990 credit applies toward the degree but does not apply to any specific degree requirements. This course is offered only on a satisfactory/unsatisfactory basis and counts within the credit limit for S/U courses. It may be taken more than once but will count as credit toward the degree only once. Before registering, students must apply for this internship course with the Newcomb-Tulane College Dean's office.

Co-Operative Education

A co-operative education program is offered for seniors in Chemical Engineering. Consult the School of Science and Engineering for details.

Prelaw Program

There is no standard prelaw curriculum that must be followed to qualify for admission into law school. A well-rounded education is the best preparation for the study of law, because such an education ensures exposure to a wide variety of ideas and leads to an understanding of the various social, political, economic, and cultural forces that have shaped laws and the societies they govern. Students should develop analytical reasoning and communication skills. Proficiency in writing is essential. Students considering law school are encouraged to begin consulting with the prelaw adviser early in their undergraduate career.

Prelaw Early Acceptance Program

Particularly well-motivated and well-qualified juniors may apply to the Tulane University Law School through the Prelaw Early Acceptance

Program. Prelaw Early Acceptance Program candidates complete all requirements of the normal baccalaureate program, but are guaranteed admission to the Law School upon graduation. Students are expected to follow an academically rigorous program while maintaining a high level of academic performance throughout their college careers. Only students who complete all four years of college at Tulane (with the exception of the Tulane study abroad program) are eligible. (This program should not be confused with the 3+3 program, in which Tulane students are accepted to the Law School during the junior year and permitted to enroll at the Law School during what would otherwise be the student's senior year, receiving the baccalaureate degree after the first year of law school and the law degree after two additional years of law school.)

To be considered for the program, students must provide a Tulane transcript showing normal progress (at least 30 credits per year) for at least five regular, full-time semesters of Tulane coursework, and evidence of in-depth study in at least one area. Students must present a cumulative grade-point average of at least 3.400 and a score on the Law School Admission Test (LSAT) of at least 161. Applications should be submitted between October 1 of the junior year and February 1 of the senior year. The LSAT may be taken anytime between June after the sophomore year and December of the senior year. The earliest point at which the Law School will offer admission occurs after the fall semester of the junior year.

Premedical and Pre-Professional Health Programs

While undergraduate students are completing the regular baccalaureate curriculum of their choice, they may work concurrently to complete the courses required to enter programs in the health professions, including dentistry, medicine, optometry, osteopathy, podiatry, and veterinary medicine. Preparation for such programs normally includes two semesters each of biology (with laboratory), general chemistry (with laboratory), organic chemistry (with laboratory), and physics (with laboratory). Many schools have additional entrance requirements including mathematics and upper-level science courses. Due to the variations in course requirements imposed by these professions, students should request specific information from schools in their fields of interest or from the health professions adviser.

Students interested in one of these professions may pursue a baccalaureate degree in any discipline. In the first three years, however, they should plan a course of study to meet the basic requirements of the professional school. Students considering a career in medically related fields should begin consulting the health professions adviser early in their undergraduate career to discuss available options in their choice of and preparation for a future profession.

Creative Premedical Scholars Program

The Creative Premedical Scholars Program seeks students who want to major in the liberal arts at Tulane and pursue a career in medicine after graduation. Successful applicants receive guaranteed admission to Tulane's School of Medicine and are not required to take the MCAT. Relieved of the pressures that often accompany preparation for the MCAT and applying to medical school, Creative Premedical Scholars are free to invest in a course of study within the humanities, arts, and social sciences

To be eligible for consideration, applicants must have a 3.6 GPA, complete a minimum of 60 credits of undergraduate coursework, and earn a B- or higher in all of the premedical science course requirements by the end of their sophomore year. The requirements are: one year each of general biology, general chemistry, organic chemistry, and physics, all with laboratories.

Courses may be taken during the summer at Tulane or at another institution that has been approved by the respective departments for transfer credit. Students accepted into the program are expected to earn a BA or BFA degree in the School of Liberal Arts. Majors in the Business School, School of Science and Engineering, School of Continuing Studies, or School of Public Health are not acceptable, though a student may pursue any minor. Students who have completed more than two years of undergraduate work or have transferred to Tulane from another university are not eligible.

Applications are due in early April of the sophomore year. Applications will be reviewed by the Creative Scholars Nominating Committee and top-ranked students will be invited to interview with the committee at the end of April. The Committee will notify applicants regarding their decision by mid-June. Creative Medical Scholars are expected to carry at least 15 credits per semester. They must also write an Honors thesis (Scholars not in the Honors program will write a thesis in their major department).

For further information please contact a Pre-Health Advisor. https://advising.tulane.edu/planning/pre-health (https://advising.tulane.edu/planning/pre-health/)

Tulane Pathways to Medicine

The Tulane Pathways to Medicine (TPM) is a 4+4 program that provides students, upon matriculation to Tulane University as undergrad students, admissions to Tulane University School of Medicine (TUSOM). This program is best suited for high-achieving students who are committed to pursuing a degree in medicine at Tulane after they complete their four years of undergraduate education.

TPM is an invitation-only program. Select high-achieving students will be invited to apply for TPM after they apply for undergraduate admission. Students selected to apply typically have an ACT score of 35+ and a high school GPA of 3.8+. The Office of Undergraduate Admissions will invite candidates to interview on campus during Honors Weekend. Soon after the interview process, the applicants will be notified if they are accepted in the program.

Matriculation into TUSOM is contingent upon successful completion of the undergraduate curriculum requirements. Students in the TPM program are not required to major in a particular major but will be required to maintain a 3.5 overall GPA as well as a 3.5 in their core science classes. Students will also be required to take the MCAT exam prior to entering medical school but scores will not be used for admissions purposes.

Students' undergraduate education in the TPM program will be partially financed by the merit scholarship they receive as honor students, along with any additional financial aid they may receive. There will be no guaranteed financial assistance for their medical education, but all accepted students will be eligible and considered for merit-based financial assistance upon entering TUSOM.

For more information about the TPM program, please contact Henry Marrion at hmarrion@tulane.edu.

Newcomb-Tulane College Courses

Career Development (CRDV)

CRDV 1060 Exploring Majors and Careers (1)
Students will engage in self-assessment and exploration surrounding their major and career goals to concretely identify avenues to achieve career-related goals such as major declaration, securing internships, and exploring different career paths. The course may only be taken once for credit.

CRDV 1070 Preparing for Jobs, Internships, and Graduate School (1)
Students will learn the importance of developing their personal brand, establishing a professional network, and applying current career knowledge to achieve career-related goals such as applying for graduate school, securing a job after graduation, and preparing for a successful post-graduation transition.

CRDV 1090 Majors, Internships & Jobs (1)
Using four phases of career development, students will explore the importance of developing a professional identity and concretely identify avenues to achieve career related goals such as major declaration, securing internships, and preparing for a successful transition from college post-graduation. Course may be repeated 2 times for credit.

Course Limit: 2

First-Year Seminar Courses (TIDE, TIDR, COLQ)

TIDE 1000 NOLA Cities of The Dead (1)
Students will be introduced to the history and cultural folkways of New Orleans through the study of historic figures, cemetery architecture, monument construction and funerary symbolism reflected in stone and iron. Why are above-ground tombs more prevalent in New Orleans? What are the different tomb types and their architectural styles? Why do families in Louisiana visit cemeteries on All Saints Day? What symbolism does funerary art in stone and iron reveal? This TIDES course will provide several informative field sessions to local cemeteries combined with class lectures.

TIDE 1003 Happiness & Human Flourishing (1)
What can scientific research tell us about practices and perspectives that lead to a happier life? What can psychology do to help ordinary people to thrive and flourish? Which practices lead to greater fulfillment and life satisfaction? Positive psychology engages such questions by utilizing scientific research methods to identify practices which lead to greater happiness and human flourishing -- a life rich in purpose, relationships, and enjoyment. Positive psychologists maintain that (1) flourishing requires more than curing pathology; (2) flourishing requires tapping human strengths and positive capacities; and (3) scientific research methods can help us to identify and refine strategies for flourishing. This course will provide a theoretical and practical introduction to applied positive psychology. Topics will include positive emotions, hedonic misprediction and adaptation, character strengths (and their application in academia), purpose, gratitude, kindness, meditation, nurturing social relationships, and more. Students will learn about the foundational theories and research of positive psychology and will also engage in experiential homework in which they will apply strategies for enhancing their own health and happiness and for positively impacting their relationships and communities. This course will also expose students to local wellness resources at Tulane and New Orleans and will offer opportunities to explore a variety of life enhancing practices through homework assignments and a few group activities such as attending a yoga class (exercise), a meditation class (mindfulness), and a field trip to the French Quarter exploring New Orleans architecture and history on a walking tour (engagement) and enjoying some local cuisine (savoring).

TIDE 1005 Mardi Gras: Greatest Free Show (1)

TIDE 1010 Ldrshp, Pol, Powr,Change (1)
Are leaders born or bred? How do leaders and their leadership styles impact change? How does one develop the courage and wisdom to lead and promote change effectively? This TIDES class provides an opportunity to examine the nature of leadership, its impact on the change process, and the underlying dynamics of power, politics, and conflict. Over the course of the academic year, this course focuses on developing an interdisciplinary understanding of the theories and practices of organizational and community leadership. As a TIDES member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, political, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, interviews with local leaders, and a group initiative, you will gain a greater appreciation for the issues that affect leaders and the components of successful leadership.

TIDE 1011 Exploring Russia (1)
The war with Ukraine has brought Russia's relationship with its former imperial realm (as well as its own internal minorities) into sharp focus, prompting the scholarly community to examine our prior biases and prejudices. Russia's aggression has intensified calls for a decolonization of our thinking, writing, and teaching about the former Soviet space. Scholars of Ukraine, the Baltics, the Caucasus, and Central Asia, among many others, have called to reappraise prior historiography's Russo-centrism and the often-neglected implications of Soviet nationality policies; the lingering Russian/Soviet imperial legacy. This course will introduce students to the multiplicity of perspectives and experiences of the ex-Soviet nationalities and Russia's ethnic minority groups. A variety of readings, film screenings, musical videos, and guest lectures will be part of the class. No knowledge of Russian is needed or required.

TIDE 1013 The Architecture of Place (1)
How can architecture define a place? How do buildings support social constructs and cultural patterns? How do spatial relationships, proportions, and forms shape how we move through and experience places? How do the lines, curves, textures, and colors of walls, roofs, railings and other built elements impact our senses, emotions, and memories? All of these questions will be explored as students learn about the particular built environment that makes New Orleans so unmistakably New Orleans. Students will be encouraged to think critically about built environment and to communicate their ideas effectively through writing, visuals, and speech.

TIDE 1014 Cultivate Resiliency Self Care (1)
Health in college is so much more than avoiding pizza every night and occasionally going to the gym. Health is multifaceted and is pivotal to your ability to thrive during the next four years. This course will examine the most relevant health topics for college students from a public health perspective, integrating theories and practices relevant to your life. In addition, this course seeks to cultivate leadership skills as an element of being healthy and successful in college.

TIDE 1015 Cultivate Inner Changemaker (1)
Cultivate your Inner Changemaker is devoted to exploring the skills, strategies, and ideas of effective social change advocates in the 21st century. Students will be learning about some of the essential skills of effective changemakers, including leadership, optimism, resilience, risk-taking, luck, relationship building, conflict resolution, creativity, and innovation. Throughout the course, students will practice these skills, both in class and through assignments.

TIDE 1016 Tolkien as Translator (1)
While many have enjoyed J.R.R. Tolkien's The Lord of the Rings as an epic novel, few readers are aware of the fundamentally linguistic and anthropological nature of Tolkien's writing. As Oxford Professor of Anglo-Saxon, Tolkien was intimately familiar with the Germanic languages, their history, and their epic literatures. Because of his background, he went far beyond the invention of a few strange-sounding names for the characters and places of his world, instead developing a detailed proto-language (Common Eldarin) and following its development into two distinct but related Elvish tongues, Quenya and Sindarin. He also invented Khuzdul (Dwarvish), the Black Speech, Adûnaic (Númenórean) and Sôval Phârë (The Common Speech). Importantly, he assumed a role of translator of The Lord of the Rings, employing English archaisms and dialects to reflect the varying speech styles of his characters, their relative social status, and their complex interrelationships. Old English, Old Norse, and Gothic were all employed to accurately reflect the degree of kinship characters, places and languages had to the 'Common Speech'. In this course, we study the role of language in The Lord of the Rings, applying concepts and perspectives from linguistic anthropology to shed light on Tolkien's methods and purpose as the 'translator' of Middle-earth. Students are introduced to Tolkien's invented languages (and their real-world inspirations) and two of his invented alphabets. An appreciation of the linguistic foundations of Middle-earth greatly increases one's understanding of Tolkien's achievement, and provides insights into one linguist's view of the intricate and interdependent relationships of language, culture, and society.

TIDE 1017 Changemakers in NOLA Education (1)
This one-credit course is designed for those interested in social innovation and social entrepreneurship. In addition to exploring design thinking, social and emotional learning, and health and wellness, students will explore the innovative initiatives currently shaping the landscape of education in New Orleans.

TIDE 1018 Case Studies in Leadership (1)
This 1-credit course will utilize a variety of cases which highlight a real-life example of a challenge in leadership. Fields covered will include business, politics, non-profit work, and social movements - all highlighting decision making in New Orleans following Hurricane Katrina. In most class periods, you will be asked to "inhabit" the case and take up the dilemma of its protagonist. I may assign class members roles to prepare and play in the class discussion spontaneously or in advance. None of the cases have right answers, although we may have an epilogue that tells what actually happened (the historical outcome). You are asked to wrestle with the problem as if it were your own and bring your experience and classroom learning from Tulane University and elsewhere to bear on the questions. The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real-world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. It is no accident that professional schools were drawn to case teaching—Law, for obvious reasons—but also schools of public affairs and public health whose missions are to utilize the best thinking of the disciplines to prepare students for careers as practitioners. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. In particular, this course will offer you a chance to get to know New Orleans as a resilient city with monumental challenges left to tackle.

TIDE 1019 Crime and Criminal Justice of New Orleans (1)
This course is an exploration of crime and the criminal justice system in New Orleans. With New Orleans as its case, this course will examine why people commit and the conditions that foster crime, policing, the courts, jail/prison, and local movements and organizations seeking to create different criminal justice institutions and practices. It will examine the criminal justice system critically, considering questions of race, class and power as these structure how the CJ system operates as a whole. It will examine the New Orleans police department, the District Attorney and Orleans Public Defenders, the Sheriff and city jail, and advocacy groups such as the Orleans Prison Reform Movement. It will involve field trips to some of these locations, or representatives from the New Orleans CJ system visiting class or for online discussion should physical meetings be hindered.

TIDE 1020 Cities & Urban Environmt (1)
Focusing on selections from the seminal work “The Death and Life of Great American Cities” by Jane Jacobs, we will explore and discuss its relevance to the city of New Orleans. We will also look directly at what is currently happening in the city of New Orleans via field studies, guest presentations and movies. Selected neighborhoods of New Orleans will be explored as vehicles for looking at the social, political, and economic life of cities. By focusing on particular and local examples we will, in effect, also address urban issues that are both more general and global. You will be invited to learn ‘how to see’ (observe) the many aspects of the city, be introduced to tools for the analysis of city form and city behavior, and be asked to draw conclusions from what you read for this class as well as your experiences.

TIDE 1023 Reproductive Politics in NOLA (1)
From sex education for middle and high schoolers to nutrition assistance for impoverished new parents, the phrase “reproductive politics” encompasses far more than debates over abortion and contraception. This one-credit first-year course explores American studies scholar Laura Briggs’ claim that “all politics [are] reproductive politics,” with a particular focus on the political and legal realities of reproductive life in the city of New Orleans.

TIDE 1026 Superheroes: Race, Gender, and Orientation (1)
This course examines the construction of race, gender, and orientation in several popular cultural ideological mediums. We will examine the construction and representation of race and gender in the superhero genre. We will discuss the intersection between the ideas of gaze and perspective. We will examine the representation of race and gender in the superhero cinematic genre. We will examine the intersections and relationships between race, gender, and economic class. We will theorize the economic impact of race and gender in the superhero film genre. We will consider the construction of the idea of the exceptional as it relates to the representation of race and gender in the superhero film genre. We will also include consideration of race, gender and orientation in a larger and more broad television audience.

TIDE 1027 Social Media Cuts Both Ways (1)
Over the several years, widespread concern about the effects of social media on democracy has led to an explosion in research from different disciplines and corners of academia. In the class, students will look at issues like information and disinformation, online hate speech and free speech, political advertising and messaging, and personal privacy rights and assess both sides of the topic for good or bad engagement.

TIDE 1028 Masculinities, Femininities & Sexualities on Campus & Beyond (1)
This course will introduce students to social science academic studies and critically engaged scholarship that explore how men's and women's shifting social roles around sex, gender, and sexuality binaries intimately shape young people's sense of self in emerging adulthood. College, particularly a residential college experience, can be very destabilizing as gendered constructions of young adulthood, typically rooted in the media and popular culture, shape how young men and women explore their identities and sexualities within the context of campus cultures. These cultures are not inevitable or natural,but their impacts are very real and reverberate through young people's lives. Some examples include:the pressure to fit into normative binary identities and organizations, strict gendered appearance standards, hooking up, drinking, partying, and having fun, picking a college major and a career path, starting and ending friendships and romantic relationships, and learning what it means to belong the social category "man" or "woman" in our contemporary world. By exposing the often-invisible web of culture, hegemony, and power that shape our feelings, our identities, our opportunities, and our constraints,we can better locate ourselves within their impacts and to forge more conscientious and engaged relationships with ourselves, with our environment,and with others.

TIDE 1030 Music & Culture of Nola (1)
The Music and Culture of New Orleans introduces the newcomer to New Orleans to the diversity of culture in the city and region. The 11-week course explores the music, literature, art, dance, architecture, and food that are unique to Southern Louisiana so that during your student years here you can fully enjoy them. This TIDES course includes general lectures by experts in the various aspects of the culture of New Orleans. Interspersed and alternating are small sections where these experts converse directly with the freshmen, helping each individual explore the city. Students are directed to the most important music venues in the city, as well as to the best Creole and Cajun restaurants. In addition to the class meetings, each student is expected to join in at least two field trips to witness the culture first hand.

TIDE 1031 Ideology&Belief Everday Life (1)
The course looks at the main beliefs and ideologies prevalent in our culture. Ideas like the entrepreneurial self, celebrity, pleasure-seeking, economic man, techno-optimism,God, nation, race, and family. These ideas are constantly hammered into us by the media,our friends, family and institutions, motivational speakers, business gurus, films, but also in the actions we take in our everyday lives and even more deeply in the experience of who we are.We will look at the origin of these ideas, their often-adverse societal effects and why they sometimes make us feel dis-empowered,anxious, and depressed. The course thus attempts to do two things at the same time.First teach students to critically think about their society and culture, and second help them achieve more personal freedom and well-being.

TIDE 1032 Jazz and New Orleans (1)
Jazz is often called "America's Classical Music." It is the only global art form invented by Americans, as created and developed by African-Americans in New Orleans. Jazz began life as "emancipation music," according to clarinetist Sidney Bechet. This class will draw a straight line from the New Orleans jazz of Bechet and Louis Armstrong to the contemporary brass-band funk of Rebirth,Trombone Shorty, and the Soul Rebels.

TIDE 1033 Taylor Your Tulane (1)
Taylor Your Tulane is a 1-credit TIDES course that applies human-centered design (design thinking) mindsets and tools to support first-year students in designing a fulfilling college experience. Students in this course will build an understanding of how they can be designers in their own lives and prototype different "investments" in the college experience by building a diversified college portfolio that includes their education, and relationships and experiences on campus and in New Orleans. Topics include the purpose of college, major selection, educational way finding, and interest exploration outside of the classroom, all applied through an introduction to Design Thinking (the course is offered through the Taylor Center for Social Innovation and Design Thinking). This seminar class incorporates small group discussion, in-class activities, field exercises, personal reflection, and individual coaching.

TIDE 1034 NoLa - The Lay of the Land (1)
This course explores the geography of New Orleans and coastal Louisiana, with a focus on forces that created and threaten the river delta on which the city sits. The course examines the levee system, climate change, sea level rise, industrial impacts to coastal wetlands, along with measures to promote a resilient city in the face of environmental and other threats. The course will also explore these issues in the context of social equity and environmental justice. Students will hear from a coastal specialist, learn about the city's resiliency efforts, visit areas of the city that experienced the most devastation following hurricane Katrina, and tour a levee adjacent to a cypress swamp.

TIDE 1035 Introduction to Yoga (1)
Yoga is a practice that offers many tools for living skillfully. This class will arm first year students with tools to help ground, calm, and focus them. The best part is that these lessons come from sweating, moving, going upside down, chanting, breathing, talking, listening, and having fun. The Sanskrit work Kula means a community, and we will create a Kula in our class, as well as connect with the New Orleans yoga community. This course is for anyone who loves yoga, or is just interested in learning more about it.

TIDE 1036 Sexuality, Knowledge Production, and Education (1)
The goal of this course is to introduce students to the various ways that the pursuit of knowledge is carried out within and across scholarly disciplines. Grounded in an interdisciplinary exploration of sexuality, knowledge production, and education, students will learn about the purpose and processes of academic research; examine various forms of academic research to appreciate the similarities and differences in questions and methods of scholarship; and study the organization of knowledge and the role of the scholarly communities. In so doing, students will analyze research across disciplines relating to human sexuality, as well as the effects and implications of research on policy and practice related sexuality education. This course meets once a week through the entire semester.

TIDE 1038 Beyond Orgo:Becoming a Good Dr (1)
Gen Chem, Bio, Orgo, Physics, the MCAT:every premed student knows the prerequisites for medical school. But becoming a good doctor takes much more than lab time and formulas. It requires critical thinking,teamwork, communication skills, resilience,adaptability, emotional intelligence, cultural competence, a capacity for improvement, a desire to serve others, and a strong moral compass. In this course, you will examine the human-centered skills necessary to become the good doctors our world needs. Through readings, guest lectures, reflections, and collaborative projects, you will evaluate your personal strengths and weaknesses, identify helpful role models and resources, and discover the ways you can develop these essential skills at Tulane and beyond.

TIDE 1039 Design for Pollinators (1)
In this course, students will learn the basic principles of beekeeping and work in groups to design and construct beehives for honeybees and other pollinators. These designs will be released as open access designs for anyone to use. Course discussions will cover the basics of pollination and ecological hive management, hive designs around the world according to community needs and local plenty vs material scarcity, hive designs tailored to specific pollinators, and principles of open access and inclusive design. We will work in Tulane's MakerSpace.

TIDE 1040 Religion Media Politics & Food (1)
From the influence of the religious right to the impact of gay marriage on the social fabric, religion is moving front and center in our culture. But so is food. Religion and food are often thought as distinct, separate. But in fact religion, cuisine, sexual orientation, the media, and way of life issues strongly impact politics. In this class we will discuss the relationships of these factors on present-day consciousness. This will be a student-centered class, so come ready to share your thoughts.

TIDE 1043 LGBTQ+ New Orleans (1)
This seminar explores LGBTQ+ life in New Orleans from an interdisciplinary perspective. It focuses on the LGBTQ+ history of the city, narratives of personal experiences, cultural representations and expressions, and current research on discrimination and on social and health programs.

TIDE 1044 Gender & Sports Through an Intersectional Lens (1)
The US sports industry is a highly gendered social institution with a long history of reproducing gender inequality. This course invites students to reconsider sports and the idea of athleticism through the lens of intersectional feminism. Over twelve weeks, we will look at sports from several different angles: as proof that gender is a social construct, and that men and women are more alike than different; as an important site where cultural understandings of masculinity and femininity are constantly being redefined; as a source of case studies for examining social problems like sexual violence and the wage gap; and as a medium for exploring our campus, our health and well-being, and the city of New Orleans.

TIDE 1046 Think Like Leonardo da Vinci (1)
This course introduces you to college study and research through emulation of the Renaissance genius Leonardo da Vinci (1452-1519). To coincide with the 500th anniversary of his death, you will be invited to keep notebooks just like he did. We will examine Leonardo's artworks as a way to investigate Renaissance ideas of nature, its transformative potential, and the natural and built environment. Each week you will you be tasked with a theme to explore that relates to one of his fields of interest. After viewing his drawings and writings (in English!), you too will investigate subjects that interested Leonardo and his peers—such as botany, anatomy, machine design, and flight—and learn to articulate in your notebooks your own insights and approaches to studying these topics. You'll have ample opportunity to get to know New Orleans through prompts that invite you to study in New Orleans like Leonardo might have done: you'll be invited to visit the New Orleans Museum of Art, the Pharmacy Museum, and Audubon Park. Weekly discussions will discuss the artist's approaches and your own. For your notebooks, you will not be assessed on artistic merit, but rather for the depth of your engagement with the assignment.

TIDE 1047 Exploring Creole New Orleans: Three Centuries of Creole Culture in the Crescent City (1)
New Orleans is a city celebrated for its vibrant and diverse cultural heritage, and inextricably intertwined with its 300-year history is the concept of "Creole." This course offers an interdisciplinary journey into the multilayered world of Creole politics, culture, and artistic expression in the Crescent City, exploring the complexities of Creole identity, its rich culinary traditions, distinctive architecture, aspects of Creole languages, and the importance of Creole music. Readings, discussions, guest speakers, and field trips will encourage students to gain a deeper appreciation of the city's Creole heritage and foster critical thinking about historical events and their impacts on the city's different social and ethnic groups.

TIDE 1048 AI Unleashed: Mastering ChatGPT for Success (1)
This course empowers students to ethically harness ChatGPT, an AI-driven conversational agent, to supercharge their skills in research, creativity, writing, time management, critical thinking, and career exploration. By blending human ingenuity with AI-sourced information and efficiency, students will become early adopters of AI technology and responsible AI citizens.

TIDE 1049 Challenging American Cultural Myths (1)
This seminar is meant to develop students' critical thinking skills by revisiting and challenging commonly accepted American cultural myths, such as the myths of justice, of education and empowerment, of progress on the tech frontier, of individual opportunity, of gender, and of race. Students will acquire the methods to read written texts, analyze visual documents, and write critically through discussions around thought-provoking issues.

TIDE 1051 German Heritage in the Crescent City (1)
This seminar will introduce students to various aspects of German culture in New Orleans. We will explore how German immigrants helped shape the cultural, social, and political structure of the Crescent City.Today, New Orleans is primarily known for its French and Spanish influence, but in the years before the American Civil War, the German population of New Orleans made up the largest German colony south of the Mason-Dixon line.German settlers dominated the local beer industry, supplied New Orleans with food harvested in the outlying parishes, and were an integral part of the local cultural scene. With the advent of World War I, Anti-German sentiment in Louisiana grew, and by the end of the war all expression of German culture was prohibited by law. Gradually, the German language disappeared,and German traditions were forgotten. However, if we dig a little deeper, we will find ample evidence of a once vibrant German culture, remnants of which survive to the present day.Students will have the opportunity to enjoy traditional German food, go on field trips to German sites,and meet with people from the German community.A variety of readings (excerpts from books and short articles), documentaries, as well as guest lectures will be part of the class. Knowledge of German is not required.

TIDE 1052 Climate Changes Solutions (1)
The course is a global examination of human adaptations, resilience, technologies, and indigenous/traditional culture responses to climate change challenges. We will learn about climate science, climate change challenges, and societal and community responses to these challenges.

TIDE 1053 Horrific Monsters (1)
This course will engage in a critical and historical exploration and analysis of the horror genre in film. In due course we will discuss the origins of horror as a film genre; the definitive characteristics of horror, both formally and narratively; horror's intersections with major critical and social themes and issues; the monster as the definitive characteristic of horror films; and the various ways in which the monster is imagined.

TIDE 1054 Navigating American College Culture (1)
This seminar explores American college culture from an intercultural perspective. Students will acquire the tools to cope not only with the specificities of American college culture and expectations, but also with issues related to interpersonal relations and the diversity of identities and cultures in the US.

TIDE 1056 Ancient Magic, Modern Witchcraft (1)
For the inhabitants of the ancient world, magic and witchcraft were part of everyday life. In modern-era New Orleans, magical practitioners have also found a home and a place in the local culture. This course will explore magical literature, rituals, and beliefs in two ways: first as they existed in ancient Near Eastern civilizations (such as Mesopotamia and biblical Israel), and how these beliefs continue into modern America (especially locally in NOLA). Students will learn the skills necessary to succeed at a rigorous university (such as close reading, academic writing, and class participation) while exploring topics such as demonology, illness, prayer, exorcism,and witchcraft.

TIDE 1057 Ancient Greece in New Orleans (1)
This course will take you through a journey that explores how the culture of Ancient Greece has been incorporated and displayed in New Orleans. Working as a group, we will discover how Ancient Greek culture has permeated the fabric of the city, from architectural choices to Mardi Gras krewes. Through this unusual and engaging journey, we will build a new appreciation for the composite world that is New Orleans, where ancient and modern blends, and where different cultures, including ancient ones, become a distinctive identity. All the while learning the skills necessary for a successful college experience.

TIDE 1058 Comedy! (Or 19 Ways to Analyze a Joke Until It Isn't Funny Anymore) (1)
This 1-credit course fulfills the First-Year Seminar requirement as a Tulane Interdisciplinary Experience Seminar (TIDES). In this course we will discuss how to deconstruct standard comic format, read and discuss five different comic theories, look at 19(+) different comic structures to create a final project.

TIDE 1059 Fundamentals of Traditional Martial Arts Training (1)
This dynamic course offers students a comprehensive introduction to the world of Traditional Martial Arts with a focus on Taekwondo, Krav Maga, Boxing, and general fitness. Designed to accommodate all levels of experience, from beginners to seasoned practitioners, the course provides an in-depth exploration of each discipline's historical roots, philosophical underpinnings, and cultural significance. Students will learn the foundational movements of traditional martial arts. Instruction will emphasize the artistry of martial forms, the tactics of sportive engagement, and the practicalities of self-defense, all while improving overall physical fitness. Classes are conducted in a safe, non-contact setting to ensure a learning environment that is both challenging and supportive. Through collaborative assignments, students will engage in group activities that encourage peer learning and teamwork, fostering an environment of mutual respect and camaraderie. The curriculum is designed to challenge students' perceptions and encourage growth in both martial arts proficiency and personal development. Through written and oral assignments, students will reflect on their experiences and articulate their understanding of the material covered. As an added value to this course, students who fulfill the requirements will have the opportunity to be awarded international rank recognition by a global traditional martial arts association. This distinction not only celebrates the skills acquired but also connects students to the larger martial arts community worldwide.

TIDE 1060 NOLA Global at the Local (1)
Open only to Altman Scholars, this TIDES experience plays an important role in the 4-year curriculum of the Altman Program in International Studies and Business. The students that make up each Altman "cohort" will take one class together each semester that they are on campus during their studies. Altman TIDES will kick off these courses during the Fall of their Freshman year. With an eye towards producing exceptional global citizens, Altman TIDES introduces students to the rich cultural fabric of New Orleans by examining past and present contributions made by peoples of different ethnicity and race. The cultures of French, Spanish, Italian, Creole, African, Latino, Jewish and Vietnamese residents, both past and present, have shaped New Orleans into the vibrant city that it is today. Specifically, we will discuss each group's impact on New Orleans' history, culture, economy and business and the challenges each faced in the process of social and cultural integration. Along the way, students will be exposed to some of the finest food representative of each group that makes New Orleans one of the greatest cities in the world – and an interesting place to directly study international influences at a local level. For Altman Scholars Only.

TIDE 1061 Learning Through Discovery (1)
Welcome! As a member of the Tulane community, you are part of a diverse and developed scientific community. In this course we'll work on developing ways of learning and basic scientific skills that will aid you if you are interested in getting research experience and help you in succeeding in your coursework. This course is designed to teach you new thinking and learning skills, and to apply those skills to develop and run an iterative hypothesis-driven experiment. You will experience the collaborative nature of science by working in groups and receiving feedback on your work from your peers.

TIDE 1062 Calm the Wave: Being in NOLA (1)
The transition to university life can present challenges, as you juggle less structure, more demands, new roles, and increased pressures. The purpose of this TIDES course is to help you develop social and emotional skills; benefitting you in academic and work contexts, interpersonal relationships, and overall well-being. Explore the tranquil side of New Orleans and discover your best self through mindfulness and self awareness activities.This course is designed to help students develop strengths and assets that promote their social and emotional well-being as they transition to a higher education setting in New Orleans. Such settings typically present students with less structure, more demands, new roles, and increased pressures which may contribute to struggles with stress and adjustment difficulties. The purpose of this course is to help students develop social and emotional skills; benefiting them in academic and work contexts, interpersonal relationships, and overall well-being. Students will explore tranquil locations throughout the city of New Orleans. Along the way, they will be introduced to social and emotional competencies that can help promote their personal and interpersonal awareness and competence which will help students navigate new and challenging academic, social, and emotional terrain. These competencies include: self-awareness; self-management; social awareness; relationship skills; and responsible decision making.

TIDE 1063 Tell Me More About It: Paths to Improving Mental Health (1)
Using readings, discussions, interactive group interviews and field trips, students will learn about different career pathways to engaging others in improving mental health. Students will meet different professionals in the city, hear about their paths, learn about their theoretical orientation, and reflect on the experiences they will pursue while at Tulane relevant to this career choice.

TIDE 1064 What is a Book? (1)
This 1-credit Tides course introduces you to research through a historical and experiential engagement with the myriad forms and aspects of one of the oldest and most ubiquitous communication and information technologies: the book. Rather than consume books for their content (text), in this course, our concern will be with the whole book (from cover to binding, to page design and marks left on margins) as a material object. From scroll to codex, to e-book, and from manuscript tradition to print, we will learn the books' anatomy and how to read and interpret those physical features as evidence. In the process, students will gain a deeper appreciation for the book as an object as they explore the book form alongside its text. Each week we will explore the history of book making processes including letterpress printing, book binding, papermaking, and various 20th c printing and duplicating technologies. We will learn about appreciating books as objects through lectures, discussions, and hands on experiments with bookmaking. The class will culminate with each student creating their own book object. In addition, we will enjoy visits with local printers and book makers and virtual visits from book artists and book historians. The course is ideal for students considering majors in art history, art, English, history, archeology, media studies, science, or any subject that requires reading or using books.

TIDE 1066 Media and Narrative in Modern U.S. Presidential Campaigns (1)
This course explores the development of the modern United States presidential campaign, with an emphasis on mass media. Considering the development of new communications technologies, how has the presidential campaign changed over the last six decades? How has it remained the same? The class will consider the creation of narrative across radio, television and social media outlets.Various forms of mass communication, including radio, television, and social media networks, will be considered as channels for political campaign development. The development of emerging technologies and media landscapes will be contextualized.

TIDE 1067 Nazism Fascism & the Alt-Right (1)
This course is inspired by current events, including the rise of alt-right, populist, and authoritarian parties and governments across the globe. Its aim is to use the tools of media analysis and social and literary theory in order to deepen our understanding of where and how these movements arose, how neo-fascism appeals to voters in different places and contexts, and, crucially, how leaders have harnessed popular sentiments to their own end. Readings and discussions are based on contemporary media as well as classical historical sources.Important themes in the course will include roots and causes of fascism, fascism as imperialism and racism, fascist attitudes toward gender and class, theories of totalitarianism, the psychology of fascism.

TIDE 1068 The Pluto & Charon System (1)
This TIDES course explores the Pluto-Charon system, the public's perception of Pluto, its history, and its science. Students will learn about the search for 'Planet 9', the discovery of Pluto and objects beyond, as well as the recent exploration of the Pluto-Charon system and Ultima Thule by the NASA New Horizon's mission. In addition, students will explore and discuss the elusive questions: What is a planet? Is Pluto a planet? The course will include one field trip to Gretna Observatory one evening during the semester. This course is 1 credit hour.

TIDE 1070 Nola Musuems & Communiti (1)
Get to know New Orleans through an exploration of its museums, from art museums to contemporary galleries to house museums and beyond. Students will seek to understand how museums in New Orleans serve diverse communities in the city. To understand museum practice more generally, we will also explore past and current methods in museum curation and education, ethical issues museums face, and how museums respond in times of war and natural disasters. Ideal for students considering majors in art history or history.

TIDE 1071 Running and Imagination (1)
This course explores running as an activity of the embodied imagination--through reading, discussion, and running. When we run, our minds work with and against the body's limitations. Those limitations can be viewed as obstacles to be overcome, but also as constructive forms of resistance that give meaning to our activities. To run a certain distance at a certain pace gives shape to the activity just like paragraphs shape prose or form and meter shapes poetry. Running can also be a way of exploring difference and resisting social constraints; it can also be used an expression of those constraints. Class meetings will alternate between discussions of texts—fiction and non-fiction—that explore the relationship between the physical activity of running and human imagination and identity, and clinics and practice sessions on various aspects of running as a physical activity for health and competition. We will occasionally run together, at whatever pace suits the members of the class. Students in this class should be interested in running and willing to run. But being a fast or accomplished runner is not a requirement!

TIDE 1072 Object(ive) Data: Collections, Databases and Museums (1)
Museums and galleries can inspire awe with the objects and materials they put on display. From the histories of their making, through their preservation over time, objects in museum collections tell stories and reflect larger legacies of movements and change. It is the role of museum staff to extrapolate themes and concepts from their collections, collating information and different interpretations which are recorded in museum databases. Databases allows museums to document objects, but what more can their data do? Can data help museums reevaluate the significance of their objects and collections as a whole? Does the data alone tell a story? And does it come with its own limitations and biases? In this TIDES course, students will have the opportunity to investigate the benefits, challenges, and constraints of managing museum's collection data. Following a brief grounding in the history of museum collections from both an art historical and a collections management perspective, students will progress through weekly conversations and site visits that illuminate the practicalities, perks, and pitfalls that can emerge at the intersections of historical materials and data analysis. Alongside these components, students in this course will gain "hands on" access to a selection of objects from the Newcomb Art Museum (NAM) as they work to research and draft thematic object checklists as a capstone to our course that can potentially be published as a resource for others on campus.

TIDE 1073 Artists Respond: NOLA Through Visual Culture (1)
Art is a conversation that takes place over time and space. It is a response to events past and present, and an invitation to discuss how we shape our future. Art creates community, but it also reflects the communities it is created out of. This course will provide an understanding of New Orleans through the lens of Visual and Performing Arts. The course will introduce students to the rich cultural heritage of New Orleans while gaining insight to how history, environment, politics, socioeconomic conditions, and diversity has shaped life in the city, and how the art of the city responds to help define its culture. Through numerous artists, artworks, cultural traditions, and temporary exhibitions, students will learn how art can provide a reflection on where we've been, alternatives to where we are, and opportunities for ways forward as a city or a community.

TIDE 1074 Foodways in Asian American New Orleans (1)
You already know that New Orleans is famous for its food, but how much do you know about its Asian American foodways? The seminar employs food and foodways as an analytical framework to explore issues of identity, migration, imperialism, race, gender, and sexuality. Through a diverse range of texts including short stories, films, documentaries, menus, cookbooks, and blogs, we will consider what food reveals about cultures, relations, and identity in Asian diasporas with a focus on locales and traditions in New Orleans. Along the way, you will have the opportunity to reflect on your own relationship to food as a first-year student at Tulane University.

TIDE 1076 Visualizing Justice: Urban Environments, Climate Challenges, and Just Sustainable Futures (1)
This course combines practical skill building, active learning, and engagement activities to support local communities around issues of environmental and urban justice, climate challenges, and sustainable futures for New Orleans and the surrounding Gulf Coast. While examining the fields of data literacy and interpretation, artificial intelligence (AI) and algorithmic bias, and the ethical considerations about how data is collected, interpreted, and used for policy decision making and community engagement (data justice fields). The substantive emphasis of the course will be on the use of data for advocacy and support of communities involving urban justice (e.g., inequality, policing, carceral rights, poverty, housing, etc.), environmental justice, (e.g., polluted neighborhoods, indoor and outdoor air pollution, water and soil pollution, etc.), all in an effort to move New Orleans and surrounding communities from their climate challenges to just sustainable futures. The course will also explore community empowerment through the instruction of techniques of data advocacy, citizen science, political activism, etc.

TIDE 1077 When Empire Does Not Atone: The Case of Russia (1)
The seminar will introduce students to the imperial legacy context of Russia's aggression against its neighbors that culminated in an all-out invasion of Ukraine attempted in February 2022 and now transformed into the largest-scale war on Europe since WWII. -The mainstream media discourse about the motives for the ongoing atrocities evolves between the (Kremlin's) narrative about NATO's expansion, ethnic rights for self-determination, and the war as a tool to perpetuate the usurpation of power by Putin's "elite" in Russia and its neighbors. This discourse overlooks the role of failure to fully admit and qualify the crimes that the Soviet Union (and the Russian Empire before it) committed against the people that inhabited the lands it captured and controlled during its reign. There were several attempts to rectify the imperial legacy and to atone for them. Yet all of them eventually failed. One manifestation of the latest failure is the obstruction of access to swaths of state archives even at peaks of the brief democratization of Russia during the 1990s. The implications of that failure are profound. They yield fertile grounds for distorted beliefs about "historical justice" across the world and facilitate the effectiveness of a fascist-style propaganda in nowadays Russia.

TIDE 1078 Donald Trump's America (1)
This seminar will introduce students to the state of American politics and society surrounding the presidency of Donald Trump. It is not designed to be solely a look at his election in 2016 and his administration; instead, it is a broad exploration of the factors that lead to his election and the resulting "state of the union." Through readings and discussion of current events, we will explore the history of our current state of public opinion, issues regarding polarization, race relations, and gender dynamics, and the prospects for forming a "united" country in the midst of a divisive era.

TIDE 1079 Haiti and New Orleans (1)
Haiti is inexorably tied to New Orleans through historic and contemporary through lines beginning with the only successful rebellion by enslaved people in the Americans that eventually led to independence of Haiti and to this small island nation becoming the first free Black country in the entire world in 1804. As a result of the defeat of the French army in St. Domingue, Napoleon yielded the French territory to the U.S. government in the form of the Louisiana Purchase. Throughout the late 1700's and early 1800's, the revolution's impact was felt throughout the U.S. South and by 1809, 10,000 Haitians arrived in New Orleans, doubling the population. There are parallels between New Orleans and Haiti in the areas of architecture, cuisine, cultural celebrations, and music that emerge to even the casual observer. Even though a majority of Haitian settlers from the early 20th century in the New Orleans Ninth Ward area were displaced by events surrounding Hurricane Katrina, immigrant communities of Haitians, particularly on the West Bank of New Orleans have grown due to the contemporary political and natural disasters within the island country. This first-year seminar course will examine the fascinating history and contemporary landscape of the connective tissue between Haiti and New Orleans through a range of readings, reflections, class discussions, as well as through experiential elements including field trips.

TIDE 1081 The History and Rituals of Voodoo in New Orleans (1)
This 1-credit course fulfills the First-Year Seminar requirement as a Tulane Interdisciplinary Experience Seminar (TIDES). In this course we will discuss the history, culture, misconceptions, pop allure, rituals and rites of Voodoo (Vodou) in New Orleans.

TIDE 1082 Crescent City Conundrum – How do we build a healthy New Orleans? (1)
Health is influenced by factors beyond one's genetics. The social determinants of health - where we are born, raised, work, and play - contribute to our overall health. Inequities in these determinants lead to inequities in health. In this TIDES course we will look at New Orleans through the lens of social determinants of health and the health care institutions that have served the people in this community. We will explore the history of New Orleans to understand the social, economic, and racial disparities that impact our residents' health and wellbeing today. Finally, we will look to the future and see what's on the agenda for improving the health of New Orleanians.

TIDE 1083 Cultural Heritage, Social Change: The Activist Archivist (1)
Activist Archivst, noun. Meaning 1: An archivist who strives to document the underdocumented aspects of society and to support political and social causes through that work. Meaning 2: An archivist who seeks to move the archives profession, archives workplaces, and society in general toward social justice Howard Zinn coined the term "activist archivist" in his seminal 1970 address to the Society of American Archivists, in which he challenged cultural heritage professionals to disrupt the status quo and confront social injustices through their work. This class introduces students to the fundamentals of archives and cultural heritage information management, with special attention to the role record-keeping plays in both reifying and dismantling systems of power and how activism can take the form of memory work. Students will develop knowledge of major theories and practices of cultural heritage information management by interacting with primary source materials during visits to the various and eclectic archives of Tulane University and New Orleans. They will apply a critical, investigative lens with consideration for how collective and individual memory is produced and preserved, and whose stories get told. Students will also engage with alternative, activist forms of memory-keeping, including zines, oral histories, craftwork, tarot and oracle decks, and other art forms, through class visits with local memory workers and field trips to explore New Orleans memory work that blurs the lines of art/archives/activism. The class will culminate with a group project: the creation of a zine, a scrapbook, or a documentary product of your group's own design, as a tangible record of your semester experience. This class is ideal for students interested in anthropology, history, studio art, or those considering future work in Public History or the GLAM (galleries, libraries, archives, museums) sector.

TIDE 1084 New Orleans in Film and Literature (1)

TIDE 1086 Engineering New Orleans (1)
In this course, students will explore engineering projects local to the New Orleans area. From the St. Louis Cathedral to the Superdome, the Crescent City Connection to the Causeway, the Lapeyre Shrimp Peeler to Mardi Gras Megafloats, Oil & Gas to Wind & Solar Energy, NASA Rockets to Nerves-On-A-Chip, New Orleans has a wide array of engineering interests. These projects, advancements, and industries will be introduced and put into perspective with discussions of their technology, histories, economic impacts, and cultural influence. The topics will be brought to life by local guest speakers and trips to one or more of the following: NASA Michoud, Mardi Gras World, the Superdome, and the French Quarter.

TIDE 1087 Science,Technology, and Society (1)
Those interested in and pursuing STEM fields have often felt like they were exempt from the conversation on society. They have often been excluded from discussions regarding the ethical implications of the progress that they pay a key role in. In this class, we will use various lenses to view the technical advancements in big data, science and engineering, including those that you may be working on in the coming four years. We will examine the global, societal, economic, and environmental implications of subjects such as ethics of big data, AI, social media, digital media, large scale engineering projects, scientific research , medicine and big pharma, and more, focusing on examples found in the NOLA area. The topics will be brought to life by local guest speakers from local organizations such as Glass Half Full or Green Light NOLA as well as trips to one or more of the following: NASA Michoud, Mardi Gras World, the Superdome, and a Flood Abatement Pumping Station.

TIDE 1088 The Artful Leader (1)
The course will focus on exploring questions on leadership from non-theoretical lens by emphasizing manifestations of leadership in different forms of art (poetry, fiction, painting, sculpture, film, etc.). Using the medium of art, the students will be able to access and distill their own observations about leadership throughout time, which we will then compare to contemporary theories from the fields of organizational psychology and leadership studies.

TIDE 1089 New Orleans Through a Paranormal Lens (1)
New Orleans is a city rich in history, culture, and spirits. Some of that history and culture has been responsible for events associated with hauntings and other paranormal/supernatural occurrences (and vice versa). Using the haunted history of the city as a touchstone or lens, we will explore the non-paranormal history and cultural make-up of New Orleans from before its founding to modern times.

TIDE 1090 Who Dat, Fan Up & Geaux (1)
Founded in 1718, the city of New Orleans has a long and rich history with sports. From the rise of social class-driven sports such as rowing and billiards to the New Orleans Saints' heroic revival of the city post-Hurricane Katrina, sports has been as integral to the area as food, music, and Mardi Gras. Sports have made an enduring impact on the social world in which we all live. It is a taken for granted aspect of our everyday lives – whether that entails watching "Sportscenter" or noticing that every single major newspaper contains a "Sports" section that is as long if not longer than any other section. Yet there is more to sport than just what we see on a daily basis. In this course, we will explore general sports-related topics and examine actual case studies related to New Orleans' sports scene. More than simply 'talking sports,' students will study issues from political, economic and social viewpoints and also gain an understanding of the rich sports heritage found here in New Orleans. Readings and discussions, field trips, and guest speakers will aid students to understand both historical accounts and modern-day subjects associated with sports such as governmental involvement, public financing, and community development. Students will participate in a mandatory service learning component with TBD. Their after-school programs promote development in boys and girls through activities that build character, cultivate new skills, and create a sense of belonging – in this case a place where kids can express themselves, play together and get fit. By participating in activities with NFL Youth Education Town students will deepen their understanding of the political, economic, and social ramifications of sports on a local level by making correlations to sports and its impacts on the city's youth, infrastructure, civic pride, crime reduction efforts, poverty eradication, and other areas, and gain an awareness of their role as a citizen in the city of New Orleans.

TIDE 1091 Representing Minorities in Spanish Cinema (1)
"-Borja, where are you from? -I am Spanish -Oh great, which country?" (question that your professor has been asked many a time). What is being Spanish? There is a misconception in the US about what this word means. Spanish refers to a person born and raised in Spain, so, what is Spain? Spain is a predominantly white country situated in the south of Europe who has enjoyed an ethnic, racial, gender, and religious diversity since very early in history. Therefore, the aim of this course is to study the representation of ethnic, racial, gender, and religious minorities through Spanish cinema in the late 20th century and the early 21st century. Despite advances in integration in the last twenty years, the underlying racism, xenophobia, homophobia, and transphobia from certain sectors of society is still palpable in different areas of this society. We will address questions of diversity, inclusion, discrimination and (lack of) opportunity. In the last section of this class, we will also examine the representation of Spanish people in US American cinema, sometimes taking them as exotic or even having white Spanish actors playing roles from people in Latin America. By the end of the course, students will have a space to compare the situation in Spain with their own country and seeing the parallels in diversity and discrimination between the two countries, probably, reaching the conclusion, that the situation is not that different. Similarly, we will also delve into the idea that a Spanish person automatically becomes a minority in the US imaginary due to their Hispanic origins and the fact they speak Spanish.

TIDE 1092 Latinx in Hollywood (1)
For over a hundred years, cinema has played a key role in shaping your social imaginaries and in creating types and stereotypes. Different national cinemas have their own lists of typical characters that speak eloquently of the economic, political, and cultural structures of their societies. Mainstream American cinema, arguably, exceeds the constraints of a national cinema and has become your conscience of the global subject, but it still formulates ideas and builds subjectivities that are deeply ingrained in your American imagination. Among these constructions is the portrayal of 'Latin America' and, more specifically, 'Latin Americans.' In this course, you will explore, analyze, and question the constructions devised by mainstream Hollywood films around Latin America and its characters. From studio recreations of South American cities in classic films (Gilda, Charles Vidor, 1946) or the US-Mexico border (Touch of Evil, Orson Welles, 1958) to solemn reflections on colonial history (The Mission, Roland Joffé, 1986) to enchanted versions of Mexican traditions (Coco, Disney-Pixar, 2017), American cinema has consistently imagined Latin America. In discussing six films and key critical readings, you will identify, describe, and critique this process. You will also reflect on its connections to current debates in the US.

TIDE 1093 Afro-Brazilian Resistance:Contesting Racism and Discrimination through Popular Culture (1)
This course examines the racial history of Brazil and how it compares and contrasts with other regions in the Americas. Students will engage in weekly discussions about topics in Afro-Brazilian popular culture and will analyze the political resistance inherent in so many of these art forms. In addition to readings and films depicting the Afro-Brazilian experience, students will be collaborating with a local organization as part of their tier one service commitment. Our partner - Capoeira New Orleans - creates educational programming for New Orleans residents to practice and learn more about the Afro-Brazilian martial art capoeira.

TIDE 1094 Leading w/ Empathy: Cultivating Relationships, Building Community, and Navigating Conflict at Tulane (1)
This course offers an introduction to the foundations of empathy and the role it plays in relationships and addressing conflict. Topics covered will include the primacy of empathy in addressing conflict, community building, active listening, and techniques to hold conversations among people in conflict or that disagree with each other. Students will gain an understanding of the role that inclusion and equity play in developing empathy and will learn, through personal reflection, guest lecture, and in-person experience, the skills and techniques necessary to manifest empathy in their own lives, relationships, and conflicts as well as various resources within the Tulane and Greater New Orleans community available for support when they run into problems within these areas.

TIDE 1096 Latin American Dance Cultures (1)
This course examines issues of Latin American race, class, gender, nationality and global belonging through dance cultures. Students will learn how chosen dances, songs and rhythms are conveyors of cultural tenets, regional variations, and national trends.Since culture is made visible to us through its representations, students will learn to read and analyze Latin America through ethnographic texts about performance. Over the semester, students will learn through both theory and practice the techniques and philosophies of dance in selected Latin American performance circles. We will analyze Latin American festivals, stage/commercial performance and everyday cultural performance. As part of student training in ethnographic participant observation, students will also learn the basic steps of these studied dances and contextualize their work within the cultures of Latin American dance communities in New Orleans. In doing so, students will learn to think critically about the relation between text, ethnography and the body by paying attention to the demands that performance places on us as participants, spectators, scholars and commentators where we may be/act, see/hear, feel/sense, and think/evaluate within a world different from our own and understand its implications in governance, policy, and practice.No dance experience required!!!

TIDE 1097 Drugs in Music and Literature: Morocco, Spain, and New Orleans (1)
"Drugs in Music and Literature: Morocco, Spain, and New Orleans" explores the historical and contemporary significance of cannabis as a countercultural and political resistance symbol, particularly within the realm of music, across diverse regions. Students analyze the cultural, social, and political contexts surrounding cannabis use, considering race, religious practices, and the influence of Islam and Sufi rituals. The seminar delves into the evolution and transculturation of musical genres such as Flamenco, Rock & Roll, Sufi- Trance Rock, and Jazz, examining how these genres have been shaped by the intersection of cannabis culture, race, hippie values, and religious traditions. Assessment is based on class participation, written assignments, and a final presentation or creative project, fostering critical thinking and interdisciplinary perspectives. This seminar aligns with the TIDES' goals of promoting active learning, intellectual challenges, and social co-curricular activities, providing students with a transformative interdisciplinary learning experience.

TIDE 1098 "We Didn't Start the Fire" - Examining how Memory, History, and our Current Experiences Interact (1)
In a global connected world where what happens on the other side of the planet is live streamed in real time, the experience of being a person living today can feel overwhelming. It can be argued that this is the worst time in human history. Is the world worse today than at any other time? What does our knowledge of memory and perception contribute to the understanding of the contemporary global context? In Billy Joel's song, "We Didn't Start the Fire" over 100 cultural, social, political, and economic events which took place between 1948 and 1989 are highlighted. A recent remake by Fall Out Boy updates Joel's song using events since 1989. The suggestion in these songs is that human history has been plagued with catastrophes and heralded with triumphs. In this course, students will identify the historical references in both songs comparing them to our current context. Students will study the scientific literature on memory and how memories impact people's current view of the state of our world. The course will culminate in students creating a survey to learn more about how people perceive the historical and current world contexts, and how these ideas interact with each other. Survey results will be analyzed to share findings and develop conclusions. Throughout the course, students will have the opportunity to shape their own learning experience and development of critical thinking skills by contributing to each class session content, course materials, questions to discuss, and practicing research skills. This co-creation of the course between the professor and students is uniquely suited to the TIDES program and supports its objectives and outcomes.

TIDE 1101 Environmental & Climate Diplomacy (1)
Diplomacy is defined as "the profession, activity, or skill of managing international relations, typically by a country's representatives abroad." This course will consider our role as members of a global society, and as guardians of a complex solid Earth-oceans-atmospheres system, and introduce concepts of circular economy, nature-based solutions, climate mitigation and adaptation, as well as the alphabet soup of global organizations, and U.S. diplomacy.

TIDE 1102 Talking New Orleans (1)
Do you know how to pronounce New Orleans the right way? Do you make groceries or wrench your dishes in the zink? You'll learn to talk like an insider in this class that looks at the history, development, and current diversity of New Orleans English! We'll start by taking an overview of the New Orleans (and by extension Louisiana's) linguistic history, starting with the indigenous people who occupied the place called Bulbancha at the time of European arrival. We'll then examine the arrival of Europeans and Africans: the languages they brought with them and the new one(s) they created here. You'll get hands-on experience collecting and analyzing linguistic data as you explore modern New Orleans, talking to locals, attending festivals and participating in the exciting culture this city has to offer. By the end of the semester, you'll be able to say what it really means to sound New Orleans!

TIDE 1103 The Art of Management (1)
Management is the coordination and administration of tasks to achieve a goal. The functions of management are planning, organizing, leading, and controlling. In the Art of Management, we will review and discuss these four functions using text, case studies, and simulations. We will explore companies that are run well and those who messed up along the way. Learning from the mess ups has the best growth opportunities.

TIDE 1105 Cultural Nutrition & Wellness (1)
Welcome! As a member of the Tulane community, you are also now a part of the larger New Orleans community. In a city with such rich history, there is a vast divide of health and wellness options among the diverse cultural groups. Whether we are talking about access to nutritionally complete foods or more esoteric resources, such as mindfulness training, there is a long-standing disparity in our community. This course is designed to introduce students to overall health and wellness needs and availability among various communities in and around New Orleans.

TIDE 1113 Mindfulness: Self & Emotion (1)
This class introduces different mindfulness techniques, application of mindfulness practices in understanding destructive emotions and cultivating positive emotions. Mindfulness techniques cover intentional cultivation of non-judgmental, non-reactive, present-moment awareness, bare attention and concentration. Concentration and mindfulness exercises will be practically studied and evaluated. Students will enhance their experience of awareness, clarity, and empathy. Students will also learn coping skills for emotional regulation, distress tolerance, depression, anxiety, stress, and insomnia. Students will be required to participate in daily mindfulness practices: self-awareness, identification of destructive emotions, logical and mindful responses, and compassionate living. The course will critically analyze mindfulness-based research articles and introduce to how to integrate different mindfulness techniques in research applications. Information will be based on recent scientific research and ancient Tibetan contemplative practices.

TIDE 1117 N. O. Performance Culture (1)
There will be two primary goals in this course. The first will involve introducing students to New Orleans's history, culture, and literature. The second will entail an interdisciplinary introduction to a wide array of influences with the effort of showing how New Orleans's turbulent history of changing possession, immigration, and migration have contributed to a "performance" of various versions of "New Orleansness." The course will focus specifically on the presence of French, Spanish, African, and a brief overview of the various immigrant communities in the city's history and the various ways in which these groups have performed their own version of New Orleans for the city itself, the United States, and the world. In addition, the students will use the maps found in Unfathomable City: A New Orleans Atlas to look at how maps are constructions of authenticity.

TIDE 1125 New Orleans as a D&D Campaign (1)
The central conceit of this course is that all participants build characters for, and participate in, a Dungeons and Dragons (styled) adventure that is based around collaborative storytelling, problem solving, the building and development of critical analytic skills, and the discovery of identity. This course will employ the city of New Orleans – and the Tulane Campus – as the "world" in which these new adventures discover themselves. The students will begin this course by building "character sheets" based on who and what they are (Identity location markers) and what they bring to the adventure. This part of the class will encourage students to articulate their own strengths and – areas of themselves upon which they are working. We will partner with The Office of Multicultural Affairs to engage these students in a discussion of identification (self-identification and how we identify others). The students will be sent on an adventure during which they will have to learn to use the resources available to them in the Tulane University Library System. The students will be asked to go through Audubon Park (and Audubon Zoo) to find creatures and treasures. The students will be asked to go to the French Quarter and have specific foods that are specific to New Orleans Culture and listen to music that was created here in New Orleans. The students will be asked to take pictures and sample sounds as "proof" that they have completed their quests. The students will be asked to "scribe" and reflect upon their adventures. The students are going to be asked to consider the relationship between "game" and "real-life" when we talk to local New Orleans Health and wellness programs (CrescentCare). This course will be rooted in the concepts of discovery, and gaming, and responsibility for choosing one's own adventure. We will also read at least on "fantasy" novel and discuss the nature of the narrative itself. We will discuss how the idea of women and female characters function in the book. We'll talk about how the book depicts the idea of the protagonists, as well as, the "traditional" trope of male as default in much of fantasy fiction – and what that means. We will discuss how the novel utilizes and incorporates the concept of "race."

TIDE 1145 Committed to Cultural Diversit (1)
In 2016, Tulane University President Mike Fitts established the Race Commission composed of students, staff, faculty, and board members to address issues related to campus diversity. Join this TIDES course as an early step in becoming a student leader committed to this and other diversity initiatives at Tulane. You will learn about the array of programs offered by the Office of Multicultural Affairs. Activities will include academic and social events that bring together TIDES students and members of various student organizations involved in promoting intercultural exchange and understanding. We invite you to become a part of this group of change-makers.

TIDE 1165 Blurring Lines Tulane & NOLA (1)
Congratulations - you're officially a Tulane student! As part of the Green Wave, you'll be living both on the St. Charles campus and in a city whose future is as exciting and complicated as its past. In, "In" or "Of" New Orleans, students will have multiple opportunities to blur the lines between Tulane University and New Orleans, Louisiana while considering their own social identities as a member of these two communities. Through readings, guest speakers, as well as explorations of current events, festivals, and cuisine, this course will make clear what it means to be "in" AND "of" New Orleans.

TIDE 1185 Innov in Chemical Engineering (1)
This course will introduce students to the modern approaches chemical engineers employ to solve real-world problems. Topics will emphasize engineering design and innovation. Students will learn through relevant readings, discussions, and guest lectures from leaders in the field. Fieldtrips to the NASA Michoud, Assembly Facility, Aquarium of the Americans, a local brewery, and the Tulane Maker Space will expose students to real-world applications.

TIDE 1190 Introduction to Yoga (1)

TIDE 1210 Art Meets Physics (1)
Art (in its broadest sense, including visual arts, literature, and various types of performance) is meeting science all around us. These interactions go well beyond the use of science as raw material by artists. The advancements in science lead to dramatic changes in our perception of the world clearly reflected in artists' creations. Just as religious and mythological sources had influenced art before and during the Renaissance, artists are now being moved by the need to capture the complexities and mysteries of the physical universe. In many ways, science and art are profoundly similar. The best of each rises up from the depths of human creativity, in both the arts and science there's the need for inspiration and hard work, the willingness to experiment and be brave, and the conviction that you are searching for or creating work that says something meaningful about the world or nature. In this course, we will discuss the mutual influence of arts and science (particularly physics) using examples from different art forms and historic periods. The course includes trips to New Orleans Museum of Arts and Laser Interferometer Gravitational Wave Observatory (LIGO-Livingston).

TIDE 1224 The Art of the Modern Archive: From Making Memories to Self-Fashioning (1)
What is an archive, and how do we make them?From the selfies we take or the ticket stubs we treasure to the cultural institutions we visit, we are surrounded by different means of documenting our past and present for the future. This TIDES course investigates the concept of the archive through a wide array of archival networks available from personal, local, and even global perspectives. Following a brief grounding in the history of collecting artifacts/art as a means to fashion the self or formulate an identity, we will focus on how subsequent archival spaces are created –from the intimate to the expansive, from the tangible to the ephemeral/digital –and the issues at stake when developing the narrative that an archive relays. We will question the voices both resonant and silent in archival practice through guided reading and discussion as well as through visiting speakers and corresponding visits to local institutions to make connections across campus and across the city of New Orleans. Students will be encouraged to consider their own voice in this documentary process as they develop their own personal archive in a capstone project woven through the course.

TIDE 1225 Women in STEM (1)
This course covers the challenges facing women pursuing degrees and careers in STEM. Many of these challenges are institutionalized barriers that still exist, creating a system in which it is harder for women to thrive in comparison with their male peers. Other minority groups in STEM face many of the same challenges as women, and the additional and different barriers for other underrepresented groups will also be discussed. The course will cover strategies for success in STEM and becoming an ally and advocate for other traditionally marginalized groups in STEM. One credit hour.

TIDE 1230 Latin American Infusion (1)

TIDE 1235 Memory and Public Space (1)
In this course, we will come to a better understanding of the articulation of public space in its relationship to history and memory. We will first discuss a number of paradigmatic cases in the battle for the public expression of national, regional, or group trauma in the form of monuments, memorials, or sites of commemoration: the Holocaust memorial in Berlin, the Vietnam memorial in DC, the “Parque de la memoria” in Buenos Aires, and the alternative ways of remembering the totalitarian period in Indonesia. Next, we will focus on these negotiations in the recent history of New Orleans: the marks of Katrina in the city today, the ways New Orleans chooses to remember it, and the controversy about the removal of confederate monuments in the city.

TIDE 1240 Sex/Drugs/Rock'nRoll & Disease (1)
Over the course of the next year students will develop an understanding of why young adults engage in high-risk health behaviors. During the first semester attention will focus on the social processes thought to underlie young adults' uptake of behavior patterns which expose them to unnecessary health risks. Among the wide range of high risk behaviors to be covered over the course of the year will be drinking, drugging, smoking, eating, speeding, unsafe sex, and other risky choices. Participants will develop an understanding of how one's family, friends and peers come to shape high-risk health behavior patterns. New Orleans provides an excellent vantage point from which to scientifically explore a culture in which exhibiting high risk health behavior patterns is almost normative. Students will work up epidemiological comparisons between their hometowns and New Orleans based on a wide range of available Internet databases. Students do no direct observations or participation in any high-risk behavior patterns as part of the course.

TIDE 1245 Sports Med: The Team Approach (1)
The TIDES course Sports Medicine, The Team Approach is a one credit course. This course will explore current topics of sports medicine and how the topics influence practice within the field. Through the guidance of a team physician, students will gain perspective on how sports medicine professionals care for athletes of all ages, with an additional emphasis on collegiate athletes. Students will learn through relevant readings, discussions, and guest lectures fromleaders in the field. Fieldtrips to the Professional Athlete Care Team Clinic, Tulane Institute of Sports Medicine, Tulane Athletic Facilities, and an inside look into a sports game will expose students to the interactions of healthcare professionals involved in the continuum of care for athletes.

TIDE 1250 Visual Arts New Orleans (1)
This TIDES class was put together by a team of university art professionals with the intention of introducing students to the breadth of the visual arts scene in contemporary New Orleans. The course includes field trips to and visits from artists, curators, critics, collectors, private gallery owners, and public museum professionals, offering a behind-the-scenes look at the vibrant cultural life of the city. Ideally students will come away from the class with an appreciation of the richness of the visual arts in New Orleans, the ability to discuss and write about the visual arts, and some insights into the nuts-and-bolts activities of the individuals and institutions the define the visual arts in New Orleans.

TIDE 1251 Medieval Women Writers and Subversive Literature: Radical Women Past and Present (1)
This course explores the connections between gender and literary expression with a focus on medieval women writers from late antiquity to the fifteenth century. We will examine the social, cultural, and literary patterns linking the lives of medieval women writers with their works. Medieval women writers tend to express different attitudes and concerns than those associated with medieval European literature and culture, nevertheless, their attitudes and concerns parallel ideologies expressed by modern women writers. The course aims to introduce medieval women writers by juxtaposing their medieval texts with modern texts written by contemporary women that express similar themes in a more contemporary setting. Some of these themes are art and freedom, importance of community building miracles, prophecies, and body politics. We will discuss the ways these themes have changed from medieval times to the present and the ways in which women continue to face similar struggles. The medieval women writers include:Marie de France, Hildegard of Bingen, and Catherine of Siena; the modern women include the visionary girls in Garabandal and Ana Castillo. Ana Castillo, in particular uses the stories of medieval women writers and rewrites them for a contemporary US Latina audience.

TIDE 1255 Creative Writing and New Orleans Literature (1)
Explore New Orleans through sampling its literature while developing your creative writing skills. We will read selections from various genres of New Orleans literature as well as works about the craft of writing, and spend time inside and outside of class on our own creative writing pursuits. We’ll discuss where writers lived and wrote in the French Quarter, attend readings together, and learn about the craft of writing from New Orleans authors. These activities, along with hearing each other’s pieces read aloud, will help us discover how literature can illuminate a city. Discover the literary imagination of New Orleans, and begin to experience your time at Tulane as “a little piece of eternity dropped into your hands” (Tennessee Williams).

TIDE 1265 Indian Tribes on the Bayou (1)
Want to explore the wilds of Louisiana outside of New Orleans? Try some alligator meat, shrimp caught fresh from the sea or, in general, explore another side of Louisiana's rich cultural heritage- then this class is for you! The far-reaching impact of Native American Tribes of the lower Mississippi Valley on shaping Louisiana history is among the least explored subjects among the otherwise well-documented rich history of Louisiana. Recent and ongoing research shows that without the "Petit Nations"", as some of the Tribes were called, the history of this region would have been quite different. This course offers students the rare opportunity to participate in on-going, important research that entails working directly with Tribal members. In addition, students will have the opportunity to take a trip conducted by Tribal members down the bayous as they give a tour of their ancestral lands as well as explore other areas of Louisiana outside of New Orleans while also tasting some of the food native to Louisiana. An experience not to be missed!

TIDE 1275 Hullabaloo Excell at Tulane (1)
"A Helluva Hullabaloo: Learning How to #BeExcellent at Tulane" introduces students to developing life skills that will be useful not only in college, but also will help prepare them for the "real-world." The broad-reaching goal of this TIDES course is to offer students the opportunity to gain valuable skills and lessons that can be used to succeed during their career at Tulane.

TIDE 1285 Crafting & Comm in New Orleans (1)
Ever wondered about the distinction between arts and crafts, why crafting is popular, or how many beads are in a Mardi Gras Indian costume? Whether you do crafts, buy them, use needle and thread, hammer and nails, or scissors and glue, you are involved in crafting. We'll learn about crafting as a hobby and a profession and look at local craft culture in New Orleans. We'll explore assorted craft practices and communities, through creative workshops, guest speakers, and fieldtrips to local craft centers or markets. No experience necessary – but if you've ever wanted to learn a craft, this is your opportunity!

TIDE 1295 Inside the Ivory Tower (1)

TIDE 1305 Different Pictures-New Orleans (1)
This TIDES course we will address the question, "What constitutes the heart and soul of New Orleans?" The most common answers are, great restaurants, Mardi Gras, Jazz Fest, French Quarter Festival, Voodoo, Ghosts, the Blue Dog, and of course, the Saints. Throughout the semester, we will study and discuss the city's cultural fabric from a folkloric, historical, artistic, literary, and cinematographic point of view. Students will assess the different facets and components that build our great city and contribute to its unique culture through the analysis of assigned text and film material, the participation in class discussions, team presentations, and field trips, as well as in the format of a reflective final paper.

TIDE 1315 Making New Orleans (1)

TIDE 1317 Sports as a Leadership Model (1)
This course uses a sports lens to introduce Tulane students to what character traits have made sports figures, coaches, teams, and organizations successful as well as aided in turning sports from recreational fun to a multi-billion-dollar global industry juggernaut. This class will introduce students to several different valuable life skills and lessons to aid them in them in their academic endeavors and professional journey. The goal of this class is to see what transferable skills those in the world of sports use in their respective venues to help them become success stories and pass those qualities along to you to aid you in achieving success in life during and after Tulane.

TIDE 1325 Organizing Society (1)
This course will explore how various societies, past and present, have been organized. From small tribal societies that practice communism to large industrial societies that foment capitalism, the mechanisms by which society is organized are intentional and deliberate. Anthropological, sociological, political, economic, and historical perspectives will be considered throughout the course. Special attention will be given to how inequality manifests itself within societies. This course will require students to select the societies we will study and to actively participate in researching these societies. The course will culminate in student groups designing a society according to goals and outcomes they set by applying the knowledge they have gained over the course of the semester.

TIDE 1335 Art On and From the Margins: Questions of Race, Class, and Gender (1)
This course investigates practices in New Orleans art that interrogate dominant systems of representation. It examines how artists in New Orleans rely on and devise strategies that confront, appropriate, subvert, and queer the meanings, aims, and experiences of conventional art practices. These may include shifts in the content of a work and its audience to methods by which it is produces, its formal properties, and its reception. The focus of the class will include analyses of practices of documentation, re-appropriation, abstraction, mining the archive, and camp (among others). Directly connected to questions of marginalization of certain artistic voice and art practices are—of course—inquiries into whether attempts to dislodge and reconfigure dominant systems results merely in the consumption of those works and their integration into larger system or whether they have the potential to destabilize those systems. The class will include a number of talks by New Orleans artists, visits to New Orleans museums and other art spaces.

TIDE 1345 Politics of the Past: Monuments and Social Conflict from the Ancient World to Modern New Orleans (1)
This course addresses the impact of monuments, historical and archaeological sites, and cultural heritage management on local communities and the ethical and political dimensions of ongoing conservation, museum, and research projects. Recent protests over cultural heritage sites in places like Mexico, Turkey, and Jerusalem, the dramatic destruction of monuments at the hands of ISIS in Syria, and our own domestic debates about the Confederate monuments that dot many American cities have shown the potential for monuments to be at the center of complex political, ethnic, and religious controversies or to even become a sites of conflict and violence. The course will explore the use and abuse of material culture as a means of underpinning modern claims of nation and statehood and cultural superiority. At the same time, debates over monuments and historical sites provide a unique opportunity to give a voice to groups that fall outside of traditional historical sources, and it can provide a powerful means of opening dialogue about the past. Throughout the course, we will discuss the roles and responsibilities of governments, international organizations, museums, auction houses and galleries, private collectors, and tourism in the exploitation, preservation, and presentation of monuments and material culture. Students will put the historical perspectives of the course into practice by a series of field trips to public and private museums and historical sites in and around New Orleans, and they will address how our own contemporary debates might be informed by wider attention to historical and global issues of cultural heritage management.

TIDE 1355 Art, Place, and Community in New Orleans (1)
This 1-credit TIDES course introduces students to college study, discussion, and research through the topic of art, public space, and community in New Orleans. We will look at histories of placemaking, the role of monuments in public space, and art that has emerged out of engagement with local communities. In the course Art, Place, & Community in New Orleans, students will learn about historical and contemporary New Orleans through its art in public spaces, historical monuments and community-based art. We will think about the history of art in public spaces of New Orleans, grapple with debates about the legacy of historical monuments; and ask how art plays a role in the history and future of New Orleans, as a geographical place and as a constellation of communities. This TIDES Course is ideal for students considering majors or minors in art history, history, or urban studies.

TIDE 1365 @InstaNola: Curating Your Digital Self (1)
@InstaNola: Curating Your Digital Self is a one credit TIDES course that looks at our relationship to social media, both real and projected, set to a New Orleans backdrop. The term "curation" has migrated from the physical world of art to the digital domain as we increasingly apply it in the context of our online activities. The images, songs, stories, locations, and people we interact with online shape the way we want the world to view us. But what happens if our digital self and physical self don't align? We will look at our own relationships to social media, hear from local social media influencers, and visit some of New Orleans' most 'grammed spots all towards the question: How do we see the world, and how do we want others to see us?

TIDE 1375 Gateway to the Americas: The Roots & Routes of Latinx New Orleans (1)
For much of the twentieth century an enormous, iron sign spanned Canal Street celebrating New Orleans as the "Gateway to the Americas." In recent years politicians have labored to swing this gate shut, imploring America to build a wall instead. Yet this open gate has made New Orleans the unique culture it is today. This TIDE approaches current immigration debates from a local perspective, examining New Orleans and Tulane University as vibrant sites of intercultural intellectual, economic and social collaboration and exchange with Latin America and more specifically, Central America. Readings and activities will complicate the rhetoric of "invasion"—which reduces immigration to one-way street—by acknowledging the multidirectional movement of people, goods, ideas and cultures to and from New Orleans and Tulane across the twentieth and twenty-first centuries. Toward this, we will examing policy, literature, art, film and food as they are affected by and effect the formation of culture and identity. You, as a student, are part of this and we will engage your American origins as well, toward developing an empathetic understanding of the immigrant experience and the responsibilities of citizenship. Finally, we will explore how students can be more involved in struggles for social justice and human rights at Tulane and beyond: A) Discussing the skills and experience needed for careers in advocacy, activism, social work, education, immigration law, public health and other professions related to the Latinx community that your education here can provide; and B) Examining opportunities for volunteer work, service learning and internships with organizations that serve New Orleans' Latinx and immigrant communities while you are here. Toward these objectives, we will engages many voices across the New Orleans and Tulane communities, inviting activists, artists, and professionals into the classroom and venturing out of the classroom to experience people, places and life in New Orleans beyond our campus.

TIDE 1385 Cultivating Connection (1)
This one-credit course synthesizes theatre acting techniques and yoga to help students cultivate more presence and connection in their daily lives. The focus will be on calming the nervous system, developing adaptability, and learning to accurately read behavior and emotions in oneself and others.

TIDE 1390 Silver Screen Shakespeare (1)

TIDE 1405 New Orleans on Stage and Screen (1)
We will explore how the legend of New Orleans was created and reinforced by popular representation in theatre and film works from the 19th century through today. Students will investigate various signifiers of New Orleans through time, watching their rise (and sometimes fall) through performance pieces. We will explore home-grown myth-making as well as visions provided by outsiders, and also get out into the city itself, seeing what truth might lie within the narrative reductions of New Orleans that occupied audiences for the last two centuries.

TIDE 1415 FEMtech: Gender and Technology Design (1)
Since the industrial era, analog, digital, and medical products have been produced with the claim that certain technologies make women's lives easier. This course examines the role that FEMtech plays in women's lives and the role that product design plays in shaping discourse around women's relationship with technology. Students will also explore the recent rise of the FEMtech app technology, a projected $120 billion-dollar industry. Students will have the opportunity to learn about the technology and start-up industries from technology leaders in New Orleans. Students will use feminist technology design strategies to design and pitch a FEMtech product.

TIDE 1425 The Archaeology of Mardi Gras (1)
From Indiana Jones to Lara Croft to the guy in the "Ancient Aliens" meme, archaeologists are standard in pop-culture. But what do they actually do? In this course, we will explore the practice of archaeology through the lens of the "greatest free show on earth:" Mardi Gras in New Orleans. Archaeology is the study of humans through our material culture, the stuff we leave behind, and Mardi Gras brings plenty of stuff for us to examine. Working together each week, the class will complete readings, field trips, and hands-on projects, learning how to investigate Mardi Gras as an archaeological phenomenon. By the end of the semester, you will know more about New Orleans and its central tradition, and I promise, you will never look at a strand of beads the same way again.

TIDE 1430 Writing In New Orleans (1)
A student adopts and inhabits a new city, becoming native. Keep a journal of New Orleans. Write it down! Take moments, ideas to reflect the experience among peers living in the Crescent City. Write letters, poems, and lyrics, discussed during workshops in class and on excursions in the city. Become thoughtful...listen, read, write, converse through language. A journal may recollect moments in tranquility (Wordsworth) or may take the form of day-to-day experience (Bosworth). During particular classes the student will be asked to write while on a streetcar, in Audubon Park, and on the levee by the Mississippi river. Students will keep a journal, participate in a writer's workshop, give a class presentation, and write a research paper. Participation is a must. There are no examinations.

TIDE 1435 Ecology, Equality and Migration an Interdisciplinary Perspective Contemporary European Politics (1)
The interdisciplinary course will examine three main political problems in Europe today; the environmental crisis, social inequality and migration from the Middle East. Prof. Ofengenden will begin with examining the ways of life and accepted thinking that these three problems undermine and challenge including consumerism, individualism, traditionalism, economic rationality, developmentalism, growth, globalization and nationalism. Prof. Ofengenden will survey the history of early challenges to accepted thinking including the challenges to exploitation and privatization of land argued by the thinkers of the Enlightenment (e.g. Rousseau) as well as early critics of industrialism. Prof. Ofengenden will use both literature and thought to show illuminate these critics. Prof. Ofengenden will then move to 20th and 21th European contributions to environmental thought and economic inequality as well as political movement and artistic expressions of both of these trends. These will include Martin Heidegger, Theodore Adorno, Arne Naess, Serge Moscovici, Bruno Latour, Thomas Piketty, Jacques Rancière, David Harvey. Finally this part of the course will look at two contemporary political protest movements the Yellow Vests in France and Extinction rebellion in the UK. It will look into how these movement were formed and the way they have transformed in the discourse around income inequality and environmental crisis in France and the UK. The second part of the course lead Prof. Nicosia by will look at the issue of immigration to Europe. After a first survey on the immigration phenomenon starting from the year 2010 through, course will pass to analyze social and political tensions caused by anxiety and phobias towards the Other, and the way it reshapes geographical spaces and cultural patterns of the hosting countries, with particular attention to the notions of borders (in the cities and the neighborhoods), citizenry (what and how to define a citizen at the margin), new ethics' parameters (e.g. religion, welfare etc...), and ultimately the ideas of nation, nationality and nationalism. The second part of the course will be dedicated on the voices of the migrants and their representation through the new artistic phenomena related to migration in the Mediterranean countries (Italy, Greece), with particular attention to literature, video, (photography, video installations), cinema, as well as music creations.

TIDE 1445 Arts Around New Orleans (This Ain't Your Momma's Art) (1)
This course is designed for those interested in exploring the immensely diverse arts scene in New Orleans. The purpose of the course is to introduce students to a variety of art forms. The course includes amazing field trips as well as guest artists in the classroom. Through readings, classroom discussions, meetings with local artists, reflective writing, and creating your own art project, you will gain a great appreciation for the arts scene in the great city of New Orleans! How does one give voice to creativity? Join us to find out!

TIDE 1455 Sports and Culture in Spain: A Sociological Approach (1)
The syllabus of this course has been programmed from a sociological approach to sport, so that the students can gain an overall view of Spanish culture, of the Spanish way of life, throughout the analysis of geographical, historical, cultural and literary factors in the make-up of the nation in the present-day, and in its diverse manifestations. Additionally, it will examine various aspects of the relationship between sport and Spanish society. The importance of sports goes beyond its obvious political significance. Indeed, sociologists and anthropologists have recently studied the interaction between sports and social and cultural dimensions. Nowadays, there is no doubt about the integrative and unifying strength which sports exhibit. It is a phenomenon that carries out an enormous social impact, interests the majority of the population and is practiced by a large part of the population. The course begins with a consideration of general theoretical questions on the idiosyncrasy of every culture by comparing U.S. and Spanish cultural trends and stereotypes. After that, it will examine the different cultures within Spain: Castilian, Catalan, Basque and Galician; focusing mainly on language, nationality, and political implications. Following the midterm, we will focus on the analysis of specific sports such as soccer, traditional sports of Spain, basque pelota, the controversial bullfighting and all their different social and political implications.

TIDE 1465 Crafting Your Story (1)
Compelling storytelling lies at the heart of success across fields. From a business person pitching a new product to a research scientist vying for a competitive grant, the ability to tell a captivating story gives you an advantage. Storytelling skills serve you when interviewing for internships or jobs, networking, or even just making new friends in college. Whether your ultimate goal is a TED Talk with a million views or just a kickass toast at your best friend's wedding one day, this class will give you concrete tools to improve your public speaking and storytelling skills. In this experiential class, we will create a supportive environment where you will discover your personal communication style and how to leverage your strengths to gain more confidence in your ability to tell a great story.

TIDE 1475 For the Love of New Orleans: Entering Community Through Service (1)
Many students have been drawn to Tulane for its heavily touted commitment to community, but what does this mean and look like in actuality and from the perspective of the New Orleans community? This course introduces students to concepts around community engagement at an individual level and at Tulane, the components of ethical service, the dynamics of entering a community that may be new to you, and an introduction to a specific community within New Orleans via service with a partner organization that will engage with the course throughout the semester.

TIDE 1485 Surveillance, Data, & Society (1)
This seminar examines the historical and contemporary relationships between race, gender, class, and sexuality and modern surveillance practices. Students will be introduced to the interdisciplinary theories of surveillance and data studies such as discipline, control, capitalism, privacy, and counter-surveillance. Students will examine and discuss materials related to enslavement, policing and prisons, reality television, workplace surveillance, domestic violence, reproductive rights, (social) media, travel, big data, and machine learning. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control. As praxis, students will design and produce a data project that uses strategies such as data collection, management, analysis, and/or visualization. All data skills will be taught in this course and all technical skill-levels are welcome.

TIDE 1500 Irish In New Orleans (1)
This course introduces students to an unfamiliar part of New Orleans' history that is as defining to the city's character as her more familiar Spanish and French past: Irish New Orleans. For many different reasons, Irish immigrants were drawn to Antebellum New Orleans, and they came to this city by the tens of thousands. Contrary to still prevailing prejudice, the newly arriving Irish immediately set about creating their own communities,several of which we will explore in this course.Strong familial ties denoted these neighborhoods as did their Catholic faith and the extraordinarily beautiful churches these immigrants built to serve their spiritual needs.Life was not easy in New Orleans: frequent epidemics killed people by the tens of thousands. However, the Irish immigrants successfully carved out lives for themselves that gave the city a permanent Irish flavor which, to this day, is still defined by Irish customs and traditions and inseparable from the colorful, multi-faceted spirit of New Orleans.

TIDE 1515 Voices of the future: Student & Youth Activism (1)
This course explores youth activism from the "angry decades" (60s &70s) to "age of rage" (present) and emphasizes South Louisiana as a hub for youth activism. From Ruby Bridges' and the "McDonough Three's" roles in the integration of New Orleans schools in 1960 to Louisiana youth playing critical roles in the current push for climate justice, youth activists illuminate themselves as political actors who seek to create an equitable world. Beyond discussions of Louisiana youth, this course invites students to learn about the ways student activists from colleges all over the United States emerged as change agents and shifted the state of higher education. With the influx of youth activists and social movements comes the development of distinct fields of inquiry through which scholars analyze youth activists' experiences and motivations. As the course centers youth voices, we will analyze speeches and written work (e.g., statements, petitions, credos) of activists and place their ideas in conversation with youth and movement studies scholarship, popular texts, and media about the ways youth insert themselves in social justice efforts. While investigating the ways students participate in and construct movements, we will also examine how they influence policy change. As we learn, we will consider our roles in resistance work on local, national, and global levels and how putting our knowledge into practice can help create the world(s) we imagine.

TIDE 1525 Kindness in Action: Emotionally Intelligent Leadership (1)
Over the course of the academic semester, this course focuses on developing an interdisciplinary understanding of the theories and practices of emotional intelligence as it applies to your transition and success as a first-year student at Tulane. As a TIDES member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, social, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, and episodes of Apple TV's Ted Lasso, you will gain a greater appreciation for the issues that affect all of us as human beings in relationship with each other. This course is designed around the three central themes of emotionally intelligent leadership: self, others, context. Each theme will be addressed individually but the course will also examine the interdependence between the three. Course sessions will be dynamic and include a variety of experiential learning, group participation, guest speakers, and activities designed to stimulate thinking and build our capacity and efficacy for affecting change in our own lives and within our community.

TIDE 1535 Delta Clay - Environment & Art (1)
New Orleans sits at the edge of the continent on layers of alluvial clays and sand, on a delta barely 5000 years old. The low elevation and shifting nature of the ground has influenced the growth and construction of the city, and provided a resource of clay for building and ceramic art. This class will explore the ground under our feet, examining the makeup of the geology of our city, the river that formed it and some of the ways geography and geology has influenced the growth and character of its neighborhoods. As climate change magnifies the forces that shaped the delta, the natural processes of flooding, erosion and subsidence are accelerating with serious consequences for the New Orleans and South Louisiana. Our environmental exploration will take us out to find and dig local clay, prospecting at the Studio in the Woods and the Carrolton river bank at the "Fly", experiencing the land in a direct way. The clay we dig will be refined in the ceramics studio and used it to make vessels and other botanical forms inspired by the historic enterprise of Newcomb Pottery. Founded within the Newcomb Art Department in 1896, the Newcomb Pottery enterprise utilized local clays and employed talented women graduates from the Art department, developing unique and beautifully crafted forms that emphasized designs drawn from indigenous plants. Special tours of the Newcomb Art Museum's collection of the historic pottery will provide models for our own works, made from the clays we dig and fired in the modern kilns of the Newcomb Art Department.

TIDE 1545 Law & Order (1)
In Henry VI, Shakespeare wrote, "The first thing we do, let's kill all the lawyers;" however, "all the lawyers" have avoided being killed since that line was written. Why? From the largest corporate mergers to simple adoptions, and from public policy to the enactment of criminal laws, the need for lawyers is increasing because the law is a central part of our daily lives and the bedrock of a free society. Although the press might occasionally indicate otherwise, lawyers are members of a profession and they get respect, but is being a lawyer really like the popular portrayals on television shows such as Law and Order or in a John Grisham novel? This class will help you explore how one becomes a lawyer and what it is like to be a lawyer.

TIDE 1615 Positive Psychology and Successful Leadership (1)
This course will introduce students to research, theories, and practices central to the field of applied positive psychology and the emerging subfield of positive leadership for the purposes of (a) increasing personal and interpersonal well-being and (b) developing positive leadership skills which can be applied within university, business, organizational, civic, and government spheres. Positive psychology is a relatively new field which asks questions such as: What can scientific research tell us about practices and perspectives that lead to a happier life? What can psychology do to help ordinary people to thrive and flourish? Which practices lead to greater well-being, fulfillment, and life satisfaction? Positive psychology engages such questions by utilizing scientific research methods to identify practices which lead to greater well-being (including positive emotions, engagement, relationships, meaning, and accomplishment). Positive psychologists maintain that (1) flourishing requires more than curing pathology; (2) flourishing requires tapping human strengths and positive capacities; and (3) scientific research methods can help us to identify and refine strategies for flourishing. Topics in positive psychology include positive emotions, hedonic misprediction and adaptation, character strengths, purpose, gratitude, kindness, meditation, nurturing social relationships, exercise, and more. Positive leadership studies focus on evidence-based approaches to successful leadership and draw on research at the intersection of positive psychology, leadership studies and organizational studies. Topics in positive leadership studies include approaches to well-being, strengths, leadership styles, problem solving (appreciative inquiry vs. pathologizing inquiry), meaning, intrinsic vs. extrinsic value, effective communication, and cultivating and maintaining positive relationships. This course will provide students with a theoretical and practical introduction to applied positive psychology with a focus on positive leadership. Students will engage in experiential homework in which they will apply strategies for enhancing their own well-being -- and for positively impacting their own leadership initiatives. This course will also expose students to local wellness resources at Tulane and will include a walking tour of the French Quarter exploring New Orleans architecture, history, culture, and cuisine.

TIDE 1680 Hot Topics in Sports Law (1)
This course will explore the authority of commissioners as well as the rights and responsibilities of athletes and others in professional sports leagues and college sports. Students will explore disciplinary measures relating to on and off-field misconduct, performance enhancing and recreational drug use, and speech, as well as the impact of sports gambling, discrimination, and other issues with an emphasis on current events. Students will learn about the source and scope of a commissioner's power, player rights when faced with disciplinary action, league collective bargaining agreement rules, and the types of punishments available. Students will be asked to think critically about the scope of a commissioner's power in specific cases, to consider desired outcomes from multiple perspectives, and to discuss the propriety of various rules governing player, coach, owner, and fan conduct. Students will gain a basic understanding of the application of law to professional and college sports industries. Students will also learn the essential tenets of negotiation applied in a sports setting and engage in a mock negotiation.

TIDE 1700 Myth&Real Nola Food/Drnk (1)
As the concept of local foodways becomes entrenched in the growing "foodie" culture of the United States, local food and local dishes become an ever more important marker of place. Whether justified or not, Creole and Cajun food and, of course, the ubiquitous Cocktail, are perceived by many as synonymous with New Orleans. In this course, we will explore the myths and realities of these three key concepts as they apply to food and drink in New Orleans.

TIDE 1713 Storytelling with Data – How Healthy Are We? (1)
Storytelling through data visualization can dramatically enhance our ability to think about the meaning within data. The connection between vision and cognition is powerful. In this course we will explore the fundamentals of discovering and presenting the story that lies within the data that we wish to tell. We will do this in the context of health care and public health in the United States. Along the way we will explore some common data sets about health care and public health, and we will learn to recognize the strengths and shortcomings of current data visualizations we see in academic settings and the mainstream and social media.

TIDE 1742 Shakespeare in New Orleans (1)

TIDE 1810 Non-Profits & Katrina (1)

TIDE 1880 Martial Arts For Perform (1)

TIDE 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1893 Service learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1894 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1896 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1897 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1898 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1899 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1911 Ocean Health/Human Health (1)
The United Nations designated this decade (2021-2030) as the Decade of Ocean Science for Sustainable Development to highlight the needs and mechanisms to reverse the decline in ocean health. This course will focus on the most pressing issues that intersect ocean health, human health, and local/global economics. We will explore, discuss, and debate the science and policies behind what led us to our current situation and what can possibly be done as the international community moves forward.

TIDE 1915 Sicilian Jazz:Ital Cult NOLA (1)
The Italian Culture in New Orleans" will focus on different facets and components of the Italians in the Crescent city. Special consideration will be given to the discussion of the following topics: New Orleans and the culture of the Italian emigrants, traditions, cuisine, music, fiction and movie rendering of the Italian emigration.

TIDE 1925 Natural History of Louisiana (1)

TIDE 1950 Salsa! (1)

TIDE 1970 Songwriting For Audience (1)

TIDE 1975 Visual Pleasure & Photography in NOLA (1)
The class is about visual pleasure and aesthetic beauty. What makes a picture or painting beautiful? We will examine this question through several disciplines including philosophy, art history and experiential artistic practice. We will consult short readings of the classics answer to this question (e.g. Plato, Kant, Schiller, Delacroix, Hegel, Marx, Heidegger, Freud, Vygotsky, Foucault, Gombrich, Susanne Langer, John Berger, Elaine Scarry, Boris Groys, Clement Greenberg, Laura Malvie) At the same time we will also look at several distinct periods and ask what was beauty at these specific times. I have chosen four such times. The first period is the Northern Renaissance (e.g. Van Eyck, Bosch, Du#rer, Bruegel) the second the Baroque (e.g. Velázquez, Rembrandt), the third the impressionists (e.g. Manet, Degas, Cassatt, Monet, Renoir, Toulouse-Lautrec) the expressionists (Franz Marc, Ernst Ludwig Kirchner) and fourth 20th century art photography. We will examine various concerns that we have with the beautiful. For example, the concern that the love of beauty is at best an evasion from the problems of social reality, at worst a way of legitimizing the status of the rich and powerful. That it is merely a marker of social class (e.g. Bourdieu). That beauty is frivolous, decadent, distracting, and unserious. That there is nothing to describe or to share or give account to this most subjective experience. We will attempt to answer this question by looking to both the experience as well as production of beauty as a kind of temporary emancipation from a life-world experience, a lifeworld that is limited by material conditions and social factors. We will also look at beauty as a transformative decentering of the self. We will examine deeply Kant's idea that true beauty is the free play of imagination and understanding in the mind of the audience and therefore can include any theme of topic.

TIDE 1981 Frames Films & Femmes Fatales (1)
This course is a critical survey of cinematic works by and about women, with examples drawn from different modes of cinematic expression (mainstream fiction films as well as alternative film and video [including documentaries, experimental, & narrative]) and from different historical periods (from the 1930s to the present). The course deploys feminist approaches to film criticism and applies these approaches to cinematic representations of women. Films illustrating particular genres, as well as feminist and "women's" films, are discussed and critiqued. We will consider the role of film in our understandings of sex, gender, and sexuality, as well as race, class, and disability. Through discussions and writing, we will work to discern relevant social, political, ideological, and aesthetic concepts in the media we examine. We will look at contemporary Hollywood and independent cinema, US and some international films by both established and emerging filmmakers. Corequisite(s): TIDE 1898.

TIDE 1982 Contemporary Women Writers (1)

TIDE 1983 Us vs. Them (1)
Black vs. White. Citizen vs. Immigrant. Transgender vs. Cisgender. Christian vs. Muslim. Gay vs. Straight. The list goes on. In recent years, the United States has become increasingly polarized. The most interesting and exciting aspects of human diversity are set against one another, in rigid opposing binaries. Through interactive workshops, cultural trips, discussions of texts and films, writing reflections, and guest speakers, this seminar will serve as an incubator for students from diverse backgrounds to develop their understanding of the complexities of cultures, identities, and power dynamics. We will simultaneously explore everyday practices for world building beyond "Us. Vs. Them."

TIDE 1984 Identity, Power & Comm Engage (1)

TIDE 1985 Women Leading New Orleans (1)
From non-profit organizations to government, from social movements to Mardi Gras, from restaurants to boardrooms, women have led New Orleans. Using an intersectional feminist lens, this course will explore how the personal, the organizational, and the institutional intersect to shape how women practice leadership. Students will be introduced to theories and research that address gender and leadership while focusing on historical and contemporary examples of women practicing leadership in New Orleans. The course will begin with a brief introduction to a sociological perspective on gender and intersectionality - foundational concepts of the course - and move into discussions of how and why women lead, as well as barriers they encounter to leadership. Guest speakers, field trips, and writing assignments will ask students to think broadly, but also analytically, about what leadership means, as well as about how identities and institutions shape the experience of leadership.

TIDR 1014 Cultivate Residence Self Care (1)
Health in college is so much more than avoiding pizza every night and occasionally going to the gym. Health is multifaceted and is pivotal to your ability to thrive during the next four years. This course will examine the most relevant health topics for college students from a public health perspective, integrating theories and practices relevant to your life. In addition, this course seeks to cultivate leadership skills as an element of being healthy and successful in college.

TIDR 1015 Cultivate Inner Changemaker (1)
Cultivate your Inner Changemaker is devoted to exploring the skills, strategies, and ideas of effective social change advocates in the 21st century. Students will be learning about some of the essential skills of effective changemakers, including leadership, optimism, resilience, risk-taking, luck, relationship building, conflict resolution, creativity, and innovation. Throughout the course, students will practice these skills, both in class and through assignments.

Corequisite(s): TIDR 1890.

TIDR 1016 Crossroads of Culture: New Orleans' Global Identity in Local Context (1)
In this course we will delve into the rich tapestry of New Orleans' cultural geography and its profound multicultural existence. Students will explore the historical roots and global influences that have shaped the city's unique identity. Through engaging lectures, seminar discussions, and experiential learning, students will develop a nuanced understanding of the city's multicultural history and its ongoing impact on contemporary society. Students will gain an appreciation for the global influences in New Orleans' music, cuisine, environment, and traditions while addressing social justice issues rooted in the city's unique history. The course aims to foster cultural competence, inclusivity, global awareness, civic engagement, and leadership skills, providing students with the tools to navigate an increasingly interconnected world.

TIDR 1018 Case Studies in Leadership (1)
This 1-credit course will utilize a variety of cases which highlight a real-life example of a challenge in leadership. Fields covered will include business, politics, non-profit work, and social movements - all highlighting decision making in New Orleans following Hurricane Katrina. In most class periods, you will be asked to "inhabit" the case and take up the dilemma of its protagonist. I may assign class members roles to prepare and play in the class discussion spontaneously or in advance. None of the cases have right answers, although we may have an epilogue that tells what actually happened (the historical outcome). You are asked to wrestle with the problem as if it were your own and bring your experience and classroom learning from Tulane University and elsewhere to bear on the questions. The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real-world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. It is no accident that professional schools were drawn to case teaching—Law, for obvious reasons—but also schools of public affairs and public health whose missions are to utilize the best thinking of the disciplines to prepare students for careers as practitioners. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. In particular, this course will offer you a chance to get to know New Orleans as a resilient city with monumental challenges left to tackle.

TIDR 1090 Who Dat, Fan Up & Geaux (1)
Founded in 1718, the city of New Orleans has a long and rich history with sports. From the rise of social class-driven sports such as rowing and billiards to the New Orleans Saints' heroic revival of the city post-Hurricane Katrina, sports has been as integral to the area as food, music, and Mardi Gras. Sports have made an enduring impact on the social world in which we all live. It is a taken for granted aspect of our everyday lives – whether that entails watching "Sportscenter" or noticing that every single major newspaper contains a "Sports" section that is as long if not longer than any other section. Yet there is more to sport than just what we see on a daily basis. In this course, we will explore general sports-related topics and examine actual case studies related to New Orleans' sports scene. More than simply 'talking sports,' students will study issues from political, economic and social viewpoints and also gain an understanding of the rich sports heritage found here in New Orleans. Readings and discussions, field trips, and guest speakers will aid students to understand both historical accounts and modern-day subjects associated with sports such as governmental involvement, public financing, and community development. Students will participate in a mandatory service learning component with TBD. Their after-school programs promote development in boys and girls through activities that build character, cultivate new skills, and create a sense of belonging – in this case a place where kids can express themselves, play together and get fit. By participating in activities with NFL Youth Education Town students will deepen their understanding of the political, economic, and social ramifications of sports on a local level by making correlations to sports and its impacts on the city's youth, infrastructure, civic pride, crime reduction efforts, poverty eradication, and other areas, and gain an awareness of their role as a citizen in the city of New Orleans.

TIDR 1117 N. O. Performance Culture (1)
There will be two primary goals in this course. The first will involve introducing students to New Orleans's history, culture, and literature. The second will entail an interdisciplinary introduction to a wide array of influences with the effort of showing how New Orleans's turbulent history of changing possession, immigration, and migration have contributed to a "performance" of various versions of "New Orleansness." The course will focus specifically on the presence of French, Spanish, African, and a brief overview of the various immigrant communities in the city's history and the various ways in which these groups have performed their own version of New Orleans for the city itself, the United States, and the world. In addition, the students will use the maps found in Unfathomable City: A New Orleans Atlas to look at how maps are constructions of authenticity.

TIDR 1185 Innovation in Chemical Engineering (1)
This course will introduce students to the modern approaches chemical engineers employ to solve real world problems. Topics will emphasize engineering design and innovation. Students will learn through relevant readings, discussions, and guest lectures from leaders in the field. We will also take two field trips to introduce students to the roles of engineering in New Orleans.

TIDR 1225 Women in STEM (1)
This course covers the challenges facing women pursuing degrees and careers in STEM. Many of these challenges are institutionalized barriers that still exist, creating a system in which it is harder for women to thrive in comparison with their male peers. Other minority groups in STEM face many of the same challenges as women, and the additional and different barriers for other underrepresented groups will also be discussed. The course will cover strategies for success in STEM and becoming an ally and advocate for other traditionally marginalized groups in STEM.

TIDR 1265 Indian Tribes on the Bayou (1)
Want to explore the wilds of Louisiana outside of New Orleans? Try some alligator meat, shrimp caught fresh from the sea or, in general, explore another side of Louisiana's rich cultural heritage- then this class is for you! The far-reaching impact of Native American Tribes of the lower Mississippi Valley on shaping Louisiana history is among the least explored subjects among the otherwise well-documented rich history of Louisiana. Recent and ongoing research shows that without the "Petit Nations"", as some of the Tribes were called, the history of this region would have been quite different. This course offers students the rare opportunity to participate in on-going, important research that entails working directly with Tribal members. In addition, students will have the opportunity to take a trip conducted by Tribal members down the bayous as they give a tour of their ancestral lands as well as explore other areas of Louisiana outside of New Orleans while also tasting some of the food native to Louisiana. An experience not to be missed!

TIDR 1317 Sports as a Leadership Model (1)
This course uses a sports lens to introduce Tulane students to what character traits have made sports figures, coaches, teams, and organizations successful as well as aided in turning sports from recreational fun to a multi-billion-dollar global industry juggernaut. This class will introduce students to several different valuable life skills and lessons to aid them in them in their academic endeavors and professional journey. The goal of this class is to see what transferable skills those in the world of sports use in their respective venues to help them become success stories and pass those qualities along to you to aid you in achieving success in life during and after Tulane.

TIDR 1415 FEMtech: Gender and Technology (1)
Since the industrial era, analog, digital, and medical products have been produced with the claim that certain technologies make women's lives easier. This course examines the role that FEMtech plays in women's lives and the role that product design plays in shaping discourse around women's relationship with technology. Students will also explore the recent rise of the FEMtech app technology, a projected $120 billion-dollar industry. Students will have the opportunity to learn about the technology and start-up industries from technology leaders in New Orleans. Students will use feminist technology design strategies to design and pitch a FEMtech product.

TIDR 1500 The Entrepreneurial Landscape of New Orleans and How the City's Diverse Culture Influences It (1)
In this course, students will be given a behind the scenes look at the entrepreneurial ecosystem in New Orleans –the lessons learned from Hurricane Katrina recovery efforts and what needs to happen to have a vibrant startup community that is equitable, accessible, and collaborative.From local entrepreneurs to community partners to support organizations to investors and more, this course will bring together some of the most important stakeholders in the New Orleans entrepreneurial ecosystem. We will also leverage our data from the Greater New Orleans Startup Report, hearing from our very own Lepage Center to present an in-depth overview of the current state of the early stage business economy in New Orleans.

TIDR 1725 Black Culture, Power, Politics, and Leadership (1)
This one-credit course complements the experience of students living in the 1963 Collective Residential Learning Community (RLC) by providing them with an equity oriented interpretative framework grounded in Black thought, experience, and history. The modular survey course was designed for first-year students interested in exploring Black history, culture, and knowledge across the African diaspora. Through this first year seminar, students will develop an appreciation and understanding of the contributions of Black people in a globalized context.

TIDR 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDR 1898 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDR 1925 Natural History of Louisiana (1)
This course examines the origin and evolution of Louisiana's ecosystems. Students will learn about living and prehistoric plants and animals and their physical surroundings while exploring Louisiana's coastal marshes, bottomland hardwood forests, longleaf pine savannahs, and tallgrass prairies. Course includes multiple field trips.

TIDR 1981 Frames Films & Femmes Fatales (1)
This course is a critical survey of cinematic works by and about women, with examples drawn from different modes of cinematic expression (mainstream fiction films as well as alternative film and video [including documentaries, experimental, & narrative]) and from different historical periods (from the 1930s to the present). The course deploys feminist approaches to film criticism and applies these approaches to cinematic representations of women. Films illustrating particular genres, as well as feminist and "women's" films, are discussed and critiqued. We will consider the role of film in our understandings of sex, gender, and sexuality, as well as race, class, and disability. Through discussions and writing, we will work to discern relevant social, political, ideological, and aesthetic concepts in the media we examine. We will look at contemporary Hollywood and independent cinema, US and some international films by both established and emerging filmmakers.

TIDR 1983 Us vs. Them (1)
Black vs. White. Citizen vs. Immigrant. Transgender vs. Cisgender. Christian vs. Muslim. Gay vs. Straight. The list goes on. In recent years, the United States has become increasingly polarized. The most interesting and exciting aspects of human diversity are set against one another, in rigid opposing binaries. Through interactive workshops, cultural trips, discussions of texts and films, writing reflections, and guest speakers, this seminar will serve as an incubator for students from diverse backgrounds to develop their understanding of the complexities of cultures, identities, and power dynamics. We will simultaneously explore everyday practices for world building beyond "Us. Vs. Them."

TIDR 1985 Women Leading New Orleans (1)
From non-profit organizations to government, from social movements to Mardi Gras, from restaurants to boardrooms, women have led New Orleans. Using an intersectional feminist lens, this course will explore how the personal, the organizational, and the institutional intersect to shape how women practice leadership. Students will be introduced to theories and research that address gender and leadership while focusing on historical and contemporary examples of women practicing leadership in New Orleans. The course will begin with a brief introduction to a sociological perspective on gender and intersectionality - foundational concepts of the course - and move into discussions of how and why women lead, as well as barriers they encounter to leadership. Guest speakers, field trips, and writing assignments will ask students to think broadly, but also analytically, about what leadership means, as well as about how identities and institutions shape the experience of leadership.

COLQ 1010 Freshmen Colloquium Seminar (1-3)
First-year Seminar Colloquium course.

COLQ 1020 Freshman Colloquium (1-3)
First-year seminar course; topics vary by instructor.

Data Hub (DATA)

DATA 1010 Introduction to Data (3)
DATA 1010 aims to provide students with an overview to what data is, how it is used correctly and incorrectly, how it is found, stored, and managed, and how it can be used as a basis for decision making and analysis. The overall goal of this course is to increase data literacy, such that students are more confidently able to work with the increasing amounts of data in their lives, jobs, and academic careers. This course is aimed towards students in all schools and fields and has no prerequisites.

DATA 1940 Transfer Course Work (0-4)
Transfer Coursework

Maximum Hours: 99

DATA 2020 Data Analysis (3)
This course provides an overview of the statistical tools most commonly used to analyze quantitative data. Topics include describing data, statistical inference, statistical significance, hypothesis testing, and regression analyses. The course focuses on understanding how to use appropriate analytical techniques and interpret the results of statistical analyses for variables with different levels of measurement. For each topic area, the methodology, including the underlying theory, assumptions, and mechanics of how each analytical tool works, is discussed, along with the appropriate interpretation of results. Concepts are presented in the context of real-world examples using publicly available data sets. The course will also introduce students to statistical software. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All data analysis skills will be taught in class.

DATA 2030 Data Visualization (3)
Students will examine different creative and analytical theories and techniques for understanding and developing data visualizations, including maps, graphs, charts, and interactive tools such as dashboards. Students will access and clean data for visualizing potential, analyze data visualizations for bias and persuasive intent, and create data visualizations to communicate findings and tell engaging stories for diverse audiences. Students will also consider the societal role that data visualizations play in validating knowledge while exploring ethical concerns and critiques around communicating arguments visually. As practice, students will storyboard, create, peer review, and justify design choices when using a variety of open-source data visualizations. Students of all skill levels are welcome, and all data visualization skills will be taught in class.

DATA 2040 Text and Qualitative Data Analysis (3)
This course provides an overview of the tools most commonly used to analyze data from textual or qualitative sources such as written or digital text, interviews, focus groups, and opened-ended survey questions. Both manual (i.e., by hand) and software analytic approaches will be explored. For each type of analysis, the underlying theory, assumptions, and mechanics of how each analytical tool works, are discussed, along with appropriate interpretation of results. The course is designed for students from any major with real-world examples drawn from the humanities, social and behavioral sciences, business, and government. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All analysis skills will be taught in class.

DATA 2150 Applied Generative Artificial Intelligence (3)
The introduction of widely available and accessible generative Artificial Intelligence tools, such as ChatGPT, democratizes expertise, unlocks knowledge, and bestows impressive abilities. This hands-on course provides students with practical experience employing generative AI to perform real-world tasks. By the end of the course, students will be able to effectively collect accurate historical and real-time information, generate high-quality text and media, transform content between formats, analyze data to derive insights and deploy generative AI to tackle private and professional challenges.

DATA 2810 Special Topics (3)
Special Topics in Data Literacy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DATA 2940 Transfer Coursework (0-20)
Transfer Coursework

Maximum Hours: 99

DATA 3010 Introduction to Data Collection and Wrangling (3)
This course provides an intensive introduction to data collection, wrangling, and summarization using the R programming language. Students will learn the fundamental skills required to collect, re-shape, transform, manipulate, analytically explore, summarize, and visualize data. Students will learn how data must be organized and formatted in order to perform effective data analysis or be inputted into a machine learning algorithm. Further, students will learn how to produce data-driven dynamic web applications. The time students allocate to learn these data-related skills will allow them to create data sets that promote more efficient, reproducible, and understandable data science products. The course is designed for students from any major with real-world examples drawn from a variety of domains. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All necessary skills will be taught in class.

DATA 3030 Data Science Research and Communication (3)
This course will examine how knowledge production processes relate to designing and communicating data and science research across various digital mediums. Students will develop their expertise in epistemology theories and practices relating to data research. This course will also cover ethical considerations when developing and promoting research using data. They will also examine how political and social issues such as race, gender, sexuality, and disability often affect how data stories are told and interpreted and the treatment of researchers online. This interdisciplinary course will engage a variety of fields, including data science, technology studies, and digital scholarship. Students will learn to use digital tools to convey science communication products. All technical skills will be taught in the course.

DATA 3530 GIS and Mapping Global Issues (3)
Geographic information systems (GIS) involve creating, storing, retrieving, analyzing, and visualizing spatial data. This course examines the global impact on social, political, economic, and environmental dynamics when using geographic information systems (GIS), global positioning systems (GPS), and other geospatial technologies in daily life. Readings and discussions will focus on global affairs, such as critical cartography, GIS integration with social theories, implications for crime, urban planning, scientific research, health, environmental justice, feminist perspectives, and the intersection of economic development with environmental shifts. This course will also introduce students to foundational concepts and skills in working with spatial data, including finding and creating data, spatial analysis, and GIS-based map production. Specific global affairs topics will be analyzed using ESRIs ArcGIS. Students will gather GIS data, analyze global affairs topics using GIS, and produce their own data projects.

DATA 3810 Special Topics (3)
Special Topics in Data Literacy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DATA 3940 Transfer Course Work (0-4)
Transfer Coursework

Maximum Hours: 99

DATA 4030 Data Ethics, Privacy, and Governance (3)
This seminar uses social frameworks to examine historical and contemporary questions around ethics, privacy, and governance. Students will be introduced to concepts relating to critical data studies, such as algorithm bias, machine learning, data colonialism, and critical code studies. Students will examine data in the context of medicine, privacy, capitalism, violence, moral responsibility, biometrics, governance, and labor practices. Readings and seminar discussions will involve identifying data problems and discussing solutions for creating responsible and beneficial data practices for their society. Students will storyboard, write, revise, and present a data ethics paper where they apply ethical reasoning to data issues. All technical skills will be taught in this course.

DATA 4040 Network Data Science (3)
This course provides an overview of the tools most commonly used to collect, analyze, and visualize network data. For each type of analysis, the underlying theory, assumptions, and mechanics of how each analytical tool works, are discussed, along with appropriate interpretation and visualization of the results. The course is designed for students from any major with real-world examples drawn from the social and behavioral sciences, economics and finance, biology, history, anthropology, social media, public health, and government. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All analysis skills will be taught in class. However, it is highly recommended, but not required, that students complete DATA 2020 or an equivalent course in statistics and/or data analysis, preferably one that utilized the statistical computing programs R and RStudio, prior to enrollment.

English for Academic and Professional Purposes (EAPP)

EAPP 1000 Composition and Reading (3)
This course prepares students to subsequently master their college writing requirements. In addition to developing an advanced understanding of English syntax, morphology, and semantics, students explore the process of composing, revising, and editing in English and the expectations of academic writing to different audience expectations in Global Perspectives.

EAPP 1050 Multicultural Speech (3)
This course prepares students to master public speaking and interpersonal dynamics with a focus on Race and Inclusion in the USA. In addition to developing an advanced understanding of English phonology, semantics, and pragmatics, students focus on the communication strategies hat make presentations and interpersonal interactions memorable and smooth.

EAPP 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level.

Maximum Hours: 99

EAPP 3010 Academic and Professional Rhetoric (1)
In this six-week course, students will develop an advanced understanding of English syntax, semantics and mechanics. They will engage with both spoken and written academic documents that engage expert knowledge in a scholarly manner. Additionally, students will understand the rhetoric necessary for intellectual inquiry and independent research in both academic and professional environments, and they will incorporate these skills into their current university courses. The course includes an optional service-learning component. The service learning will enhance students understanding and development of citizenship skills within the context of their local, national, and global communities.

Prerequisite(s): EAPP 1000*, 1050* or ENGL 1011*.
* May be taken concurrently.

EAPP 3510 Teaching and Working Abroad (3)
This course is designed to develop students with little teaching and working experience with the academic and practical skills needed to teach and work abroad, especially English in a foreign language environment. Students are encouraged but not required to also enroll in EAPP 3520: Living and Working Abroad in order to complete the two-course series.

EAPP 3520 Living and Working Abroad (3)
This 3-credit course is designed to give students a practical working knowledge of the linguistics of English and intercultural skills needed to live and work abroad, especially when teaching English as a foreign language. Students are encouraged but not required to also enroll in EAPP 3510: Teaching and Working Abroad in order to complete the two-course series.

EAPP 3530 Global English in Business (3)
'Global English in Business' focusses on enhancing communicative and cultural competency skills as they apply to the use of World Englishes in business contexts. It is designed to explore one of the World Englishes' variations used in Business as a profession and social practice. The course seeks to analyze the interdiscursive texts of professionals in the business world to understand how language builds new relationships that are unique within their own spaces. Precisely, we examine varied samples of global business literature and theories written in World Englishes to critically evaluate how English as a professional communicative language vary in different business cultures around the world. Lastly, learners in this course are tasked with interrogating the role of World Englishes and how it generally applies to multiple business cultures around the globe. Language skills addressed in this course include business communicative competency, writing and speaking fluency in World Englishes, and business vocabulary development skills. This course is open to students who are interested in studying, working or interning in a business-related environment abroad. The course has a service-learning component that fulfills both tier I and II Tulane service-learning requirement. The course is open to all undergraduate students.

EAPP 3810 Special Topics (3)

Maximum Hours: 99

EAPP 3820 Special Topics (3)

Maximum Hours: 99

EAPP 3830 Special Topics (3)

Maximum Hours: 99

EAPP 3840 Special Topics (3)

Maximum Hours: 99

EAPP 3890 Service Learning (0-1)

Maximum Hours: 99

Interdisciplinary Newcomb-Tulane College Courses (INTU)

INTU 1000 Hist &Phil of Higher Education (3)
This course examines the social and political history of higher education with special emphasis on the transformation of women and the college landscape from the early 20th century to present day. Using historical and literary frameworks to generate and address and answer questions about college women today, this course will provide Newcomb Scholars with the opportunity to examine the social and political culture of various decades and its influence on college culture, women's colleges, women in college, and narratives about college life.

INTU 1010 Special Topics (0-4)

Maximum Hours: 99

INTU 1011 Special Topics (0-4)

Maximum Hours: 99

INTU 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): INTU 1000.

Maximum Hours: 99

INTU 2000 Women Leading Change (4)
The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. The objective of this course is to engage students in drawing leadership lessons from the real-world dilemmas of women leading organizations to bring about social change. The course will also teach how to write and evaluate the usefulness of cases; each student will write a case linked to her field of study which engages the concepts of gender and leadership. The course teaches critical thinking and problem solving through immersion in the stories of women leaders. The course outcomes are an enhanced appreciation of the dilemmas that are encountered by women leading change; the ability to evaluate and compose case studies at the intersection of leadership and gender; and the demonstration of strategic thinking and problem-solving skill.

Prerequisite(s): INTU 1000.

INTU 2020 Wellness & Resilience for College & Beyond (1)
College is an exciting and stressful time for everyone. The increased freedom and independence are both exciting and daunting, leading many students to struggle in new ways or with emotions that seem to have increased in intensity. Conversely, research has shown that individuals who develop and use resilience strategies and emotion regulation skills (such as opposite action, relaxation strategies, mindfulness, and practicing gratitude) as well as build positive routines (for example, good eating and sleep habits, daily exercising, scheduling fun activities) are more likely to be effective in their job roles, involved in strong relationships, physically and mentally healthy, and satisfied with their lives overall.

INTU 2500 Digital Scholarship (1)
This course examines practices for designing research communications across a variety of digital mediums. It also examines how gender, often intersecting with race, class, and sexuality, affects the interpretation of research in digital forums and the treatment of researchers online. This interdisciplinary course will engage in a variety of fields including data visualization, digital media practices, technology studies, gender studies, and digital scholarship. Seminar discussions will include examining creative methods for developing digital research projects, ethical considerations when promoting research through digital mediums, and critically analyzing computational methods in research that supports social justice and gender/racial equity. As praxis, students will design, storyboard, create, peer review, revise and present digital research products that include visual, audio, and narrative components. All technical skill-levels are welcome.

Prerequisite(s): INTU 1000.

INTU 3000 Feminist Epistemologies and Research Design (3)
In this course, students will read and discuss key texts that outline philosophies and methods of feminist knowledge production. Students will engage with foundational feminist epistemologies, such as standpoint theory, situated knowledges, and intersectionality, to understand the complex relationships between gender, race, class, and other categories that shape the distribution of power both within and outside the academy. They will explore research methods across fields while examining important debates about a researcher's role and responsibilities to her/his/their subjects and the public. Research ethics regarding data collection, interpretation, and dissemination will be discussed through the lens of feminist and antiracist commitments. Applying these interdisciplinary theories of knowledge production, students will develop a research proposal. During weekly writing workshops, students will draft, peer-review, and revise portions of a research proposal that address the question, methods, literature review, and significance of that project.

Prerequisite(s): INTU 2000.
Course Limit: 1

INTU 3010 Global Culture Awareness (1)
Course Limit: 99

INTU 3020 Cross Cultural Engagement (1)
Prerequisite(s): INTU 3010.
Course Limit: 99

INTU 3030 Post Study Abroad Re-Entry (1)
Prerequisite(s): INTU 3020.
Course Limit: 99

INTU 3040 Community Engaged Conservation Research Design (3)
This 3 credit course builds student capacity to conceptualize, design and articulate community engaged research projects. Along with research design, the course trains students to think and communicate across disciplines via readings, assignments and workshops. Over the course of the semester, students will develop research questions and methodological approaches to produce an ethical, independent research proposal to investigate a problem or question related to rainforest conservation. In addition, students will learn to provide feedback and constructive criticism to the work of their peers and engage with critical perspectives on issues that arise in community engaged conservation. The expectation is that students will go on to implement the research projects that they develop in the context of this course. This course fulfills the Newcomb-Tulane College intensive writing requirement and provides an optional service-learning component.

Prerequisite(s): EBIO 3780.

INTU 3050 Grant-Funded Research (1)
This course is designed for students participating in a faculty-mentored research project who have received a grant through NTC and/or other campus entities. The goal of this course is to offer opportunities for students to present the outcomes of their research in a structured forum at the Tulane Idea and Research Symposium.

Course Limit: 3

INTU 3060 Grant-funded Internship Course (1)
This course is designed for students participating in a summer internship who have received a grant through NTC and other campus entities. The goal of this course is to offer students opportunities to present the outcomes of their internship in a structured forum at the Tulane Idea and Research Symposium.

Course Limit: 3

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

Corequisite(s): INTU 3030.

Maximum Hours: 99

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

Maximum Hours: 99

INTU 3910 Special Topics (0-4)

Maximum Hours: 99

INTU 3920 Special Topics (0-3)

Maximum Hours: 99

INTU 4000 Newcomb Research Seminar (1)
This course is designed to provide support and resources from the professor for students in the Newcomb Scholars Program to complete their independent research project. In this course, Newcomb Scholars will incorporate what they have researched and written in the previous seminars, finalize their research question, determine the appropriate research methods, and begin to answer that question in a comprehensive and systematic way that would be recognized by the relevant scholarly community as constituting original and important research. Each Scholar is expected to understand the work that has previously been done in her field and find a place for her research in that body of knowledge. Students will use their skills of analysis, criticism, and synthesis to address or respond to any relevant issues in their fields of study. Each student will present their research project at a campus conference in the Spring semester.

Prerequisite(s): INTU 3000.

INTU 4310 LSAT Review (1)

INTU 4340 MCAT Review (1)

INTU 4560 Study Abroad Internship (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTU 5380 Junior Year Abroad (1-6)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTU 6850 Reproductive Rights, Law, and Policy (1)
This course will focus on the Louisiana Legislative Session as a means of understanding the legislative process, civic engagement with that process, and policy and legal concerns that proposed legislation can raise – all within the context of understanding the legal framework surrounding abortion access and reproductive rights. The course will include legal and policy analysis of the most significant U.S. Supreme Court cases involving abortion rights, as well as an overview of the statutory and regulatory landscape applicable to abortion in Louisiana. With that backdrop, the course will then take a hands-on approach to the Louisiana Legislative Session, focusing on proposed bills that will impact reproductive justice. Guest speakers will help students to understand the policy implications – both intended and unintended – related to the proposed bills, as well as other legislation proposed or passed during recent legislative sessions.

INTU 7000 Year of Service Fall (0-12)

Maximum Hours: 99

INTU 7010 Year of Service Spring (0-12)

ROTC Courses (Air Force- AERO, Military Science- MILS, Navy Science- NAVS)

AERO 1010 Heritage and Values of the USAF I (1)
"Heritage and Values," is a survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 1011 Heritage and Values of the USAF I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 1020 Heritage and Values of the USAF II (1)
This is a survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 1021.

AERO 1021 Heritage and Values of the USAF II LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 1020.

AERO 1210 Evol Usaf Air&Space Pow (1)

AERO 1220 Air Power History II (1)

AERO 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

AERO 2010 Team and Leadership Fundamentals I (1)
"Team and Leadership Fundamentals" provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 2011 Team and Leadership Fundamentals I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 2020 Team and Leadership Fundamentals II (1)
This course provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 2021.

AERO 2021 Team and Leadership Fundamentals II LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 2020.

AERO 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

AERO 3010 Leading People and Effective Communication I (3)
This course utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 3011 Leading People and Effective Communication I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 3020 Leading People and Effective Communication II (3)
utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 3021.

AERO 3021 Leading People and Effective Communication II (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 3020.

AERO 4010 National Security/Commissioning Preparation I (3)
This course is designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 4011 National Security/Commissioning Preparation I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 4020 National Security/Commissioning Preparation II (3)
This course is designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 4021.

AERO 4021 National Security/Commissioning Preparation II LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 4020.

AERO 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

MILS 1010 Intro Army & Critical Thinking (1)
MILS 1010 introduces you to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, Officership, and the Army profession. As you become further acquainted with MILS 1010, you will learn the structure of the ROTC Basic Course program consisting of MILS 1010, 1020, 2010, 2020, Fall and Spring Leadership Labs, and Base Camp. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Corequisite(s): MILS 1011.

MILS 1011 Intro Army & Critical Thinking (0)
Corequisite(s): MILS 1010.

MILS 1020 Intro Profession of Arms (2)
MILS 1020 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. As you become further acquainted with MILS 1020, you will learn the structure of the ROTC Basic Course program consisting of MILS 1010, 1020, 2010, 2020, Fall and Spring Leadership Labs, and Basic Camp. The key objective this semester is to explore (in more detail) the Army's leadership philosophy and learn fundamental military concepts. Emphasis on Army leadership will provide the learner a better understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Corequisite(s): MILS 1021.

MILS 1021 Intro Profession of Arms (0)
Lab. Corequisite(s): MILS 1020.

Corequisite(s): MILS 1020.

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

Maximum Hours: 99

MILS 2010 Leadership & Decision Making (2)
MILS 2010 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. While participation in the leadership labs is not mandatory during the MILS II year, significant experience can be gained in a multitude of areas and participation in the labs is highly encouraged. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos.

Corequisite(s): MILS 2011.

MILS 2011 Leadership & Decision Making (0)
Corequisite(s): MILS 2010.

MILS 2020 Army Doctrine & Team Deve (2)
MILS 2020 examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. MILS 2020 prepares Cadets for MILS 3010. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Corequisite(s): MILS 2021.

MILS 2021 Army Doctrine & Team Deve (0)
Corequisite(s): MILS 2020.

Corequisite(s): MILS 2020.

MILS 2530 Military History (3)

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

Maximum Hours: 99

MILS 3010 Tring Mgmt & Warfighting Func (3)
This course is designed to provide opportunities, apply learned skills, and evaluate progress in preparation for successful completion of LDAC. This course is physically and intellectually demanding. Ultimately, each MILS III Cadet is trained in skills such as map reading, land navigation, combat water survival training, basic rifle marksmanship, troop leading procedures, operations order process, briefing skills, problem solving and small-unit tactics/techniques. Active leadership and leadership application techniques is stressed and evaluated during the course.

Prerequisite(s): MILS 1010, 1020, 2010 and 2020.
Corequisite(s): MILS 3011.

MILS 3011 Tring Mgmt & Warfig Func Lab (0)
Corequisite(s): MILS 3010.

MILS 3020 Applied Leadership-Small Unit Ops (2)
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Advanced Camp in which you will attend next summer at Ft. Knox, KY. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MILS IV Cadets who will evaluate you using the ROTC Leader Development Program (LDP) model.

Corequisite(s): MILS 3021.

MILS 3021 Appld Ldership-Sm Unit Ops Lab (0)
Corequisite(s): MILS 3020.

Corequisite(s): MILS 3020.

MILS 4010 The Army Officer (3)
MILS 4010 transitions the focus of student learning from being trained, mentored and evaluated as an MILS III Cadet to learning how to train, mentor and evaluate underclass Cadets. MILS IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Cadets learn to safely conduct training by understanding and employing the Composite Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

Prerequisite(s): MILS 3010.
Corequisite(s): MILS 4011.

MILS 4011 The Army Officer Lab (0)
Corequisite(s): MILS 4010.

MILS 4020 Company Grade Leadership (2)
MILS 4020 explores the dynamics of leading in the complex situations of current military operations in the full spectrum operations (FSO). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for BOLC B, and your first unit of assignment. It uses case studies, scenarios, and What Now, Lieutenant? exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This semester, you will explore Military Professional Ethics and ethical decision making facing an Officer, gain practical experience in Cadet battalion leadership roles, demonstrate personal skills in operations and communications, evaluate and develop MILS III small unit leaders, and examine issues of force protection in Full Spectrum Operations & prepare for the transition to a career as an Army Officer.

Prerequisite(s): MILS 4010.
Corequisite(s): MILS 4021.

MILS 4021 Company Grade Leadership Lab (0)
Corequisite(s): MILS 4020.

Corequisite(s): MILS 4020.

MILS 4910 Independent Study (1-3)

MILS 4920 Independent Study (1-3)

MILS 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

NAVS 1010 Intro To Naval Science (3)
Freshman/Fall. A general introduction to the naval profession and to concepts of sea power. The mission, organization, and warfare components of the U.S. Navy and Marine Corps. Overview of officer and enlisted ranks and rates, training and education, and career patterns. Naval courtesy and customs, military justice, leadership, and nomenclature. Professional competencies required to become a naval officer.

Corequisite(s): NAVS 1011.

NAVS 1011 Naval Science Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory

Course Limit: 99

NAVS 1020 Sea Power & Maritime Affairs (3)
This course is a study of the U.S. Navy and the influence of sea power on history that incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition. It deals with issues of national imperatives in peacetime, as well as war, varying maritime philosophies that were interpreted into Naval strategies/doctrines, budgetary concerns which shaped force realities, and the pursuit of American diplomatic objectives. It concludes with a discussion of the Navy's strategic and structural changes at the end of the Cold War and its new focus, mission, and strategy in the post-September 11, 2001 world.

NAVS 1021 Sea Power & Maritime Affrs Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

Corequisite(s): NAVS 1020.

NAVS 1060 Leadership Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 1290 Semester Abroad (1-20)
Freshman study abroad credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

NAVS 2000 Leadership & Management I (3)
The course introduces the student to many of the fundamental concepts of leading Sailors and Marines, which shall be expanded upon during the continuum of leadership development throughout NROTC. It develops the elements of leadership vital to the effectiveness of Navy/Marine Corps officers by reviewing the theories and parameters of leadership and management within and outside of the Naval Service and progressing through values development, interpersonal skills, management skills, and application theory. Practical applications are explored through the use of experiential exercises, readings, case studies, and laboratory discussions. Course may be repeated up to unlimited credit hours.

Corequisite(s): NAVS 1011.

Maximum Hours: 99

NAVS 2001 Leadership & Management I Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 2010 Naval Ship Systems I (3)
In this course, students learn detailed ship design, hydrodynamic forces, stability, propulsion, electrical theory and distribution, hydraulic theory and ship control, and damage control. The course includes basic concepts of theory/design of steam, gas turbine, diesel, and nuclear propulsion. Case studies on leadership/ethical issues in the engineering arena are also covered.

Corequisite(s): NAVS 1011.

NAVS 2011 Naval Ship Systems I Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 2390 Semester Abroad (1-20)
Sophomore study abroad credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 2940 Transfer Coursework (0)

Maximum Hours: 99

NAVS 3010 Navigation I (3)
This course is an in-depth study of the theory, principles, procedures, and application of plotting, piloting, and electronic navigation, as well as an introduction to maneuvering boards. Students learn piloting techniques, the use of charts, the use of visual and electronic aids, and the theory of operation of both magnetic and gyrocompasses. Students develop practical skills in plotting and electronic navigation. Other topics include tides, currents, effects of wind/weather, voyage planning, and an application and introduction to the international/inland rules of navigation. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

NAVS 3011 Navigation I Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

Corequisite(s): NAVS 3010.

NAVS 3020 Naval Ops Analysis (3)
This course is a continued study of relative motion, formation tactics, and ship employment. It includes introductions to Naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, afloat communications, Naval command and control, Naval warfare areas, and joint warfare. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

Corequisite(s): NAVS 1011.

NAVS 3021 Naval Ops Analysis Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 3030 Evolution of Warfare (3)
In this course, students trace the development of warfare to the present day. It is designed to cover the causes of continuity and change in the means and methods of warfare. It addresses the influence of political, economic, and societal factors on the conduct of war, with significant attention focused on the role of technological innovation in changing the battlefield. Students will explore the contribution of preeminent military theorists and battlefield commanders to our modern understanding of the art and science of war.

Corequisite(s): NAVS 1011.

NAVS 3031 Evolution of Warfare Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 3050 Fund of Maneuver Warfare (3)
Corequisite(s): NAVS 3051.

NAVS 3051 Fund of Maneuver Warfare (0)
Corequisite(s): NAVS 3050.

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

Maximum Hours: 99

NAVS 4010 Naval Ship Systems II (3)
Junior/Spring. Theory and employment of weapons systems, including the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types, including capabilities and limitations. Physical aspects of radar and underwater sound. Facets of command, control, and communications as means of weapons system integration.

NAVS 4011 Naval Ship Systems II Lab (0)
Corequisite(s): NAVS 4010.

Corequisite(s): NAVS 4010.

NAVS 4020 Leadership and Ethics (3)
Senior/Spring. The interaction of leadership, organizational behavior, and human resource management. Subordinate interviewing and counseling, performance appraisal, military and civilian law, and managerial ethics and values. This capstone course integrates professional competencies to develop understanding of the issues faced by leaders, managers, and naval officers.

NAVS 4021 Leadership & Ethics Lab (0)
Corequisite(s): NAVS 4020.

Corequisite(s): NAVS 4020.

NAVS 4030 Fundamentals Maneuver Warfare (3)
A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. The evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the concept of rapid deployment force.

Corequisite(s): NAVS 4031.

NAVS 4031 Fundamentals Maneuver Warfare (0)
Corequisite(s): NAVS 4030.

Corequisite(s): NAVS 4030.

NAVS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 4910 Independent Study (3)
Independent study.

NAVS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

NAVS 5190 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

Credit By Exam

Undergraduate students may earn credit by exam, with department approval, through qualifying scores on the following examinations:

- College Board Advanced Placement (AP) (p. 73)
- International Baccalaureate (IB) (p. 74)
- Cambridge International A Level (p. 75)

The Office of University Registrar may award credit upon receipt of official results directly from the testing service.

Advanced Placement Credit(AP)

Exam Name	Tulane Class	Minimum Passing Score
Art History	ARHS 1010 (3 c.h.)	4 or 5
Art Studio: Drawing	ARST 1101 (3 c.h.) Students may consult with Art Department to be considered for ARST 2101 credit.	4 or 5

Art Studio: 2D Design	ARST 1101 (3 c.h.) Students may consult with Art Department to be considered for ARST 2101 credit.	4 or 5
Art Studio: 3D Design	ARST 1490 (4 c.h.)	4 or 5
Biology	EBIO 1010/EBIO 1015 (4 c.h.) and choose CELL 1010 (3 c.h.) or CELL 1500/CELL 1505 (4 c.h.)	5
Biology	CELL 1500 (3 c.h.)	4
Chemistry	CHEM 1070/ CHEM 1075 and CHEM 1080/ CHEM 1085 (8 c.h.)	5
Chemistry	CHEM 1070/ CHEM 1075 (4 c.h.)	4
Chinese Language and Culture	ASTC 2030 (4 c.h.)	4 or 5
Computer Science A	CPST 2200 (3 c.h.)	4 or 5
Computer Science Principles	CMPS 1950 (3 c.h.)	4 or 5
Economics Microeconomics	ECON 1010 (3 c.h.)	4 or 5
Economics Macroeconomics	ECON 1020 (3 c.h.)	4 or 5
English Language or Literature	ENGL 1010 (4 c.h.)	4 or 5
Environmental Science	EENS 1300/EENS 1305 (4 c.h.)	4 or 5
French Language or Literature	FREN 3150 (3 c.h.)	5
French Language or Literature	FREN 2030 (4 c.h.)	4
German Language	GERM 2030 (4 c.h.)	4 or 5
History - European	HISE 1220 (3 c.h.)	4 or 5
History - United States	HISU 1420 (3 c.h.)	4 or 5
Italian - Language and Culture	ITAL 2030 (4 c.h.)	4 or 5
Japanese - Language and Culture	ASTJ 2030 (4 c.h.)	4 or 5
Latin - Literature or Virgil	LATN 2030 (4 c.h.) If both exams are passed with scores of 4 and above LATN 2030 and LATN 3070 (7 c.h.)	4 or 5
Mathematics - Calculus AB	MATH 1210 (4 c.h.)	4 or 5
Mathematics - Calculus BC	MATH 1210 and 1220 (8 c.h.)	4 or 5
Mathematics - Calculus BC	MATH 1210 (4 c.h.) Credit will not be awarded for a 3 if AB sub-score is below a 4.	3 with an AB sub-score of 4 or higher
Mathematics - Statistics	MATH 1110 (3 c.h.)	4 or 5
Music - Theory	MUSC 1000 (3 c.h.)	4 or 5
Physics 1 - Algebra Based	PHYS 1210 (4 c.h.) Credit will not be awarded for PHYS 1210 and PHYS 1310.	4 or 5
Physics 2 - Algebra Based	PHYS 1220 (4 c.h.) Credits will not be awarded for PHYS 1220 and PHYS 1320.	4 or 5
Physics B - Algebra and Trigonometry	PHYS 1210 and PHYS 1220 (8 c.h.) Credit will not be awarded for PHYS 1210 and PHYS 1310, or PHYS 1220 and PHYS 1320.	4 or 5
Physics C - Mechanics	PHYS 1310 (4 c.h.) Credit will not be awarded for PHYS 1210 and PHYS 1310.	4 or 5
Physics C - Electricity and Magnetism	PHYS 1320 (4 c.h.) Credit will not be awarded for PHYS 1220 and PHYS 1320.	4 or 5
Political Science - U.S. Government	POLA 2100 (3 c.h.)	4 or 5
Political Science - Comparative Government	POLC 2300 (3 c.h.)	4 or 5
Psychology	PSYC 1000 (3 c.h.)	4 or 5
Spanish - Language or Literature	SPAN 2030 (4 c.h.)	4 or 5

International Baccalaureate Credit (IB)

Exam Name	Tulane Class	Minimum Passing Score
Biology	CELL 1500 (3 c.h.)	6
Biology	EBIO 1010/EBIO 1015 (4 c.h.) and choose CELL 1010 (3 c.h.) or CELL 1500/CELL 1505 (4 c.h.)	7
Chemistry	CHEM 1070/ CHEM 1075 (4 c.h.)	5
Chemistry	CHEM 1070/ CHEM 1075 and CHEM 1080/ CHEM 1085 (8 c.h.)	6 or higher

English Literature or English A Language and Literature	ENGL 1010 (4 c.h.)	6 or higher
Economics	ECON 1010 and ECON 1020 (6 c.h.)	5 or higher
Film	COMM 1150 (3 c.h.)	5 or higher
French A Language	FREN 3210 (3 c.h.)	5 or higher
French A Language and Literature	FREN 3150 (3 c.h.)	5 or higher
French B	FREN 2030 (4 c.h.)	5 or higher
Geography	EENS 2060 (3 c.h.)	5 or higher
German	GERM 2030 (4 c.h.)	5 or higher
German A Literature	GERM 3160 (3 c.h.) Effective starting Fall 2022	5 or higher
German A Language & Literature	GERM 3050 (3 c.h.) Effective starting Fall 2022	5 or higher
German Language B	GERM 2030 (4 c.h.) Effective starting Fall 2022	5 or higher
History, European	HISE 1220 (3 c.h.)	5 or higher
Mathematics	MATH 1210 (4 c.h.)	5 or higher
Mathematics - Analysis and Approaches	MATH 1210 & MATH 1220 (8 c.h.)	5 or higher
Mathematics - Application and Interpretation	MATH 1210 & MATH 1110 (7 c.h.)	5 or higher
Music	MUSC 1000 (3 c.h.)	5 or higher
Philosophy	PHIL 1010 (3 c.h.)	5 or higher
Physics	PHYS 1210 and PHYS 1220 (8 c.h.)	5 or higher
Psychology	PSYC 1000 (3 c.h.)	5 or higher
Spanish A Literature	SPAN 3270 (3 c.h.)	5 or higher
Spanish A Language and Literature	SPAN 2040 (3 c.h.)	5 or higher
Spanish B	SPAN 2030 (4 c.h.)	5 or higher
Theatre	THEA 1020 (3 c.h.)	5 or higher

Cambridge International A Level Credit

Exam Name	Tulane Class	Minimum Passing Score
Biology	EBIO 1010 & EBIO 1015	A
Biology	EBIO 1940 & CELL 1010 (3 c.h.) or CELL 1500/CELL 1505 (4 c.h.) CELL 1500 and CELL 1505 count towards the Scientific Inquiry Core Requirement. Note that CELL 1500/ CELL 1505 credit does not count toward CELL major or minor, but pre-med students are still strongly encouraged to accept the CELL 1500/ CELL 1505 credit, as many professional schools require that all prerequisites, such as CELL 1010, be taken on a college campus.	B
Biology	EBIO 1940 & CELL 1500 (3 c.h.) Does not count toward CELL major or minor.	C
Chemistry	Meet with department to complete ACS test	
Chinese	ASTA 4350 & ASTC 3501	C
Economics	ECON 1010 & ECON 1020	A
English	ENGL 1010	B
English Literature	ENLS 1940	B
French	FREN 3150	B
French	FREN 2030	C
Geography	EENS 2060	B
Math - Pure Math, Mechanics, & Probability & Statistics	MATH 1210, MATH 1220, & MATH 1110	A
Math - Pure Math & Probability & Statistics	MATH 1210, MATH 1220, & MATH 1230	A
Physics	PHYS 1210 & PHYS 1220	B
Psychology	PSYC 1000	B
Spanish	SPAN 2030	B

Altman Program in International Studies & Business

Overview

The Altman Program in International Studies & Business is a special four-year undergraduate program that integrates liberal arts and business disciplines, extensive language instruction, and two study abroad experiences. Altman Scholars earn two degrees - a B.A. from the

School of Liberal Arts and a B.S.M. from the A. B. Freeman School of Business.

The Altman Program provides students with an Altman-specific course each semester, a cohort summer study abroad trip between freshman and sophomore years, and financial support for junior year abroad and internships. The program admits a cohort of up to 20 students who are selected before their matriculation at Tulane as freshmen.

Requirements

The Altman Program combines the curricula of two undergraduate degree programs in the School of Liberal Arts and the A. B. Freeman School of Business. Students may major in finance, management, marketing, or legal studies at the Freeman School and in approved social science, area studies or language disciplines within the School of Liberal Arts. The link between the two majors in the schools is the interdisciplinary "Altman Core", a cohort-specific academic course every semester.

Specific courses open only to students in this program include a TIDES seminar; ISIB 3010 Introduction to Globalization (3 c.h.); ISIB 1910 Study Abroad Pre-Dep (1 c.h.); ISIB 2030 Perspectives on Global Citizenship (3 c.h.); ISIB 6010 Approaches to Global Dilemmas (3 c.h.); and ISIB 6020 Altman Senior Seminar (1 c.h.).

In addition, students study a non-English language (i.e. Spanish, Portuguese, French, German, Italian, or Japanese, Mandarin Chinese) during their first two years in the program, and spend two full semesters abroad in countries where their target language is spoken.

Center for Global Education

Mailing Address

6901 Willow Street
New Orleans, LA 70118
Telephone: (504) 865-5208
Web: https://cge.tulane.edu/

The Center for Global Education (CGE) is the hub for global learning and engagement for undergraduate students. It advances equitable and robust opportunities for students to enhance their global awareness and intercultural learning. CGE provides logistical and academic support for undergraduate international students and support for the hundreds of NTC students who study abroad every year. We prepare students for the life changing experience of study abroad and seek to enhance the integration of academic inquiry and personal reflection with intercultural experiences.

Center for Public Service

Overview

Mailing Address

Alcee Fortier Hall
6823 St. Charles Avenue
New Orleans, LA 70118

Telephone Numbers

Phone: 504-862-8060
Fax: 504-862-8061

Mission, Vision and Core Values

The Center supports a University curriculum and research agenda by uniting academics and action, classroom and communities through which students, faculty, and community partners dedicate themselves to the transformation of civic life.

Vision

To promote community, equality and justice.

Mission

The Center for Public Service is committed to collaborative partnerships and programs that promote empowerment, understanding, civility and justice in our communities.

Core Values

In line with the University's Core Values, we uphold the following as the foundation and guiding principles for community-engagement at Tulane.

- *Diversity:* Treating others with dignity and respect, encouraging expression, and developing understanding of and appreciation for differences and commonalities
- *Openness:* Exchanging ideas and information openly and candidly to improve relationships and achieve mutual goals
- *Integrity:* Acting ethically, responsibly and courageously to hold ourselves accountable to commitments and to doing what is right
- *Excellence:* Performing at our very best and engaging issues as opportunities to learn, grow, and succeed
- *Community:* Developing authentic, trusting relationships and participating in civic life

CPS Equity Statement

The Center for Public Service actively promotes and recognizes principles of inclusion, equity, and social justice in relation to, and across, intersections of race, age, color, disability, faith, religion, ancestry, national origin, citizenship, sex, sexual orientation, social class, economic class, ethnicity, gender identity, gender expression, and all other identities represented on Tulane's campus and in New Orleans. The CPS Staff works towards this goal by challenging ourselves to:

- Incorporate social justice and intercultural frameworks into all our programs
- Develop a sense of self-agency and social responsibility that includes all in the community and the larger global context
- Seek to work with all groups in meeting their needs through equitable processes and distribution of resources
- Raise social consciousness, and work to repair past and current harms on campus communities
- Foster a sense of belonging and full participation of all groups to thrive, realize their capabilities, engage meaningfully in campus and community life, and contribute to the growth of one another

Statement of Support for Undocumented and DACA students

The Center for Public Service supports all students, regardless of citizenship status, including undocumented and DACA status applicants. Citizenship status does not affect eligibility for CPS funding. For more information for resources for undocumented students and students with Deferred Action For Childhood Arrivals (DACA), visit tulane.edu/undocumented (http://tulane.edu/undocumented/).

Requirements

The undergraduate Public Service graduation requirement is grounded in a sustained sequence of learning articulated by the Center's mission. Instituting a cumulative and reflective graduation requirement makes explicit the ideal that education uniting public service and scholarship can be a transformative experience.

To complete the Public Service graduation requirements students must:

- Successfully complete one service learning course (at the 1000 – 3000 level) no later than the fifth semester of full-time enrollment at Tulane.

- Satisfy the second-tier public service graduation requirement after the first-tier service learning course is completed, and once the student has attained sophomore standing. Students must participate in one of the following Center for Public Service approved programs at the 3000 level or above:
  - Service learning course (https://cps.tulane.edu/academics/service-learning-course/)
  - Academic service learning internship (https://cps.tulane.edu/node/3311/)
  - Faculty-sponsored public service research independent study (https://cps.tulane.edu/academics/petitioning-for-credit/)
  - Public service honors thesis project (https://cps.tulane.edu/academics/petitioning-for-credit/)
  - Public service-based international study abroad program (https://cps.tulane.edu/academics/international-program/)

First-Year Seminar Courses

Every student should have the opportunity to thrive during their first year on campus. The First-Year Seminar champions this by equipping first-year students with the resources needed to excel.

First-Year Seminar Courses feature:

- Distinguished faculty to convey the importance of life-long learning.
- A small seminar environment to illustrate expectations for college-level intellectual discourse.
- Dedicated peer mentors to introduce the many opportunities for academic and social engagement.
- Experiential learning to connect course content to community through field trips and class speakers.

The First-Year Seminar strives to supply first-year students with the foundation necessary for development and success from orientation through graduation and beyond. **All students register for a First-Year Seminar during their first semester at Tulane.**

There are two options for First-Year Seminar courses: TIDES and Colloquia (COLQ).

- The Tulane Interdisciplinary Experience Seminar (TIDES) is an opportunity to make meaningful connections with faculty and peers in a small group environment. By definition, TIDES is an interdisciplinary experience, driven by intellectual curiosity, active learning, and experiential education.

- The Honors Colloquium (COLQ) serves as the foundation of the academic honors experience. First-Year Honors Scholars are required to register for an Honors Colloquium.

Please note, TIDES courses are 1 credit, COLQ courses are 1.5 credits.

Whether engaging in class discussion or exploring New Orleans, the classroom environment is unique, promoting interdisciplinary scholarship, relationship building, and the transition to campus. Committed faculty and upperclass peer mentors work to help every student thrive at Tulane, both academically and socially.

Newcomb Institute

Newcomb Scholars Program

The Newcomb Scholars Program selects twenty intellectually curious and motivated undergraduates each year to participate in an academically rigorous interdisciplinary learning experience about feminist leadership. Together, the Scholars create a community of diverse thinkers, leaders, and activists, which challenges and empowers them to be innovative and compassionate feminist leaders in the 21st century.

Courses include:

INTU 1000 Hist &Phil of Higher Education (3 c.h.) with optional service-learning INTU 1890. Fulfills Textual and Historical Perspectives requirement

INTU 2000 Women Leading Change (4 c.h.) / POLC 3003 Women Leading Change (4 c.h.) Fulfills NTC and SLA writing requirement.

INTU 2500 Digital Scholarship (1 c.h.)

INTU 3000 Feminist Epistemologies and Research Design (3 c.h.) Fulfills Race and Inclusion requirement

INTU 4000 Newcomb Research Seminar (1 c.h.)

ROTC

Tulane University recognizes the need for military officers with a quality education in a variety of academic specialties and highly recommends the Reserve Officer Training Corps programs as one method of meeting this need. The university maintains Air Force, Army, and Naval ROTC units. Their programs are open equally to men and women in all schools. Each of the programs provides an opportunity to develop leadership and management abilities, as well as to perform a valuable service to the nation. The programs also offer opportunities

for scholarships for students in their first or second year. Individuals who wish to earn a commission and to serve a brief period of active duty, as well as those who are interested in a career of military service, are encouraged to participate.

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

Air Force Reserve Officer Training Corps (AFROTC)

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

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

The curriculum is divided into two parts: the General Military Course (GMC) for freshman and sophomores, and the Professional Officer Course (POC) for juniors, seniors, and graduate law or nursing students. GMC students attend a 1-hour class and a 2-hour laboratory each week. POC students attend a 3-hour class and a 2-hour laboratory each week. Both GMC and POC students attend physical training sessions at least twice a week. Cadets compete for and must be selected to attend field training (a two-week session) between their sophomore and junior years.

Students may enroll in the GMC without incurring any military obligation. Entry into the POC is competitive and requires a commitment to the Air Force. Additional summer programs are available to cadets on a voluntary basis. These professional development opportunities include parachuting, internships, language immersion, base visits and more. Textbooks and uniforms are issued to cadets without cost. Scholarship cadets qualify for a yearly book allowance and a subsistence allowance per month during the academic year.

The Air Force offers excellent scholarship opportunities in a wide variety of academic majors. For additional information or to check scholarship eligibility, contact AFROTC Detachment 320, Tulane University, at (504) 865-5394, afrotc@tulane.edu, https://afrotc.tulane.edu or visit www.afrotc.com (https://www.afrotc.com/).

Army Reserve Officer Training Corps (AROTC)

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

Army Reserve Officer Training Corps (AROTC) is a comprehensive program of studies through which students qualify to be commissioned as an Officer in the United States Army, Army National Guard, or United States Army Reserve. Students learn leadership and management skills applicable to any profession. The Army ROTC program offers courses in Basic and Advance Military Science. The basic courses, offered only during the freshmen and sophomore years teach principles and techniques of leadership and develop each student's understanding of the Army's role in the Armed Forces. The advanced courses, offered during the junior and senior years, educate students on officer training, both theoretical and practical which will qualify them to perform their duties as a commissioned officer in the United States Army. Non-scholarship students participating in the first two years of AROTC do not incur any obligation to the U.S. Army. Army ROTC offers two-, three-, and four-year scholarships. Army scholarships provide 100% tuition assistance, a flat rate for textbooks, and a monthly subsistence allowance (up to 10 months per year). Students may elect to use scholarships for room and board (up to $12,000 annually) in lieu of tuition and fees. Admission to the AROTC Advanced Course is conditional on meeting academic, physical, and age requirements and approval of the Professor of Military Science. Physical training is an integral part of the AROTC program.

To become a commissioned as an officer, a student must complete the regular four-year program (qualified high school students accepted to any four-year college/university with an ROTC program), a three-year program (whereby the Basic Course is compressed into one year), or a two-year program (requires completion of a summer AROTC basic camp giving the student credit for the Basic Course). Advanced placement for AROTC training may be given to veterans and students with previous ROTC experience. In addition to these requirements, a student must complete at least one course each in the areas of written communication, human behavior, military history, computer literacy and math reasoning. Uniforms and military science textbooks are issued without cost to all students. Advanced Course and scholarship students receive a subsistence allowance. They are also paid for the summer advanced leadership camp they must attend prior to completing the Advanced Course. AROTC also accepts graduate and professional students. For further information contact the Army ROTC office at 504-862-3243 or 504-865-5594.

Naval Reserve Officer Training Corps (NROTC)

Located in the NAVY Building (https://admission.tulane.edu/map/?id=1015#!m/187048).
Phone: 504.865.5104

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

NROTC Scholarships Process

NROTC scholarships provide students with full tuition, university fees, uniforms, a textbook stipend, and a subsistence stipend. Tulane students who choose to reside on campus are also provided free room and board through the university. Students on scholarship also participate in paid summer training activities at military installations across the country. Students who have not yet been awarded an NROTC scholarship may participate in the NROTC College Program and compete nationally for 3, 2, or 1-year scholarships or a commission guarantee. The NROTC scholarship selection board begins accepting applications from April 1st through December 31st for the following academic year. Students desiring a commission in the United

States Navy are encouraged to pursue a STEM-related degree, but all majors are accepted.

NROTC Requirements

Members of the NROTC program are expected to maintain a minimum GPA of 2.5, be physically fit, and be of sound character. Students participating in the program are required to enroll in Naval Science classes every semester, participate in weekly leadership development laboratory periods, and physical training. Students desiring to join the Navy are required to take 2 semesters of Calculus and 2 semesters of Physics by the end of their junior year.

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

If you would like to schedule a visit to the unit or have any questions, please call the NROTC recruiting officer at (504) 247-1605, email Navy@tulane.edu (navy@tulane.edu) or visit https://nrotc.tulane.edu/content/schedule-visit-0 (https://nrotc.tulane.edu/content/schedule-visit-0/). Additional information may be found at https://nrotc.tulane.edu/ and https://www.netc.navy.mil/NSTC/NROTC/

GRADUATE DEGREES AND PROFESSIONAL PROGRAMS

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

Office of Graduate and Postdoctoral Studies

Overview

The Office of Graduate and Postdoctoral Studies (OGPS) serves as an umbrella office to ensure consistency in graduate education policies and effectiveness. OGPS develops and reviews policies that apply to graduate students and postdoctoral fellows. Professional programs are under the oversight of the professional schools. OGPS also coordinates with the Graduate Council and the Office of Academic Affairs to supervise and provide guidance to graduate education programs and professional programs undergoing major changes. The office provides programming and advising for research-based master's 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 regard 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 to be 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 action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. The Vice President for Student Affairs is responsible for formulating appropriate procedures and regulations concerning student behavior as set forth in the Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct/), 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 their 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 accommodating the demands placed on a pregnant person 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 their options with their 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

Any student who anticipates 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 person giving birth 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 Applying to Those Taking Both Childbirth and Family Leaves

Maintaining Full-Time Status

One of the purposes of the Policy is to make it possible for students who take childbirth and/or family leave 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.

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 towards the completion of your courses and/or your degree, 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 are 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 or 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 student's 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 student is 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 their 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 pursing the eM.B.A., M.B.A., M.A., M.ARCHII, M.ACCT., M.F.A., M.FIN., M.L.A., M.P.S., M.S., M.S.W., and Ph.D. degrees.

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

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

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

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

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

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

"Athletic Tutoring" means assistance to student-athletes paid for by the Athletic Department, which may hire graduate students so long as

they are not directly involved with any section of the course in which the student-athlete is receiving help.

ARTICLE II: SELECTION AND APPOINTMENT

1. General

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

2. Reappointment

A TA or RA may be considered for reappointment if:

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

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

3. Selection and Appointment of Teaching Assistants

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

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

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

ARTICLE III: TA TRAINING

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

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

ARTICLE IV: TA RESPONSIBILITIES

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

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

ARTICLE V: RA RESPONSIBILITIES

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

ARTICLE VI: FINANCIAL PAYMENTS

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

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

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

ARTICLE VII: TERMINATION OF APPOINTMENT

Termination of a teaching or research assistant before the expiration date of the stated period of appointment will be only for good cause shown. Pursuant to the provision of Article XII of the Statement

on Academic Freedom, Tenure, and Responsibility approved by the University Senate on March 1, 1971, and by the Administrators of the Tulane Educational Fund on March 2, 1971, the School hereby institutes the following regulations and procedures relative to the protection of the academic freedom of its graduate, teaching, or research assistants:

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

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

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

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

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

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

ARTICLE VIII: TUTORING

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

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

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

4. The graduate advisor or department chair may require a graduate student to limit their tutoring activity if, in the view of the department, such activity is impeding the graduate student's academic progress or 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 who 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 elected faculty members — each elected by a vote of the graduate faculty of their respective schools. More details on the council's membership and functions are available at: h (http://tulane.edu/ogps/graduate-council.cfm)ttps://ogps.tulane.edu/graduate-council (https://ogps.tulane.edu/graduate-council/).

Graduate Student Grading Policy

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

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

GRADES

Grades for graduate students are reported as follows:

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

Clarification on certain grades that a graduate student could receive:

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

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

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

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

ACADEMIC PERFORMANCE STANDARDS

Graduate students are expected to maintain a cumulative grade point average (GPA) of at least 3.0. Courses in which a student earns a grade of C+ or lower cannot be counted towards a professional degree, a master's degree or a PhD. If a student receives two B- grades, or one grade below B-, the student is placed on probation and considered for dismissal by the school in consultation with the department at the conclusion of the semester in which the non-passing 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 by the faculty member after the 12-month period expires, but before the student graduates.

Professional Codes of Academic Conduct and Professionalism

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

- Law School (p. 162)
- School of Medicine (p. 327)
- School of Social Work (p. 609)

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 dissertation 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/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct

%20-%202024%20Final%20(1).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. Programs and schools may have additional codes of conduct related to ethics or professional conduct with which students should familiarize themselves. 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/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final%20(1).pdf)

Master's Programs Requirements

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

- 4+1 Master's Programs
- Additional Requirements
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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 with graded thesis/comprehensive requirements. In programs without a six-credit graded thesis/comprehensive exam requirement, 30 credit hours of additional coursework beyond the bachelor's level are required. Those programs that offer a six-credit graded thesis-/comprehensive-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.

This policy is intended to clarify and regularize which credit hours may be counted for both degrees and which may be counted for only one degree. Individual schools and departments must still have any 4+1 program approved by their relevant school and the Graduate Council.

GRADUATE COURSES TAKEN BEFORE THE BACCALAUREATE DEGREE IS CONFERRED

Advanced undergraduate students may be permitted to enroll in 6000-level or 7000-level courses, provided they meet the requirements of the course and instructor. Those credit hours may be used in fulfilment of undergraduate degree requirements, such as a certain number of advanced courses within the major field of study or to count towards the overall credit hours required for the undergraduate degree.

If a student is pursuing a 4+1 program, they may complete up to twelve (12) credit hours of graduate-level work before the undergraduate degree is conferred and apply these towards the requirements of their master's degree. Six (6) of those credit hours may also fulfill requirements of their undergraduate degree such as overall hours or specific requirements of their major. The remaining six (6) of those credit hours must be in excess of the requirements of their undergraduate degree and not fulfill any undergraduate requirement, whether for their major or for general university requirements.

It is not required by this policy that undergraduates pursuing a 4+1 program must complete a certain number of credits before the baccalaureate degree is conferred. That may be required or recommended by specific 4+1 programs. The department or school must specify which credits will count for undergraduate requirements before the undergraduate degree is conferred.

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/default/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/default/files/Academic%20Code%20of%20Conduct%20approved%20change.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
- PhD Minimum Degree Requirements
- Minimum Credit Hour Requirements
- Continuous Registration Requirement
- Residency
- Full-Time Registration Status
- Part-Time Registration Status
- Transfer Credit
- Tenure for Degree Students

- Dual Degree Programs
  - Dual and Joint Degree Programs and Credit Sharing Requirements (p. 94)
- Dissertation Committees
- Admission to Candidacy
- The Prospectus
- The Dissertation
- Additional Requirements
- Registration Policies and Procedures
- Change of Courses
- Change of Departmental Program
- Grades
- Medical Excuses
- Required Withdrawal and Denial of Enrollment
- Conferring of Degrees

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.

Ph.D. Minimum Degree Requirements

The Ph.D. 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 Ph.D. 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. Ph.D. 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.

A minimum of 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 two-thirds ($^2/_3$) 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 Ph.D. 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 Ph.D. In all instances, the requirements for the Ph.D. degree must be maintained and satisfied in order to receive the Ph.D. degree.

Dual and Joint Degree Programs and Credit Sharing Requirements

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.

Dissertation Committees

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

The Prospectus

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

The Dissertation

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

Students are required to submit their completed dissertation to the University's Theses and Dissertation Archives (https://

digitallibrary.tulane.edu/theses_and_dissertations (https://digitallibrary.tulane.edu/theses_and_dissertations/)). Schools may require students to submit a paper copy of their dissertation.

Additional Requirements

Schools and graduate programs may have additional requirements for completion of the Ph.D. 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/default/files/Academic%20Code%20of%20Conduct%20approved%20change.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.

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 (p. 101)
- A. B. Freeman School of Business (p. 120)
- School of Law (p. 162)
- School of Medicine (p. 327)
- School of Public Health & Tropical Medicine (p. 471)
- School of Social Work (p. 608)

Ph.D., M.A., M.F.A., M.S. only

- School of Liberal Arts (p. 203)
- School of Science & Engineering (p. 534)

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

- School of Professional Advancement (p. 406)

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 (p. 107)
- Architecture, M.Arch (p. 110)
- Historic Preservation, MS (p. 114)
- Sustainable Real Estate Development, MSR (p. 117)

Certificate Programs

- Historic Preservation, Certificate (Graduate) (p. 114)
- Public Interest Design Certificate (Graduate) (p. 119)
- Sustainable Real Estate Development Certificate (Graduate) (p. 117)

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 (p. 135)
- Business Administration, Executive MBA (p. 154)
- Business Administration, Full-Time MBA (p. 156)
- Business Administration, Online MBA (p. 158)
- Business Administration, Professional MBA (p. 159)
- Business Analytics, MAN (p. 137)
- Business, PhD (p. 143)
- Finance, MFN (p. 146)
- International EMBA with University of Chile, Centrum, & ICESI (p. 154)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (p. 148)
- Master of Global Management with Xiamen, MGM (p. 149)
- Master of Management in Energy with UCASS (p. 142)
- Master of Management in Energy, MME (p. 139)
- Master of Management with Universidad Francisco Marroquin, MMG (p. 152)

Law

Law

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

Graduate Programs

- Admiralty, LMA (p. 196)
- American Law, AML (p. 196)
- Doctor of Juridical Science (p. 201)
- Energy & Environment, MEL (p. 197)
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- Environmental Law, MJL (p. 199)
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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

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Medicine

Medicine

School of Medicine
1131 S. Robertson Street
New Orleans, LA 70112
tel 504-988-5462

fax 504-988-2945

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Graduate Medical Education
1430 Tulane Avenue, #8025
New Orleans, LA 70112
tel 504-988-5464
fax 504-988-6789

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Graduate Program in Biomedical Sciences
1430 Tulane Avenue
New Orleans, LA 70112
tel 504-988-5226
fax 504-988-3779

Graduate Program

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Tulane Center for Aging
1430 Tulane Ave., SL-12
New Orleans, LA 70112
tel 504-988-3369

- Aging Studies, PhD (p. 370)

Professional Advancement

Professional Advancement

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

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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

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Science and Engineering
Science & Engineering

School of Science & Engineering (p. 534)
201 Lindy Boggs Center
New Orleans, LA 70118
tel 504-865-5764
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- Chemistry, PhD (p. 553)
- Computational Science, MS (p. 542)
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- Mathematics, MS (p. 573)
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- Statistics, MS (p. 576)

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. 639)
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SCHOOL OF ARCHITECTURE

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Associate Dean for Equity, Diversity, and Inclusion: Edson Cabalfin

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Web Site: http://architecture.tulane.edu/

Mission, Vision, & Values

Mission

The Tulane School of Architecture generates and applies knowledge that addresses urgent challenges of humankind. We do this by educating committed professionals to creatively manage complexity and transform the world through the practices of architecture, urbanism, and preservation.

Vision

We aim to provide global leadership in New Orleans and around the world through excellence in design, research, and practice in the built environment. Our faculty and students will develop socially conscious and environmentally just models to inhabit the planet.

Values

1: We believe that architecture is a broad field that requires visionary skills to impact buildings and the spaces in between, new and historic buildings and sites, cities and rural communities, and sustainable development strategies.

2: We believe architecture should focus on pressing social, environmental, and economic issues.

3: We believe in the continuous examination of the role architecture plays in society.

4: We believe that architecture, planning, and design foster community empowerment.

5: We combine intellectual development and hands-on practice to educate professionals with the highest standards of excellence and ethics.

6: We address global issues through local activism.

7: We collaborate and learn with a multi-disciplinary perspective in the humanities, sciences, and social sciences, including engineering, law, business, and public health.

8: We use advanced technology at the service of contemporary needs.

9: We equip our students with the agency to approach the design process with confidence and urgency.

10: We are committed to finding design solutions for the most vulnerable areas of the planet threatened by climate change, especially rivers and deltas.

11: We are committed to confronting historical inequities of the built environment and preserving architectural and cultural heritage.

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Undergraduate Policies

Newcomb-Tulane College Policies

A full description of academic policies for all students in Newcomb-Tulane College (https://catalog.tulane.edu/newcomb-tulane/#academicpoliciestext) can be found in the college's section of this catalog. Students should review these policies thoroughly.

School of Architecture Undergraduate Policies

The School of Architecture's undergraduate programs follow the policies maintained by NTC where applicable. Exceptions and additions to these policies are listed below. Further details on these policies, along with forms, procedures, and other student guidelines, are detailed on the School of Architecture's Student Handbook. Please note that in some instances, the School of Architecture's policies may require revision after publication of the Tulane University Catalog. Please refer to the School of Architecture's website (https://architecture.tulane.edu/student-life/materials-policies/) for the most current information.

Studio Reviews

Studio reviews are a critical part of the architectural design studio curriculum and evaluation process.Attendance at these reviews is mandatory. Policies for mid-term and final studio reviews are equivalent to those for examinations in other courses.

Desktop Requirement for Architecture Students

TuSA requires desktop computers for all students in Architectural Studios. The 1st-year and Design studios are equipped with school owned computers. Second year students in the 5-Year Bachelor of Architecture and 4-year Bachelor of Science in Architecture are required to purchase their own desktops. The cost of the desktop is charged via a computer fee attached to the first term studio course, ARCH 2021 Architecture Studio (6 c.h.).These desktops are the property of the students, which they will take with them after graduation. Additional details about the desktop requirement can be found in the Computer Standardization and Procurement Policy on the TuSA website. The design software is provided by TuSA at no additional cost.

Commendation

Commendation is an honor given to TuSA students in any of the Thesis options who receive an A grade (4.0) in their final project and whose final projects are designated as exceptional by the thesis directors. A student who has received a commendation for their final project will receive a letter of commendation from the Dean and thesis directors upon graduation, as well as be recognized at the TuSA diploma ceremony.

Commencement

A student expecting to receive a degree in May must apply for graduation with their Newcomb-Tulane College (NTC) academic advisor by October 1 of the previous year. Students expecting to complete their degree requirements at any other time should consult their NTC academic advisor for appropriate information. The commencement ceremony is held only in May. Students completing degree requirements in August or December may, however, participate in the ceremony held the following May. All graduates who will not attend the commencement ceremony should request with their NTC academic advisor that their degree be awarded in absentia. All financial obligations to the University must be cleared before the Registrar will release a diploma or a transcript.

Graduate Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Architecture Graduate Policies

The School of Architecture's graduate programs follow the policies maintained by the Office of Graduate and Postdoctoral Studies. Exceptions and additions to these policies are listed below. Further details on these policies, along with forms, procedures, and other student guidelines, are detailed on the School of Architecture's Student Handbook. Please note that in some instances, the School of Architecture's policies may require revision after publication of the Tulane University Catalog. Please refer to the School of Architecture's website (https://architecture.tulane.edu/student-life/materials-policies/) for the most current information.

Course Loads

For the School of Architecture, the normal course load for graduate students varies from 15 to 18 credits per semester. Students who complete the required courses and elective courses as outlined in their program of study will meet the graduation requirements in the customary timeframe. The Graduate Program Director must approve non-full-time status. Typically, 12 credit hours is considered the minimum for full-time status, and anything below that number may create issues for and jeopardize scholarships and other financial aid arrangements.

With the permission of the Graduate Program Director, students may register for additional credits.

Desktop Requirement for Architecture Students

TuSA publishes minimum standards for computers used for Architectural Studio work. Students in the 3.5-Year Master of Architecture program are required to purchase a desktop configured to these specifications. The cost of the desktop is charged via a computer fee attached to the first fall term studio course, ARCH 6021 Architecture Studio (6 c.h.). These desktops are the property of the students, which they will take with them after graduation. Students with advanced standing in the Master of Architecture program are encouraged to buy the same desktop or to consult with the Director of Fabrication to make sure their current computers meet the published standards. The design software is provided by TuSA at no additional cost. Additional details about the desktop requirement can be found in the Computer Standardization and Procurement Policy on the TuSA website.

Auditing Courses

Any full-time graduate student may audit one course per semester without credit in any school of the University, after completing formal registration and obtaining approval of the instructor for the course. Although credit is not granted for audited courses, such courses are considered part of the student's semester course load and are recorded on the student's permanent record. An audit enrollment that results in an overload is not permitted unless the student is qualified for such an overload. An auditor who is absent excessively will be dropped without record. Students who decide to audit a course after initially attending the course as a grade-seeking student must submit the appropriate

change form to the Registrar following the approval of the Graduate Program Director.

Studio Reviews
Studio reviews are a critical part of the architectural design studio curriculum and evaluation process. Attendance at these reviews is mandatory. Policies for mid-term and final studio reviews are equivalent to those for examinations in other courses.

Partial Medical Withdrawal
To withdraw from a course for medical reasons after the last day to drop a class, or if the reduction in course load will result in part-time status; the student must petition the Graduate Program Director. Submission of this petition may result in referral to Case Management and Victim Support Services. If referral is recommended, approval of withdrawal will be pending of medical recommendation.

Quality of Work Requirement
The School of Architecture is not obligated to give individual warnings to graduate students in danger of probation or exclusion. Each student is responsible for their academic performance and its consequences.

Promotion
School of Architecture students are expected to follow the appropriate curriculum outlined in Programs of Study. A student may be excluded from the School of Architecture for lack of sufficient academic progress toward fulfilling degree requirements. Failure to meet stated degree requirements within a reasonable period of time may result in exclusion. Sufficient academic progress is also measured by minimum credit and grade point requirements. Graduate students in Architecture must maintain the academic standards of the School to meet their degree requirements.

Graduate students who meet the minimum semester requirement of 12 passed credits, maintain at least a 3.0 cumulative GPA, and also earn the required number of credits to advance from one semester to the next are considered to be making progress toward their architectural degree. To qualify for admission into the next year of the program, a full-time graduate student must therefore pass a minimum of 30 credits of B average work in the previous calendar year (August to August, including a summer session, if necessary)

Probation and Exclusion
At the end of the academic year a graduate student must have a minimum of 12 hours of B average work. Students who do not meet these minimum requirements will be placed on probation, which will be communicated by the Graduate Program Director. B average work is defined as courses whose quality point average is at least 3.0. More information on this policy can be found here (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/policies/#graduate-student-grading-policy).

Student Work
Any work performed for credit by students may be retained by the School for record or other uses. Students may, as an alternative, provide suitable reproductions.

Thesis students are required to provide complete documentation of the thesis to the School for the Architecture Library. Although some student work may be retained for a period of time in order to document it, the School is not responsible for any student work (or equipment) left in School of Architecture facilities after the end of the term in which it is executed.

The instructor may retain all examinations and assigned written work for academic and record keeping purposes.

Commencement
A candidate for graduation must complete the total number of credits and all courses required for their program of study, must have a cumulative grade point average in all academic courses of at least 3.0 and must receive certification for graduation. A graduate student expecting to receive a degree in May must apply to graduate by October 1 of the previous year.

Degree Requirements Undergraduate (p. 104)

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- Bachelor of Arts in Design, BA (p. 105)

Graduate (p. 105)

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- Master of Science in Architectural Research and Design, M.S.Arc (p. 105)
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Undergraduate

Newcomb-Tulane College Requirements

Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

> This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters

must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.

- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

Bachelor of Architecture, B.Arch

The five-year Bachelor of Architecture (p. 108) program is a professional degree structured with required courses and electives that provide thorough professional preparation as well as opportunities for study in the liberal arts and advanced study in architecture. The Tulane School of Architecture is committed to design excellence and social responsibility and the B.Arch curriculum developed by the faculty provides a strong core foundation in design, history/theory, and building technologies with opportunities for research and travel in the upper years. This degree is accredited by the National Architectural Accrediting Board.

Bachelor of Science in Architecture, BSA

The Bachelor of Science in Architecture (p. 109) degree is a 4-year-long undergraduate course of study. This program offers an integrated curriculum in the liberal arts and architecture designed to promote an understanding of design as a cultural expression while providing a strong preparation for graduate professional study in architecture or an array of other potential career paths.

Bachelor of Science in Real Estate, BS

The Bachelor of Science in Real Estate (BS) (p. 116) degree is a 4-year-long undergraduate course of study. It is a comprehensive program that teaches the traditional core concepts of real estate including real estate finance and project management, while integrating unique offerings including design and related environmental concerns.

Bachelor of Arts in Design, BA

The Bachelor of Arts in Design (p. 112) undergraduate major explores design as mechanism for positive change. Design students learn to integrate multiple aspects of a problem and respond with interdisciplinary solutions to address challenges of an evolving world. Our program centers design as a state of mind for building empathy, humility, and self-awareness — the first steps toward collaborating with other disciplines when solving complex problems. Rather than focusing on one specific aspect of design, our curriculum touches upon all facets within the design discipline (e.g. graphic, fashion, industrial, interior) building relationships between design innovation and engagement with society, culture, and the built environment.

Graduate

General Graduate School Requirements

A full description of Master's Degree requirements (p. 89) 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 Architecture, M.Arch

The professional Master of Architecture (p. 110) degree program is accredited by the National Architectural Accrediting Board (NAAB) and is open to students with a baccalaureate degree in any field from an accredited college or university.

Master of Science in Architectural Research and Design, M.S.Arc

Our post-professional Master of Science in Architectural Research and Design (p. 107) degree is a one-year program intended for individuals with an accredited professional architecture degree interested in teaching and research as a career in the field of architecture.

Master of Science in Historic Preservation, MS

A comprehensive four-semester program providing students with the knowledge and skills to succeed in this dynamic and interdisciplinary field, the Master of Science in Historic Preservation (p. 114)exposes students to the breadth of historic preservation in the US and International contexts.

Master of Sustainable Real Estate Development, MSR

The Master of Sustainable Real Estate Development (p. 117) degree is an interdisciplinary one-year graduate program that prepares students from diverse backgrounds to become effective and influential participants in the fields of real estate finance, design, and development.

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

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

Programs

Undergraduate

- Architecture, B.Arch (p. 108)
- Architecture, BSA (p. 109)

- Design, BA (p. 112)
- Real Estate, BS (p. 116)

Minor

- Architecture Minor (p. 108)
- Design Minor (p. 113)
- Historic Preservation Minor (p. 113)
- Real Estate Minor (p. 115)
- Social Innovation & Social Entrepreneurship Minor (p. 119)

Graduate

- Architectural Research and Design, M.S.Arc (p. 107)
- Architecture, M.Arch (p. 110)
- Historic Preservation, MS (p. 114)
- Sustainable Real Estate Development, MSR (p. 117)

Certificate

- Historic Preservation, Certificate (Graduate) (p. 114)
- Public Interest Design Certificate (Graduate) (p. 119)
- Sustainable Real Estate Development Certificate (Graduate) (p. 117)

Joint Degree

- Public Administration / Sustainable Real Estate Development, MPA/MSRED (p. 460)

Outreach Initiatives

Research and Learning Through Engagement

The Tulane School of Architecture has a long history of leadership in the built environment. As architects, preservationists, real estate developers, and designers educated to lead complex teams to deal with complex issues, our work is fundamentally interdisciplinary and innovative.

Research and innovation at the Tulane School of Architecture is focused in two main areas: 1) Empowerment of communities through the built environment and 2) River and Delta Urbanism, which are accomplished through professional design excellence and leadership in design education.

The school's Albert and Tina Small Center for Collaborative Design and URBANbuild are two nationally and internationally recognized programs that provide students and faculty the opportunity to work on local community-based projects through internships, studio and class projects, and design-build opportunities. The Yamuna River Project is an interdisciplinary research program whose objective is to revitalize the ecology of the Yamuna River in New Delhi, thus reconnecting India's capital city back to the water.

Albert and Tina Small Center for Collaborative Design

The Albert and Tina Small Center for Collaborative Design is the community design center of the Tulane School of Architecture. Small Center works with community-based organizations to provide design services for constituencies who are underserved by the architecture and design professions. Staff, students, and faculty collaborate with the leadership and constituents of partnering nonprofit organizations throughout New Orleans. Partner organizations bring their project ideas to Small Center, and Small Center brings its design expertise to bear in collaboration, supporting New Orleans residents in imagining and pursuing projects that strengthen neighborhoods and contribute to a city shaped by its citizens.

The center's design work, whether a visual narrative or a built structure, is often a small, but critical contribution to advancing the ongoing efforts of partner organizations. Small Center develops projects in collaboration with faculty designers and professional consultants to create designs that strive for beauty, social justice and true sustainability, while working with other experts to build capacity in partner organizations. This work focuses on equitable process, meaningful outcomes, design excellence, and inclusion as critical parts of the design process.

Follow Small Center's projects, events, and news on our website: small.tulane.edu (http://small.tulane.edu)

URBANbuild

URBANbuild is a design/build program in which teams of students take on the design and construction of prototypical homes for New Orleans' neighborhoods. URBANbuild's partners in the development of these homes have been a number of non-profit community partners such as Neighborhood Housing Services of New Orleans (NHS), the Make It Right Organization of New Orleans (MIR), and Harmony Neighborhood development. Work with these organizations has exposed the School to the needs of the city's underprivileged families as well as to what is required for the revitalization of New Orleans' urban fabric and neighborhoods.

The program is an educational collaboration of individuals, organizations, and businesses committed to revitalizing New Orleans' rich cultural and architectural heritage. Neighborhoods are strengthened by the rebuilding of homes; allied professionals and educators come together for a common cause, and students develop as designers with a deep understanding and commitment to the urban environment.

More information about the design-build program can be found at www.URBANbuild.tulane.edu (http://www.urbanbuild.tulane.edu).

Travel Fellowship

The Tulane School of Architecture annually offers over $50,000 to support student travel and research. This research travel typically takes place during the summer break and allows students to expand their education by funding location-based independent research projects. Recent fellowship recipients have traveled around the world to cities such as Sao Paulo, Amsterdam, Havana, Jerusalem, Paris, and more. They have studied topics such as the use of vernacular building

materials and methodologies in communities in Rwanda, the influence of *wabi-sabi* in architecture and urban design across Japan, and the interaction of architecture and music in Vienna. Although most of the fellowships are not constrained to specific topics, some do have specific requirements.

TuSA Lecture Series

It is highly recommended that all architecture students attend all lectures in the TuSA series. Lecture response assignments may be coordinated per lecture in studio courses. Please note that scheduling conflicts due to evening classes or employment must be brought to the attention of your studio professor in advance. The robust lecture series is considered an integral part of architecture education as well as a forum for the prescient issues of current architectural thought.

Career Explorations (Pre-College)

Career Explorations offers high school students a short, intensive and engaging introduction to architecture and design in two, two-week sessions held during the summer. As high schoolers consider careers, they may not yet have been exposed to the unique blend of visual orientation, creative process, academic investigation, and professional training that forms an design education. Students can participate in one or both sessions exploring the ideas, methods, and issues of architecture and design with Tulane professors and local practicing professionals. Lectures, studio time, digital workshops, field trips, discussions, and critiques will be supplemented by regular design exercises to be completed outside class time.

More information about the Career Explorations summer program can be found here (https://summer.tulane.edu/explorations-architecture-design/).

Architecture

Overview

The Tulane School of Architecture applies knowledge to address urgent challenges of humankind. We do this by educating committed professionals to creatively manage complexity and transform the world through the practices of architecture, urbanism, and preservation. Our vision is to provide global leadership in New Orleans and around the world through excellence in design, research, and practice in the built environment. Our faculty and students will develop socially conscious and environmentally just models to inhabit the planet.

The Tulane School of Architecture offers both undergraduate and graduate degrees in architecture. For more information, please contact the corresponding Program Director.

For more information, including questions regarding admissions, or to contact the Program Directors please visit the Architecture pages (https://architecture.tulane.edu/academics/architecture/) on the School of Architecture's website.

Programs

Undergraduate

Major

- Architecture, B.Arch (p. 108)
- Architecture, BSA (p. 109)

Minors

- Architecture Minor (p. 108)

Graduate

- Architectural Research and Design, M.S.Arc (p. 107)
- Architecture, M.Arch (p. 110)

Architectural Research and Design, M.S.Arc

The post-professional **Master of Science in Architectural Research and Design** is the most advanced degree at the Tulane School of Architecture. Design research builds on the expertise of our faculty and the university as a whole. It is intended for individuals with an accredited professional architecture degree interested in teaching and research as a career in the field of architecture.

The program offers six concentrations.

- Advanced Fabrication and Design
- Building Technologies
- Design/Build
- Design and Social Engagement
- Representation Theory
- River and Coastal Urbanism (Climate Change Adaptation)

The program provides opportunities to form a course of study around students' interests and to develop appropriate strategies within the Research and Design Thesis framework.

Requirements

Fall		Credit Hours
ARCH 6051	Advanced Studio Elective / Research	6
ARCH 6130	Architectural Research Methods	3
ARCH 6980	Thesis Research	3
Architecture Elective 1		3
	Credit Hours	**15**
Year 1		
Spring		
ARCH 6990	Thesis Studio	6
ARCH 6925	Independent Thesis Research	3
Architecture Elective 2		3
Architecture Elective 3		3
	Credit Hours	**15**
	Total Credit Hours	**30**

Architecture Minor

The purpose of the minor in Architecture is to provide an opportunity for Tulane undergraduate students who choose to study architecture beyond the introductory level but who do not wish to pursue a major or a professional degree in the field. The requirements are designed to allow students as much flexibility as possible in pursuing their individual interests while also providing a basic overview of the discipline. Students wishing to minor in architecture should meet with the Tulane School of Architecture Academic Advisor (https://architecture.tulane.edu/about/staff/) to establish a curriculum.

Requirements

The following charts summarize two ways to fulfill the requirement for the Architecture Minor.

Studio Option

Course ID	Title	Credits
ARCH 1110	Intro to Architecture	3
ARCH 1011	Architecture Studio	6
Electives (3 courses)		9
Total Credit Hours		**18**

Non-Studio Option

Course ID	Title	Credits
ARCH 1110	Intro to Architecture	3
Elective (4 courses)		12
Total Credit Hours		**15**

To complete the minor students must have a minimum of 12 unique Architecture credits, (ARCH) courses applied to the minor and no other Major or Minor. Further, in accordance with the Newcomb-Tulane Policy, no courses counting toward the student's first minor will count toward the student's second minor. Learn more here (p.).

At least 9 credits applied to the minor must be completed in Residency at Tulane. Transfer credit or Study Abroad courses approved to satisfy the Architecture minor courses are not considered “in Residency” for the Architecture Minor.

Electives can be chosen from any Architecture (ARCH) course. Students should contact the Tulane School of Architecture Academic Advisor (https://architecture.tulane.edu/about/staff/) for the School of Architecture to plan their minor and get permission to register for any course with school or program restrictions.

Architecture, B.Arch

The five-year Bachelor of Architecture (B.Arch) program is structured with required courses and electives that provide thorough professional preparation and opportunities for study in the liberal arts and advanced study in architecture. This degree is accredited by the National Architectural Accrediting Board (NAAB). (https://architecture.tulane.edu/about/naab-accreditation/)

First Year

First-year courses include required study in design, visual and digital media, architectural history and theory, technological systems, writing, and other electives in cultural knowledge and scientific inquiry. The emphasis in first-year design focuses on developing a fundamental understanding of formal, spatial and material principles in architecture, while obtaining a strong skill base in freehand drawing, descriptive geometry, material techniques, and visual and digital media. First-year electives allow students to supplement their background in physics or calculus, begin or advance foreign language study, broaden their skills in the arts, or choose any other subject area from among dozens offered by the university’s undergraduate divisions. In their first semester, students may also participate in one of the many TIDES (Tulane InterDisciplinary Experience) courses offered by the university to engage other students and faculty in an intimate, interactive environment.

Second and Third Years

Second and third-year courses cover the majority of the program requirements. Intensive studio work in architectural design is complemented by study in architectural history and theory, structures, technological systems, digital media and urban studies. In second-year, students are fully immersed in digital design techniques while learning to incorporate knowledge from historic, environmental, social, programmatic and technological studies into the design studio. This is followed by third-year, where, in the second semester, coordinated coursework allows students a truly synthetic experience in the integrated design of a complex architectural project.

Fourth Year

The fourth-year curriculum involves advanced architectural design in research studio courses as well as upper-level seminars in architectural theory, technology, professional concerns, urban studies, and digital media. In the fourth year of study, emphasis is placed on the relationship of architecture to the urban environment, both locally and globally. Students may spend one semester studying in one of the school's many programs ranging from urban design, to housing, to design/build. In the fourth-year, students will also have the opportunity for international study through various programs and research studios. Upper level study is intended to be diverse and includes many electives intended to provide significant opportunities for study within architecture as well as in the liberal arts and sciences.

Fifth Year

In the fifth year of study, students will develop an advanced thesis through research, analysis and design in one of four topical areas. In the fifth year of study, students will develop an advanced thesis through research, analysis and design in one of four curricular streams.

Requirements Undergraduate Professional Degree Program

Course ID	Title	Credits
History/Theory Sequence		
ARCH 1110	Intro to Architecture [1]	3
ARCH 1111	Topics in Architecture History/Theory [2]	1.5
ARCH 1112	Topics in Architecture History/Theory [2]	1.5

ARCH 2113	Topics in Architecture History/Theory [2]	1.5
ARCH 2114	Topics in Architecture History/Theory [2]	1.5
ARCH 3130	Architectural Research Methods	3
Studio Sequence		
ARCH 1011	Architecture Studio	6
ARCH 1012	Architecture Studio	6
ARCH 2021	Architecture Studio	6
ARCH 2022	Architecture Studio (and ARCH 2892) [3]	6
ARCH 3031	Architecture Studio	6
ARCH 3032	Architecture Studio	6
ARCH 4041	Advanced Studio Elective / Research	6
ARCH 4042	Advanced Studio Elective / Research	6
ARCH 5051	Advanced Studio Elective / Research	6
Digital Media Sequence		
ARCH 2311	Digital Media	3
ARCH 3312	Advanced Digital Media	3
Math and Physics Requirement [4]		
MATH 1150	Long Calculus I	3
or MATH 1210	Calculus I	
or MATH 1310	Consolidated Calculus	
PHYS 1050	Physics for Architects	3
or PHYS 1210	Introductory Physics I	
or PHYS 1310	General Physics I	
Technology Sequence		
ARCH 2211	Site Strategies	3
ARCH 2212	Materials and Methods	3
ARCH 2213	Building, Climate, Comfort	4
ARCH 3214	Structural Systems	4
ARCH 3215	Integrated Building Systems	4
Professional Concerns Sequence		
ARCH 3511	Professional Concerns I	3
ARCH 4512	Professional Concerns II	3
Thesis Sequence		
ARCH 5980	Thesis Preparation	3
ARCH 5990	Thesis Studio	6
Architecture Electives [5]		
General Architecture Electives (3)		9
History/Theory Architecture Elective (1)		3
Non-Architecture Courses (credit counts are approximate and vary by student) [6]		
Additional Newcomb-Tulane core courses		34
General University Electives (as needed to reach total credit count)		
Total Credit Hours		**157**

1 ARCH 1110 Intro to Architecture (3 c.h.) satisfies the Aesthetic and Creative Arts core requirement.

2 ARCH 1111 Topics in Architecture History/Theory (1.5 c.h.) must be taken concurrently with ARCH 1112 Topics in Architecture History/Theory (1.5 c.h.) and ARCH 2113 Topics in Architecture History/Theory (1.5 c.h.) must be taken concurrently with ARCH 2114 Topics in Architecture History/Theory (1.5 c.h.)

3 ARCH 2892 Service Learning satisfies the Tier I Service Learning core requirement.

4 These are Architecture specific requirements for fulfilling the Formal Reasoning, and Math and Natural Sciences Core Curriculum requirements.

5 A minimum of 12 architecture elective credit hours, 3 history/theory credits and 9 general architecture credits, are required. These are usually earned with five courses, but may require additional electives if any of the courses carry fewer than 3 credit-hours.

6 Usually, in addition to the courses used to fulfill the Newcomb-Tulane Core Curriculum requirements, at least two or three 3-credit-hour unrestricted university electives are needed to reach the NAAB required minimum of 40 hours of non-architecture work. However, the total number of university electives may vary for students with advanced placement credit, transfer credit, or when students chose to take courses with higher or lower credit counts.

Notes on School of Architecture Curriculum

- NAAB requires 40 hours be taken in courses without architectural content.
- The B.Arch degree requires a minimum of **157** credit hours. Given the composition of the Newcomb-Tulane and Architecture School requirements, the typical student transcript will consist of a total of **117 architecture credits**, and **40 non-architecture credits**.
- Students are strongly encouraged to reinforce and expand their skills and knowledge through professional internship experiences, recognized in the form of academic credits. Undergraduate students may earn up to a total of six credit hours for internship over the course of their degree.

Notes on Newcomb Tulane College Core Curriculum

- Questions regarding these requirements should be directed to your NTC Academic Advisor.
- University Core and elective courses, with the exception of TIDES and English Composition, may be completed at any time during the student's curriculum.
- To satisfy the Tier 2 Writing Intensive NTC Core Requirement students must take at least one Tier 2 designated course prior to beginning the of fifth year of study.
- Architecture specific requirements within the core curriculum are described in the footnotes to the course requirements (listed above).

Architecture, BSA

The Bachelor of Science in Architecture (BSA) degree is a 4-year-long undergraduate course of study. This program offers an integrated curriculum in the liberal arts and architecture designed to promote an understanding of design as a cultural expression while providing a strong preparation for graduate professional study in architecture or an array of other potential career paths.

The BSA is a pre-professional degree in architecture that allows flexibility in the potential for double majoring and opportunities to join the architecture program after the freshman year. Graduates of this program are prepared to work in architectural or related offices and those who wish to become licensed architects would typically pursue a 2-year course of graduate study to attain an accredited professional degree in architecture. Many graduates of this program will choose

work or graduate education in a wide variety of areas including law, business, real estate, preservation, planning, and landscape architecture. For BSA students interested in pursuing a graduate degree in Architecture we recommend taking more than the minimum required studios.

Requirements

Course ID	Title	Credits
History Theory Sequence		
ARCH 1110	Intro to Architecture [1]	3
ARCH 1111	Topics in Architecture History/Theory [2]	1.5
ARCH 1112	Topics in Architecture History/Theory [2]	1.5
ARCH 2113	Topics in Architecture History/Theory [2]	1.5
ARCH 2114	Topics in Architecture History/Theory [2]	1.5
Math and Physics Requirements [3]		
MATH 1150	Long Calculus I	3
or MATH 1210	Calculus I	
or MATH 1310	Consolidated Calculus	
PHYS 1050	Physics for Architects	3
or PHYS 1210	Introductory Physics I	
or PHYS 1310	General Physics I	
Studio Sequence		
ARCH 1011	Architecture Studio	6
ARCH 1012	Architecture Studio	6
ARCH 2021	Architecture Studio	6
ARCH 2022	Architecture Studio (& ARCH 2892) [4]	6
ARCH 3031	Architecture Studio	6
or ARCH 4041	Advanced Studio Elective / Research	
or ARCH 4042	Advanced Studio Elective / Research	
Digital Media Requirement		
ARCH 2311	Digital Media	3
Technology Sequence (courses listed below) [5]		**10**
General Architecture Electives (at least 3 courses)		**9**
General NTC Core Curriculum courses and unrestricted electives [6]		**38**
Optional Concentration Electives [7]		**15**
Total Credit Hours		**120**

Course ID	Title	Credits
Technology Sequence (chose 3 out of the 4)		
ARCH 2211	Site Strategies	3
ARCH 2212	Materials and Methods	3
ARCH 2213	Building, Climate, Comfort	4
ARCH 3214	Structural Systems	4

1 ARCH 1110 Intro to Architecture (3 c.h.) satisfies the Aesthetic and Creative Arts core requirement.

2 ARCH 1111 Topics in Architecture History/Theory (1.5 c.h.) must be taken concurrently with ARCH 1112 Topics in Architecture History/Theory (1.5 c.h.) and ARCH 2113 Topics in Architecture History/Theory (1.5 c.h.) must be taken concurrently with ARCH 2114 Topics in Architecture History/Theory (1.5 c.h.).

3 These are Architecture specific requirements for fulfilling the Formal Reasoning, and Math and Natural Sciences Core Curriculum requirements.

4 Satisfies Tier I Service Learning core requirement.

5 The credit count for the technology sequence courses is approximate. The total will be 10 or 11 credits depending on the student's choices.

6 This is an approximation. All students must complete a total of **120** credits to graduate. But the total number of courses or credits dedicated to NTC core requirements and general electives will vary by student.

7 Students are encouraged to choose an area of concentration for their remaining elective courses beyond the NTC and major requirements. The concentration may be used for further study in Architecture (see sample below) or in any other area of study.

Sample concentration in Architecture

Course ID	Title	Credits
ARCH 4041	Advanced Studio Elective / Research [1]	6
or ARCH 4042	Advanced Studio Elective / Research	
Architecture Concentration Electives (at least 5 courses) [2]		15

1 Research studio related to the student's preferred area of concentration. This can be the 5th required studio (instead of ARCH 3031), or an additional 6th studio.

2 These electives would be chosen from a particular subject area such as technology, history/theory, urban studies, or other topic.

Notes on School of Architecture Curriculum:

Students are strongly encouraged to reinforce and expand their skills and knowledge through professional internship experiences. These experiences are recognized in the form of academic credits. Undergraduate students may earn up to a total of six credit hours for internship over the course of their degree. See Internship for Academic Credit (http://architecture.tulane.edu/courses/arch-45606560/) for details.

Notes on Newcomb Tulane College Core Curriculum:

- University core & elective courses, with the exception of TIDES and English Composition, may be completed at any time during the student's curriculum.
- To satisfy the Tier 2 Writing Intensive NTC Core Requirement students must take at least one Tier 2 designated course prior to beginning the of fourth year of study.
- Questions regarding these requirements sould be directed to your NTC Academic Advisor.

Architecture, M.Arch

The professional Master of Architecture degree program (M.Arch) is accredited by the National Architectural Accrediting Board (NAAB) and is open to students with a baccalaureate degree in any field from an accredited college or university. The M.Arch program fulfills the

professional degree requirements leading to architectural licensure and registration. The 3.5 year curriculum and the option for advanced standing accommodate students' diverse undergraduate backgrounds. Please see https://architecture.tulane.edu/academics/architecture/m-arch (https://architecture.tulane.edu/academics/architecture/m-arch/) for a more detailed overview.

3.5-year curriculum

The 3.5-year curriculum is structured for students with an accredited baccalaureate degree in any field. The seven-semester curriculum begins with a summer semester, followed by six semesters that include core instruction to fulfill NAAB requirements in addition to elective studios and seminars.

Advanced standing option

AttheTulane University School of Architecture, we understand thateachstudent'spathto pursuing a Master of Architectureprofessional degree(M.Arch) is unique.We thereforeoffer an Advanced Standing Portfolio Assessmentoptionfor applicants who have had previous education or experience in architecture. TheAdvanced Standing portfolio Assessment will constitute an opportunity to acceleratea student'sprogress toward theM.Archdegree. Applicantswith pre-professional degrees, priorlearning experiences, and demonstrable architecture skills, can be evaluated and potentiallyreduce required courses inM.Archdegreepathat Tulane.

Upon application to the M.Arch program, students may request an advanced standing evaluation of their portfolio, academic records, and previous course syllabi for admission with Advanced Standing. Qualified previous learning experiences may satisfy corresponding degree requirements in the M.Arch program. Such evaluations are conducted by a qualified faculty admissions committee, who carefully assess each instance of previous experience and correlate their findings to our degree requirements. If the committee determines that a student has indeed met these requirements, they will be granted advanced standing toward specific courses.

Advanced standing credit is recorded in each student's degree audit from their very first day in the program. This means that students can effectively shorten their required course load, allowing them to focus more deeply on areas where they seek further development, and/or shortening the total time needed to achieve the degree.

It is important to note that a minimum of 50% of the required degree credits must be taken in residence at Tulane to comply with the university's residency requirement policy. This equates to completing 56 credits of the M.Arch's 111 required credit hours in residence, ensuring that while students can benefit from their prior experiences, they still engage meaningfully with the curriculum of the M.Arch program.

The possible courses for which advanced standing may be granted include, but are not limited to:

- ARCH 6011 Architecture Studio (6 c.h.)
- ARCH 6012 Architecture Studio (6 c.h.)
- ARCH 6021 Architecture Studio (6 c.h.)
- ARCH 6022 Architecture Studio (6 c.h.)
- ARCH 6110 Intro to Architecture (3 c.h.)
- ARCH 6111 Topics in Architecture History/Theory (1.5 c.h.)
- ARCH 6112 Topics in Architecture History/Theory (1.5 c.h.)
- ARCH 6113 Topics in Architecture History/Theory (1.5 c.h.)
- ARCH 6114 Topics in Architecture History/Theory (1.5 c.h.)
- ARCH 6211 Site Strategies (3 c.h.)
- ARCH 6212 Materials and Methods (3 c.h.)
- ARCH 6213 Building, Climate, Comfort (4 c.h.)
- ARCH 6214 Structural Systems (4 c.h.)
- ARCH 6311 Digital Media (3 c.h.)
- ARCH 6512 Professional Concerns II (3 c.h.)
- ARCH electives in M.Arch program

Dual degree options

Graduate students may pursue a Master of Architecture degree in conjunction with a Masters of Science in Historic Preservation or Masters of Sustainable Real Estate degree, typically with one additional summer semester of course work. Learn more on the Dual Degree (http://architecture.tulane.edu/programs/dual-degree/) page on the School of Architecture's website, or by the contacting Program Directors of Architecture (https://architecture.tulane.edu/academics/architecture/), Historic Preservation (https://architecture.tulane.edu/academics/preservation/) or Real Estate Development (https://architecture.tulane.edu/academics/real-estate/).

Requirements

Course ID	Title	Credits
History/Theory Sequence		
ARCH 6110	Intro to Architecture *	3
ARCH 6111	Topics in Architecture History/Theory *[1]	1.5
ARCH 6112	Topics in Architecture History/Theory *[1]	1.5
ARCH 6113	Topics in Architecture History/Theory *[1]	1.5
ARCH 6114	Topics in Architecture History/Theory *[1]	1.5
ARCH 6130	Architectural Research Methods [2]	3
Digital Media Sequence		
ARCH 6311	Digital Media *	3
ARCH 6312	Advanced Digital Media	3
Studio Sequence		
ARCH 6011	Architecture Studio *	6
ARCH 6012	Architecture Studio *	6
ARCH 6021	Architecture Studio *	6
ARCH 6022	Architecture Studio *	6
ARCH 6031	Architecture Studio	6
ARCH 6032	Architecture Studio	6
ARCH 6041	Advanced Studio Elective	6
Technological Sequence [3]		

ARCH 6211	Site Strategies *	3
ARCH 6212	Materials and Methods *	3
ARCH 6213	Building, Climate, Comfort *	4
ARCH 6214	Structural Systems *	4
ARCH 6215	Integrated Building Systems [3]	4
Professional Concerns Sequence		
ARCH 6511	Professional Concerns I	3
ARCH 6512	Professional Concerns II *	3
Electives		
General Electives (4) [4]		12
History/Theory Elective (1)		3
Credits from either thesis or non-thesis studio options during the final year (listed below)		**12**
Total Credit Hours		**111**

Course ID	Title	Credits
Thesis Option		
ARCH 6980	Thesis Research	3
ARCH 6925	Independent Thesis Research	3
ARCH 6990	Thesis Studio	6
Total Credit Hours		**12**

Course ID	Title	Credits
Non-Thesis Option		
Elective Courses in addition the the 5 listed above (2)		6
ARCH 6052	Advanced Studio Elective / Research	6
Total Credit Hours		**12**

* Students may be granted advanced standing credit based on portfolio assessment and previous coursework.

[1] ARCH 6111 concurrently with ARCH 6112 and ARCH 6113 must be taken concurrently with ARCH 6114

[2] Advanced standing students must take ARCH 6130 Architectural Research Methods in the fall of their first year.

[3] Students who have been awarded advanced standing typically receive credit for three out of the five available technology courses. If a student qualifies for advance standing on four, they must take an additional elective course. Advanced standing is not available for ARCH 6215 Integrated Building Systems.

[4] The Architecture program offers unique electives each semester. Please consult the Schedule of Classes for current Architecture Electives. All 3-credit-hour ARCH 6000-level courses not included in the program requirements above are recognized as Electives. Additionally, select 3-credit-hour courses in Sustainable Real Estate Development (SRED) and Historic Preservation (PRES) are recognized as electives. Contact graduate advisor for information on current and upcoming offerings of recognized Architecture electives in SRED and PRES.

Design

Overview

The Design Program within the Tulane School of Architecture introduces students to the discipline of design as a visual language and a mechanism for positive change. Students learn vital skills of creative problem-solving through a rigorous curriculum that combines tactile and digital experimentation.

The Design Program offers a major and a minor, both intended to provide students with an interdisciplinary approach to design thinking and making. Rather than offering a single design focus, our program touches upon multiple design disciplines including graphic, textiles, industrial, interior—encouraging the building of relationships between design innovation and engagement with society, culture, and the built environment. The program cultivates values of curiosity, creativity, and empathy as future-oriented skills that prepare students for challenges of an evolving world.

For questions the program, please visit the Design Program pages (https://architecture.tulane.edu/academics/design/) on the School of Architecture's website.

Programs

Undergraduate

Major

- Design, BA (p. 112)

Minor

- Design Minor (p. 113)

Design, BA

Overview

The Bachelor of Arts in Design undergraduate major explores design as mechanism for positive change. Design students learn to integrate multiple aspects of a problem and respond with interdisciplinary solutions to address challenges of an evolving world. Our program centers design as a state of mind for building empathy, humility, and self-awareness — the first steps toward collaborating with other disciplines when solving complex problems. Rather than focusing on one specific aspect of design, our curriculum touches upon all facets within the design discipline (e.g. graphic, fashion, industrial, interior) building relationships between design innovation and engagement with society, culture, and the built environment.

Located within the School of Architecture, this program emphasizes design practice across disciplines, including and beyond architecture. Students will learn methods of creative problem-solving, visual communication, and spatial composition through a series of lecture-based and project-based studio courses. The Bachelor of Arts in Design program educates students to apply design thinking across diverse fields in humanities, business, and sciences and invites change-minded students to learn principles of design and methods of creative process to be effective in a range of applications. The major is intended for students interested in an interdisciplinary path through innovative approaches and collaborative projects.

Requirements

Course ID	Title	Credits
Pre-Requisites		
DESG 1105	Intro Design/Creative Thinking	3

DESG 1110	Introduction to Design History	3
DESG 1005	Fundamentals of Design & Making	4
Core Requirements		
DESG 2005	Design Studio I	4
DESG 2305	Visual Comm & Advocacy	4
DESG 3005	Design Studio II	4
DESG 2705	Design & Society	3
DESG 3010	Prototyping Solutions	3
DESG 4005	Design Studio III	4
Electives & Capstone		
Three Design Electives from the approved list [1]		9
DESG 4950	Senior Capstone	3
Total Credit Hours		**44**

Design Majors must complete a minimum of 30 unique design credits (courses beginning with "DESG" in the course catalog.) Course equivalencies, transfer credits, and/or study abroad credits applied toward the Design Major must not exceed a total of 14-credits.

[1] The Design program offers unique electives each semester. Please consult the Schedule of Classes for current Design Electives. All courses beginning with ARCH, ARST, DESG, and SISE are recognized as Design Electives. Meet with Major Advisor to request approval for alternative design related courses.

Notes on Newcomb Tulane College Core Curriculum:

- All students must complete a total of **120 credits to graduate**. The total number of courses or credits dedicated to NTC core requirements and general electives will vary by student.
- NTC core curriculum requirements are not listed. Questions regarding these requirements should be directed to your NTC Academic Advisor.
- The following courses in the Design Program satisfy distribution areas requirement within the NTC core curriculum as noted below:
  - DESG 1005 Fundamentals of Design & Making (4 c.h.) – Aesthetics and Creative Arts
  - DESG 1105 Intro Design/Creative Thinking (3 c.h.) – Aesthetics and Creative Arts
  - DESG 1110 Introduction to Design History (3 c.h.) – Aesthetics and Creative Arts & Global Perspectives
- **Design cannot be chosen as a second major for students pursuing BARCH or BSA Architecture majors due to overlapping curricula.**

Design Minor

Overview

The Minor in Design provides an opportunity for Tulane undergraduate students to study design principles beyond the introductory level. Students pursuing majors with other schools utilize the dynamic and catalytic methods of design process and critical thinking as strategies within other areas of study. The requirements of the minor are designed to allow students flexibility to pursue individual interests while gaining an overview of the discipline.

Requirements

Course ID	Title	Credits
DESG 1105	Intro Design/Creative Thinking	3
DESG 1005	Fundamentals of Design & Making	4
DESG 2305	Visual Comm & Advocacy	4
DESG 2705	Design & Society	3
or DESG 1110	Introduction to Design History	
Approved Elective [1]		3
Total Credit Hours		**17**

Design Minors must complete a minimum of 14 unique design credits (courses beginning with "DESG" in the course catalog.) Course equivalencies, transfer credits, and/or study abroad credits applied toward the Design Minor must not exceed a total of 3-credits.

[1] The Design program offers unique electives each semester. Please consult the Schedule of Classes for current Design Electives. All courses beginning with ARCH, ARST, and SISE are recognized as Design Electives. Meet with Major Advisor to request approval for alternative design related courses above the 2000-level.

Historic Preservation

Overview

The Historic Preservation program at Tulane School of Architecture offers an interdisciplinary opportunity to learn about preservation in one of America's most historic cities. Students learn critical skills involving investigation and documentation of the built environment, architectural history and conservation, advocacy, economics, and technology.

For questions regarding admissions, or to contact the Program Director, please visit the Historic Preservation pages (https://architecture.tulane.edu/academics/preservation/) on the School of Architecture's website.

Programs

Undergraduate

Minors

- Historic Preservation Minor (p. 113)

Graduate

- Historic Preservation, MS (p. 114)

Certificates

- Historic Preservation, Certificate (Graduate) (p. 114)

Historic Preservation Minor

Overview

Students in the undergraduate Minor in Historic Preservation master fundamentals of historic preservation practice through courses in theory and practice, architectural conservation, and architectural

history. Historic Preservation students meet experts in the field and often work with organizations engaged in historic preservation projects and advocacy. Courses require fieldwork that may include regional site visits.

Requirements

Course ID	Title	Credits
PRES 2100	Intro to Historic Preservation [1]	3
PRES 2220	Conservation Techology	3
PRES 2120	History of American Architecture I	3
PRES 4105	Architecture, Heritage, and Culture	3
PRES 4110	Heritage Documentation	3
PRES 4120	History of American Architecture II	3
Total Credit Hours		**18**

[1] PRES 2100 must be completed before any other PRES courses can be taken.

Students attaining grades above a 3.0 in two or more PRES courses may receive advanced standing in the graduate-level Master of Science in Historic Preservation program upon separate application and acceptance to the Masters program. Interested students should contact the director of the Historic Preservation program for more information.

Historic Preservation, Certificate (Graduate)

Overview

Certificate in Historic Preservation from Tulane's School of Architecture is a valuable addition to a master degree in Architecture (M.Arch) (p. 110) or Sustainable Real Estate Development (MSRED) (p. 115). In addition to a studio track, best suited for M.Arch students, a non-studio track is available for graduate students in other fields such as history, anthropology, geography, and planning who wish to gain general knowledge, understanding, and ability in this specialized field.

The certificate program is also available as a standalone program for graduate level students not wishing to pursue any concurrent master or doctorate program. Working professionals enrolled only in the certificate program have the flexibility of completing courses at their own pace and even attending online.

Requirements

Course ID	Title	Credits
Studio Track		
PRES 6100	Introduction to Historic Preservation	3
PRES 6220	Conservation Technology	3
PRES 6041	Preservation Studio I	6
or PRES 6042	Preservation Studio II	
PRES 6120	History American Architecture [1]	3
or PRES 6151	New Orleans Architecture	
Total Credit Hours		**15**

Course ID	Title	Credits
Non-Studio Track		
PRES 6100	Introduction to Historic Preservation	3
PRES 6220	Conservation Technology	3
PRES 6120	History American Architecture [1]	3
or PRES 6151	New Orleans Architecture	
2 6000-level PRES electives		6
Total Credit Hours		**15**

[1] The history course option may be substituted for a different Historical Preservation elective course with approval from the Program Director.

General Notes

- The required courses and approved electives may be taken in any order, although it is highly recommended that the Introduction and, if applicable, Studio courses be the first ones taken.
- M.Arch students are encouraged to include a component of preservation in their ARCH 6990 Thesis Design Studio.

Historic Preservation, MS

Overview

The Masters of Science in Historic Preservation trains students to become leaders in the field of historic preservation and its allied disciplines. A comprehensive four-semester program provides students with the knowledge and skills to succeed in this dynamic and interdisciplinary field. The first two semesters provide training in the foundational elements of preservation practice in the 21st century, including coursework in the history and theory of the discipline, regional and national architecture, architectural conservation, archival studies, and historic building investigation and documentation. Year two provides students with further education in architectural conservation and an introduction to preservation law. It also provides an opportunity to specialize in various areas of historic preservation including: digital technology, heritage resilience and sustainability, and architectural conservation. The program culminates in a thesis or practicum. Ultimately the program exposes students to the breadth of historic preservation in the United States and International contexts. Using New Orleans as a laboratory, one that is linked to the wider Gulf Coast and Caribbean region, students are trained in an incomparable context for challenges that cross-cut historic preservation from issue in climate change, heritage justice, and housing affordability. In addition to the MS in Historic Preservation, students may apply to and concurrently complete master degrees in either Architecture (M.Arch) or Sustainable Real Estate Development (MSRED). Students can also specialize through the certificate program in Sustainable Real Estate Development (SRED).

Requirements

Course ID	Title	Credits
PRES 6100	Introduction to Historic Preservation	3
PRES 6120	History American Architecture	3
PRES 6130	Archival and Historical Research Methods	3
PRES 6041	Preservation Studio I	6
PRES 6042	Preservation Studio II	6

PRES 6210	Architectural Conservation Lab	6
PRES 6220	Conservation Technology	3
PRES 6151	New Orleans Architecture	3
PRES 6510	Preservation Professional Development	1
PRES 6520	Environmental Law: Historic Preservation	2
PRES 6560	Preservation Internship [1]	3
PRES 6980	Preservation Research Seminar	3
PRES 6985	Preservation Practicum	6
or PRES 6990	Preservation Thesis	
Four 6000-level PRES Electives [2]		12
Total Credit Hours		**60**

[1] PRES 6560 Historic Preservation Internship can be completed over the summer between years 1 and 2. Credit will be applied in the 2nd year fall term.

[2] Selected ARCH (Architecture), SRED (Sustainable Real Estate Development), or SISE (Social Innovation/Social Entrepreneurship) courses may count as electives. Consult with the program director for approval.

Curricular paths

Detailed, term-specific curricular paths for the MS in Historic Preservation as well as for the dual degree options – "MArch +MS in Historic Preservation", or "MArch (Adv Standing) + MS in Historic Preservation" – can be found on the School of Architecture's website. (https://architecture.tulane.edu/academics/dual-degree-programs/)

Real Estate Development

Overview

The Sustainable Real Estate Development Program offers opportunities for both undergraduates and graduates to gain core skills and practical experience in the real estate industry.

At the undergraduate level, students can choose between a Bachelor of Science in Real Estate or a Minor in Real Estate. In addition to being offered during the regular school year, all courses required for the minor are also offered during the summer. Students can take advantage of the summer course offerings individually, or they can choose to pursue the full minor curriculum during a single summer for a flat rate by registering for the Real Estate Summer Minor. Undergraduate students are encouraged to consider Real Estate as a first or second major in a double major path.

At the graduate level, students may pursue a Master of Sustainable Real Estate Development (MSRED), which is a practice-based, three-semester graduate program that prepares students with classes in real estate finance and economics, design, planning and legal issues in development.

For questions regarding admissions, or to contact the Program Directors, please visit the Sustainable Real Estate Development pages (https://architecture.tulane.edu/academics/real-estate/) on the School of Architecture's website.

Programs

Undergraduate

Major

- Real Estate, BS (p. 116)

Minor

- Real Estate Minor (p. 115)

Graduate

- Sustainable Real Estate Development Certificate (Graduate) (p. 117)
- Sustainable Real Estate Development, MSR (p. 117)

Real Estate Minor

A Minor in Real Estate is offered through the Tulane School of Architecture and is open to all Tulane undergraduate students. The program is designed to provide students with the essential knowledge and skillsets needed for entry-level positions and careers in the real estate industry. The program provides a strong foundation in Real Estate as a business, specifically focused on careers as an investor, owner, developer, financial analyst, project manager, and consultant.

To earn a Minor in Real Estate students must complete five (5) courses, including four (4) core courses and one (1) approved elective course.

The minor may be completed over a single summer for a flat tuition rate -- one course during the "May Mester", and two courses during each of the the Early Summer and Late Summer terms. Or students can choose to take courses at their own pace, during any of the fall, spring, or summer terms prior to graduation. Visit the Real Estate Summer Minor webpage (https://architecture.tulane.edu/academics/real-estate/summer-minor/) for more details including tuition fees, dates, etc.

All courses in the minor also count towards the major requirements should a student later decide to instead pursue the BS in Real Estate.

Requirements

Course ID	Title	Credits
SRED 2010	Introduction to Real Estate	3
SRED 2020	Real Estate Transactions	3
SRED 2030	Real Estate Finance	3
SRED 2040	Fundamentals of Real Estate Development	3
SRED Elective (see approved elective list below)		3
Total Credit Hours		**15**

General Notes

- SRED 2010 Introduction to Real Estate (3 c.h.), SRED 2020 Real Estate Transactions (3 c.h.), SRED 2030 Real Estate Finance (3 c.h.), SRED 2040 Fundamentals of Real Estate Development (3 c.h.), and SRED 4515 Sustainable Urban Development (3 c.h.) are also offered during the summer as part of the Real Estate Summer Minor. Visit the Real Estate Minor website (https://

architecture.tulane.edu/academics/real-estate/summer-minor/) for more details including tuition fees, dates, etc.

- Students who complete SRED 4515 Sustainable Urban Development (3 c.h.) as part of the Real Estate Summer Minor program and later decide to pursue the major will receive credit for the approved Sustainability/Environment-focused elective course as part of the BSRE major requirements.

Approved Electives

Course ID	Title	Credits
SRED 4510	Climate Change Resilience & Adaptation	3
SRED 4515	Sustainable Urban Development	3
SRED 4520	Cities, Disasters & Decisions	3
SRED 4525	Comm RE Analysis with ARGUS	3
SRED 4530	Infrastructure Planning & Financing	3
SRED 4540	Building Performance & Benchmarking	3
SRED 4550	Community Development Finance	3
SRED 4930	Special Topics	3
SRED 4931	Special Topics	3
SRED 4932	Special Topics	3
SRED 4933	Special Topics	3
SRED 4934	Special Topics	3

Real Estate, BS

Overview

The Bachelor of Science in Real Estate is a comprehensive program that teaches the traditional core concepts of real estate including real estate finance and project management, while integrating unique offerings including design and related environmental concerns. Traditional career paths include real estate investment and financial analysis, project design and development, asset and portfolio management, and urban planning and policy.

The BSRE curriculum is intended for all undergraduate students seeking to pursue careers in real estate, including double majors in architecture, business, environmental studies, and other liberal arts degrees.

- Faculty of Industry Professionals: Learn from current practitioners who bring real-world experience and a commitment to teaching
- Entrepreneurial Opportunities: The unique Design + Development Studio involves practical skill-building while working on real-world real estate proposals
- Research & Analysis: Students and faculty engage in industry research to advance the field
- Global Relevance: Coursework focuses on local examples of key national and global issues, such as river and water management, historic and cultural preservation, community health and engagement, and transportation and regional growth

Requirements

Course ID	Title	Credits
Core Requirements		
ARCH 1110	Intro to Architecture	3
or DESG 1105	Intro Design/Creative Thinking	
or SISE 2011	Understanding Complex Systems	
or PRES 2100	Intro to Historic Preservation	
SRED 2050	Design & Real Estate [1]	4
or ARCH 1011	Architecture Studio	
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
SRED 2010	Introduction to Real Estate [2]	3
SRED 2020	Real Estate Transactions [2]	3
SRED 2030	Real Estate Finance [2]	3
SRED 2040	Fundamentals of Real Estate Development [2]	3
SRED 3070	Urbanism and Real Estate [1]	4
or ARCH 2021	Architecture Studio	
SRED 3080	Real Estate Capstone	4
Electives [3]		
Approved Finance-Focused Elective Course		3
Approved Innovation-Focused Elective Course		3
Approved General Elective Courses [4]		6
Total Credit Hours		**45**

[1] The option to take ARCH 1011 Architecture Studio (6 c.h.) and ARCH 2021 Architecture Studio (6 c.h.), instead ofSRED 2050 Design & Real Estate (4 c.h.) and SRED 3070 Urbanism and Real Estate (4 c.h.), is only open to students:

- Double majoring in Real Estate and Architecture
- Pursuing Dual Degrees in Real Estate and Architecture
- Majoring in Real Estate with a Minor in Architecture
- Pursuing Real Estate after initial enrollment in Architecture Program

[2] SRED 2010 Introduction to Real Estate (3 c.h.), SRED 2020 Real Estate Transactions (3 c.h.), SRED 2030 Real Estate Finance (3 c.h.) and SRED 2040 Fundamentals of Real Estate Development (3 c.h.) are also offered during the summer as part of the Real Estate Summer Minor program. Visit the Real Estate Summer Minor website (https://architecture.tulane.edu/academics/real-estate/summer-minor/) for more details including tuition fees, dates, etc.

[3] Students who take ARCH 1011 Architecture Studio (6 c.h.) and/or ARCH 2021 Architecture Studio (6 c.h.) cannot count the extra earned credits towards their elective credit total.

[4] Students who choose additional Finance or Innovation electives can use the additional elective(s) to fulfill the General Elective requirement.

Approved Electives

Course ID	Title	Credits
General Electives		
ANTH 3360	Anthropology of Cities	3
ARCH 1110	Intro to Architecture	3
ARCH 2710	The City I	3
ARCH 2720	The City II	3
ARCH 3630	Housing and the City	3
ARCH 4522	Ethics in the Built Environment	3

ARCH 3731	Urban Geography and New Orleans as a Case Study	4
ECON 3320	Urban Economics	3
EENS 1400	Global Climate Change	3
FINE 4002	Industry Real Estate Projects Seminar	3
FINE 4170	Financial Modeling	3
LGST 4150	Real Estate Law	3
MGMT 4170	Negotiations	3
PRES 2100	Intro to Historic Preservation	3
SISE 2011	Understanding Complex Systems	3
SISE 2021	Design Thinking for Social Impact	3
SOCI 1060	Urban Sociology	3
SRED 4510	Climate Change Resilience & Adaptation	3
SRED 4560	Real Estate Internship	1-3
SRED 4570	Real Estate CPS Internship	1-3
SRED 4910	Independent Study	1-6
SRED 4934	Special Topics	3
URST 3400	GIS - Practical Applications	3
Finance Electives		
SRED 4525	Comm RE Analysis with ARGUS	3
SRED 4530	Infrastructure Planning & Financing	3
SRED 4931	Special Topics (Advanced Real Estate Finance)	3
SRED 4933	Special Topics (Real Estate Capital Markets & Finance Products)	3
Innovation Electives		
SRED 4505	Climate Change & the Built Environment	3
SRED 4515	Sustainable Urban Development	3
SRED 4520	Cities, Disasters & Decisions	3
SRED 4540	Building Performance & Benchmarking	3
SRED 4930	Special Topics (Real Estate Technology)	3
SRED 4932	Special Topics (Water Management & the Built Environment)	3

Notes on Newcomb-Tulane College Core Curriculum:

- The following courses in the Real Estate Program satisfy the **Aesthetic and Creative Arts** requirements within the core curriculum:
  - ARCH 1110 Intro to Architecture (3 c.h.)
  - DESG 1105 Intro Design/Creative Thinking (3 c.h.)
- The following courses in the Real Estate Program satisfy the **Social and Behavioral Science** requirement within the core curriculum:
  - ECON 1010 Introduction to Microeconomics (3 c.h.)
  - ECON 1020 Introduction to Macroeconomics (3 c.h.)
- The following courses in the Real Estate Program satisfy the **Global Perspectives** requirement within the core curriculum:
  - ARCH 1110 Intro to Architecture (3 c.h.)

Sustainable Real Estate Development Certificate (Graduate)

The SRED Certificate program gives students the basic tools and knowledge to navigate the demands of being part of a development team and contribute with solutions that provide a lasting, positive impact on the project, its users and surrounding community. This certificate can supplement both our Master of Architecture degrees, and our Master of Preservation Studies degree. Architects are at the forefront of design decisions in projects. They must be integrated with the development team at large. Essential knowledge of finance tools, as well as understanding the environmental and social impact of development projects are crucial to successfully participating in today's projects small and large. Preservationists must also be able to engage the development team on their own terms, articulating the value of integrating long-term sustainable solutions into projects.

Today, over 54% of the world's population lives in cities and this number is expected to grow to 66% in the next few decades. As urban life becomes more complex, the need for providing sustainable solutions for the built environment is more imperative than ever. We define sustainability as development that addresses immediate needs while reducing long-term stresses.

Students who earn the SRED Certificate will be able to:

- Understand basic concepts of real estate finance needed for determining a project's viability.
- Understand sustainable design and construction principles.
- Identify real estate finance products that can be applied to a project.
- Understand the urban environment and its relationship to the political, economic, environmental and cultural context.

Applications

Applications must be submitted by the second semester of the student's second year. Contact the MSRED Program Director for additional information.

Requirements

Year 1

Fall		**Credit Hours**
SRED 6230	Real Estate Finance	4
	Credit Hours	**4**
Summer Session 1		
SRED 6100	Intro-Real Est Finance & Econ	3
SRED 6110	Introduction to Sustainable Architecture & Design	3
	Credit Hours	**6**
Summer Session 2		
SRED 6130	Intro to Sustainable Urbanism	3
SRED 6140	Intro to Finance Products	3
SRED 6400	Urban Field Study	0
	Credit Hours	**6**
	Total Credit Hours	**16**

Sustainable Real Estate Development, MSR

The Master of Sustainable Real Estate Development (MSRED) degree is an interdisciplinary one-year graduate program that

prepares students from diverse backgrounds to become effective and influential participants in the fields of real estate finance, design and development. We equip our graduates with a blended education in business, economics, sustainable design, urbanism, and legal issues. The MSRED degree is practice-oriented and emphasizes opportunities for students to gain experience and build a professional network in innovative for-profit, nonprofit and public settings.

- **Faculty of Industry Professionals:** Learn from current practitioners who bring real-world experience and a commitment to teaching.
- **Experiential Learning:** Get direct field experience through structured internships, client-based research projects, and field study trips to learn the challenges and successes in other cities nationally.
- **Alumni Success:** MSRED alumni are making an impact in high-level leadership positions across the industry.
- **Connections with Local and National Organizations:** Build a professional network through interaction with industry professionals at the local, state and national levels.

Requirements

Graduate Degree Program

Summer Session 1		Credit Hours
SRED 6100	Intro-Real Est Finance & Econ	3
SRED 6110	Introduction to Sustainable Architecture & Design	3
	Credit Hours	**6**
Summer Session 2		
SRED 6130	Intro to Sustainable Urbanism	3
SRED 6140	Intro to Finance Products	3
SRED 6400	Urban Field Study	0
	Credit Hours	**6**
Year 1		
Fall		
SRED 6210	Legal Issues in Real Est Deve	3
SRED 6220	Sustainable Design & Planning	4
SRED 6230	Real Estate Finance	4
SRED Elective		3
	Credit Hours	**14**
Spring		
SRED 6720	Case Study Sust Real Est Deve	4
SRED 6740	Directed Research	4
SRED 6240	Applied Urban Economics	3
SRED Elective		3
	Credit Hours	**14**
	Total Credit Hours	**40**

Approved Electives

Course ID	Title	Credits
ARCH 6212	Materials and Methods	3
ARCH 6764	NOLA Geography for Architects	3
SRED 6520	Cities, Disasters & Decisions	3
SRED 6525	Comm RE Analysis with ARGUS	3
SRED 6530	Infrastructure Planning & Financing	3
SRED 6540	Building Performance	3
SRED 6550	Community Deve Finance	3
SRED 6560	Business of Real Estate Devel	3
SRED 6930	Special Topics	3

Social Innovation & Social Entrepreneurship

Overview

The Social Innovation and Social Entrepreneurship (SISE) program at Tulane School of Architecture aims to provide students with skills to create a more just and equitable society. Grounded in principles of equity, diversity, and inclusion, the program introduces students to concepts of social innovation, mindsets of human-centered design, and frameworks for social impact leadership. The SISE program offers an undergraduate SISE Minor and a Graduate Certificate in Public Interest Design.

The SISE Minor is an interdisciplinary minor for undergraduate students from across the campus. The minor's core competencies revolve around four areas: social innovation, social value creation, systems thinking, and design-thinking/human-centered design. Students in the minor develop an understanding of complex problems while developing a toolkit to create positive social and environmental change.

The SISE program also offers a Graduate Certificate in Public Interest Design, in collaboration with the Architecture and Historic Preservation programs in the School of Architecture. The certificate is designed to advance Public Interest Design, or the practice of design for the benefit of the broader public, especially for those in disadvantaged and historically marginalized communities.

SISE also offers Taylor Your Life, a career development lab that teaches students how to approach their future with the mindset and toolkit of a designer.

The SISE Minor and "Taylor Your Life" courses have been developed in partnership with the Phyllis M. Taylor Center for Social Innovation and Design Thinking (https://taylor.tulane.edu/). Students are encouraged to utilize opportunities and resources provided through the Taylor Center.

Students intending to take the minor should submit a minor declaration form to the Social Innovation and Social Entrepreneurship (SISE) program director. For other questions please contact the Program Director and visit the Social Innovation/Social Entrepreneurship pages (https://architecture.tulane.edu/academics/social-innovation/) on the School of Architecture's website.

Programs

Undergraduate

Minor

- Social Innovation & Social Entrepreneurship Minor (p. 119)

Graduate

Certificate

- Public Interest Design Certificate (Graduate) (p. 119)

Public Interest Design Certificate (Graduate)

Overview

The Certificate in Public Interest Design (PID) at the School of Architecture at Tulane University is an 18-credit graduate-level certificate focusing on training and preparing future practitioners of Public Interest Design in the field of architecture, planning, historic preservation, and design. The certificate is designed to advance Public Interest Design, or the practice of design for the benefit of the broader public, especially for those in disadvantaged and historically marginalized communities. The program is envisioned to provide students with a framework of theories and hands-on experience on how architecture, design, and the built environment can and should engage with communities toward creating a more just, equitable, inclusive, and sustainable society and world.

Students enrolled in the Master of Architecture (https://catalog.tulane.edu/architecture/architecture/architecture-march/) and Master of Science in Historic Preservation (https://catalog.tulane.edu/architecture/preservation/historic-preservation-ms/)in the School of Architecture can add the Certificate in Public Interest Design in conjunction with their graduate degree programs. The certificate requires the completion of 18 credits composed of three core courses, one design studio, and one elective course.

Students intending to take the certificate should submit a declaration form to the Social Innovation and Social Entrepreneurship (SISE) program director. For other questions please contact the Program Director and visit the Social Innovation/Social Entrepreneurship pages (https://architecture.tulane.edu/academics/social-innovation/) on the School of Architecture's website.

Requirements

Course ID	Title	Credits
SISE 6010	Social Innovation Theories & Practice	3
SISE 7010	Design Thinking for Social Impact	3
ARCH 6742	Design in the Public Interest	3
Graduate Design Studio [1]		6
Elective		3
Total Credit Hours		**18**

[1] Selected ARCH (Architecture), PRES (Historic Preservation), or SISE (Social Innovation/Social Entrepreneurship) studio courses may count as Graduate Design Studio. Consult with the SISE program director for approval.

Social Innovation & Social Entrepreneurship Minor

The Social Innovation and Social Entrepreneurship (SISE) minor is a 15-credit interdisciplinary minor for undergraduate students from across the campus. The SISE minor provides students with skills to create a more just and equitable society. Grounded in principles of equity, diversity, and inclusion, the minor's core competencies revolve around four areas: social innovation, social value creation, systems thinking, and design-thinking/human-centered design. Students in the minor develop an understanding of complex problems while developing a toolkit to create positive social and environmental change.

The SISE Minor and "Taylor Your Life" courses have been developed in partnership with the Phyllis M. Taylor Center for Social Innovation and Design Thinking (https://taylor.tulane.edu/). Students are encouraged to utilize opportunities and resources provided through the Taylor Center.

Requirements

Course ID	Title	Credits
Core Courses		
SISE 2011	Understanding Complex Systems	3
SISE 2021	Design Thinking for Social Impact	3
SISE 3011	Social Change Across Sectors	3
SISE 3890	Service Learning	0
Two Electives from the Approved List Below		6
Total Credit Hours		**15**

Approved Electives

Course ID	Title	Credits
SISE 3041	Leading Change	3
SISE 3042	Social Entrepreneurship	3
SISE 3210	The Arts and Social Impact	3
SISE 3310	Facilitating Social Justice	3
SISE 3315	Facilitating Social Justice II	3
SISE 3320	Facilitating Comm Engagement	3
SISE 3325	Facilitating Community Engagement II	3
SISE 3500	Speculative Fiction and Lessons for Social Change	3
SISE 4060	SISE Senior Capstone	3
SISE 4930	Special Topics	3
SISE 4950	Special Topics	3
SISE 4951	Special Topics	3
SISE 4952	Special Topics	3
SISE 4953	Special Topics	3
SISE 4560	SISE Internship	3
SISE 4570	SISE CPS Internship	3
SISE 4910	Independent Study	3

A. B. FREEMAN SCHOOL OF BUSINESS

A. B. Freeman School of Business

Goldring/Woldenberg Business Complex
7 McAlister Place
New Orleans, LA 70118
https://freeman.tulane.edu/

The A. B. Freeman School of Business offers the Bachelor of Science in Management degree at the undergraduate level. In addition, the Freeman School offers a variety of graduate degrees: Master of Accounting, Master of Business Administration, Master of Business Analytics, Master of Finance, Master of Global Management, Master of Management, Master of Management in Energy and Doctor of Philosophy in Business Administration.

Mission

We contribute to building a sustainable future by creating and disseminating high-impact business knowledge and by developing adaptable, transformative business leaders.

Core Values

- Integrity as a compass
- Knowledge for good
- Unconventional innovation
- Inclusive community
- Collaborative engagement
- Inspiring excellence

History

Tulane University's College of Commerce and Business Administration was founded in September 1914, supported by business leaders who envisioned a school that would strengthen the New Orleans economy and capitalize on its international ties. Under the leadership of Dean Morton A. Aldrich, the college joined 16 leading business schools in founding the Association to Advance Collegiate Schools of Business (AACSB International) and thus set the standards for business education in the United States. The school has maintained continuous accreditation since 1916.

In 1984, the A. B. Freeman School of Business was named in honor of Alfred Bird Freeman, chairman of the Louisiana Coca-Cola Bottling Co. A renowned business innovator and civic leader, Freeman advocated foreign trade zones and further development of the port of New Orleans.

Today, the Freeman School continues to meet the needs of the business community - locally, nationally, and internationally - by educating the leaders of today and tomorrow.

Policy Revisions

The Freeman School reserves the right to modify any of its policies or procedures during the academic year.

In the event of a conflict between the policies or procedures stated in this catalog and in other publications of the Freeman School, this document, as revised and on file in the Office of Undergraduate Education and the Office of Graduate Programs, takes precedence. The University reserves the right to amend or change any of its established regulations, courses, or charges at any time, and to make such changes applicable to current students and to new students.

Academic Policies

Undergraduate Policies

- Newcomb-Tulane College Policies
- School of Business Undergraduate Policies
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Undergraduate Policies

Newcomb-Tulane College Policies

A full description of academic policies for all students in Newcomb-Tulane College (p. 22) can be found in the college's section of this catalog. Students should review these policies thoroughly.

In cases where NTC students require the approval of the NTC Dean, such as excused absences for final exams in business school courses, BSM students require the approval of Freeman's Associate Dean for Undergraduate Education.

School of Business Undergraduate Policies

The undergraduate programs of the Freeman School of Business follow the policies maintained by NTC where applicable. Exceptions and additions to these policies are listed below. Further details on these policies, along with forms, procedures, and other student guidelines, are available on the BSM Current Student page on Canvas or from the Office of Undergraduate Education (GWBC 204).

Enrollment Requirements

Current Tulane University students with a minimum 2.000 cumulative GPA may be eligible to enroll in the Freeman School. Interested students should obtain a major/minor declaration form from the Office of Undergraduate Education in suite 204 of the GWBC or from the Academic Advising Center in Mussafer Hall.

The Associate Dean for Undergraduate Education may dismiss a BSM student from the Freeman School if the student has a cumulative GPA of 1.999 or lower for two consecutive semesters, and if the student has taken at least five courses required for the BSM degree, including required non-business courses. Dismissal permanently bars the student from taking additional business courses and from earning either a BSM degree or a business minor.

Auditing Courses

The Freeman School does not allow students to audit business courses. A student interested in auditing courses at the other undergraduate schools at Tulane should consult that school and the Newcomb-Tulane College Dean's Office.

Cross-Registration and Exclusions

Students may fulfill non-business electives at the Schools of Architecture, Liberal Arts, Public Health and Tropical Medicine, or Science and Engineering. Students can use ROTC courses to satisfy up to 12 credits. Students may fulfill up to nine credits at the Schools of Professional Advancement (SoPA) and/or Social Work (SOWK), subject to the restrictions listed below.

Excluded Courses: The following courses do NOT satisfy BSM degree requirements; Freeman considers these courses as extra coursework, over and above the credits required for the BSM degree:

- **Business Courses from School of Professional Advancement:**

  Business courses offered by the School of Professional Advancement (SoPA) do NOT satisfy BSM degree requirements. These courses typically have the following prefixes, but others may apply. Students should always check with their Freeman Academic Counselor before enrolling in courses outside the Freeman School to determine their use towards the BSM degree.

  BSAC - all Accounting courses
  BSBL - all Business Law courses
  BSFN - all Finance courses
  BSLS- all Business Leadership courses
  BSMK - all Marketing courses
  BSMT - all Management courses
  CPST - all Information Systems courses
  CSEC - all Economics courses
  GLSP - all Legal Studies courses
  HRDV - all Human Resources courses
  REAL - all Real Estate courses
  Disney College Business courses

- **Other Excluded Courses:**

  Undergraduate Law (LAWU) courses
  Majors, Internships and Jobs (CRDV) courses

- **Loyola University and the University of New Orleans:**

  BSM students may not cross-register for business courses at Loyola University or the University of New Orleans. Freeman treats courses taken at either university as transfer work.

Double Majors

Freeman limits BSM students to either two business majors or one business major and one business minor. If a student chooses to pursue a double major within Freeman, or a major and a minor, the student cannot double count courses and must select how the courses will apply to each major/minor. Students must meet with their designated business school academic counselors each semester to plan their courses of study. Each student is responsible for individual course selection and for meeting the requirements for graduation.

A BSM student wishing to pursue a second major outside of Freeman should consult with the Academic Advising Center and review the Newcomb-Tulane College policy for information regarding a second major.

Freeman GPA

Freeman offers courses in the following areas of study: Accounting (ACCN), Energy (ENRG), Finance (FINE), International Business (INBS), Information Management (INFO), Legal Studies in Business (LGST), Management Communication (MCOM), Management (MGMT), Management Science (MGSC), Marketing (MKTG), Taxation (TAXN), Career Management (CDMA) and where

applicable, General Business (BUSG). Students should work with their BSM Academic Counselor to determine which courses will count towards their declared BSM programming.

To graduate, BSM students need 124 credits **of academic work and a 2.0 cumulative grade point average overall, with a minimum cumulative grade point average of 2.0 in their business and major/minor/certificate courses.** BSM students use Freeman electives to satisfy major requirements. Students may fulfill other electives at other schools on campus. Students should discuss all course selections with their advisors and regularly check progress toward graduation on the Degree Works Audit, accessible through Gibson.

The Freeman GPA is calculated using all courses attempted from the School of Business and the following non-business required courses: ECON 1010 Introduction to Microeconomics (3 c.h.); ECON 1020 Introduction to Macroeconomics (3 c.h.); MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) or MATH 1210 Calculus I (4 c.h.); MATH 1230 Statistics For Scientists (4 c.h.); and PSYC 1000 Introductory Psych (3 c.h.).

Grading System

Federal law prohibits the University from releasing grades or other confidential information to third parties, including parents and guardians, unless the student provides the Newcomb-Tulane College Dean's Office with written authorization for release of such information. Students may make this request at any time.

The University measures a student's progress toward graduation not only by credits earned, but also by the grade-point average. The grade-point average is determined by dividing the student's total number of quality points by the total number of quality hours. Graduation requires a 2.000 grade-point average, equivalent to an average grade of C, in all courses, as well as in the major.

Grade	Description
A	4.00
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000
D-	0.667
F	0.000
U	Unsatisfactory; not counted in grade-point average and is not counted in earned hours
UW	Unofficial withdrawal; counts in grade-point average as a failing grade and earns no quality points
WF	Withdrawn failing; counts in grade-point average as a failing grade and earns no quality points
I	Incomplete; not counted in grade-point average
IP	In progress; not counted in grade-point average
W	Withdrawn; not counted in grade-point average

NON-STANDARD GRADES

The following information pertains to all schools:

Grade	Description
S	Satisfactory; not counted in grade-point average, but is counted in earned hours
U	Unsatisfactory; not counted in grade-point average and is not counted in earned hours
UW	Unofficial withdrawal; counts in grade-point average as a failing grade and earns no quality points
WF	Withdrawn failing; counts in grade-point average as a failing grade and earns no quality points

Grading Guidelines

The Freeman School faculty approved the following recommended grading policy for the class GPA for each section of BSM courses:

- Core BSM courses are expected to have a maximum class GPA in the range of 2.700 to 3.000.
- Elective BSM courses are expected to have a maximum class GPA in the range of 3.000 to 3.333.
- The Freeman School has no minimum class GPA guidelines.

Faculty members who are teaching more than one section of the same BSM course may pool the students in the different sections and compute one class GPA.

Students receive credit for grades of D- or better; however, they must offset low grades with grades high enough to maintain the 2.000 Tulane GPA, the 2.000 Freeman School GPA, and the 2.000 major GPA necessary to meet continuation and graduation requirements.

Grade Complaints and Grievance Procedure

University policy lays out the following grade complaint and grievance procedure: (https://advising.tulane.edu/sites/default/files/GRIEVANCE%20PROCEDURE.pd (https://advising.tulane.edu/sites/default/files/GRIEVANCE%20PROCEDURE.pdf)f). Because the Freeman School does not have the department chairs that are mentioned in the university document, any grievances that a student cannot resolve at the faculty level must be brought to the Associate Dean for Undergraduate Education by way of the student's BSM Academic Counselor. The Associate Dean will work with the Area Coordinator of the academic

area in which the faculty member who taught the class with the grade grievance resides. A grade grievance committee within Freeman will hear any student complaints and grievances that cannot be resolved in prior steps.

Graduate Courses

BSM or other undergraduate students may not take Freeman School graduate courses (i.e., 6000- and 7000-level courses), with the exception of students who have applied for and been admitted to the BSM/MACCT program. BSM/MACCT students may enroll only in approved graduate courses that fulfill MACCT requirements; they may petition to count a graduate level course towards their BSM degrees only if that course is not necessary for their MACCT requirements. However, the course may not count towards both the MACCT and BSM program requirements.

Independent Study

A student with superior scholastic standing may be able to work one-on-one with a professor through an Independent Study. An Independent Study course counts as a business elective, but it cannot substitute for an elective that counts towards the student's major, and it may not replicate existing courses. Students who have senior standing and a minimum overall GPA of 3.333 are eligible. The Independent Study student, along with the faculty member overseeing the Independent Study, must submit a syllabus, (including learning objectives, meeting schedules, assignments, final exam/paper, and the grading policy), to the area coordinator and the BSM office. Independent Study courses require the approval of the Associate Dean and the full-time faculty member(s) who will be teaching the courses.

In a tutorial, in a one-to-one or small group setting, a faculty member teaches an existing course that the school is not currently offering. The syllabus and the text for the tutorial are the same as in the regular course. All tutorials are at the faculty member's discretion. Tutorials require the approval of the Associate Dean and the full-time faculty member(s) who will be teaching the courses. Interested students should consult with their business school academic counselors for details.

Internships

Qualified business majors may apply to receive credit for completing an unpaid internship. Students will earn one credit that will be shown as a 4000-level course on their transcripts. Please note: This credit does not apply towards the 124 minimum hours required for the BSM degree. The student is responsible for locating the position and making all arrangements.

Students must meet a number of specific requirements to receive credit for an internship. Students must speak with the Career Management Center to confirm eligibility and complete an online application at least seven days before their intended internship start date.

Prerequisites/Corequisites/Course Restrictions

- Course Prerequisites – A prerequisite is a course that is required prior to a student taking a more advanced course. Students have the responsibility to be aware of course prerequisites because the registration system does not always prevent a student's registration if the student lacks the prerequisites. At any time during the semester, the Office of Undergraduate Education, at the Associate Dean's discretion, may drop students who have enrolled in courses for which they do not have the prerequisites. A prerequisite cannot be turned into a corequisite (defined next).
- Course Corequisites – A corequisite is a course that is required to be taken simultaneously with another course. Students have the responsibility to be aware of course corequisites because the registration system does not always prevent a student's registration if the student lacks the corequisites. At any time during the semester, the Office of Undergraduate Education, at the Associate Dean's discretion, may drop students who have enrolled in courses for which they do not have the corequisites. Students should be mindful of this when dropping a course mid-semester.
- Credit Hours/Class Standing – Some courses require that the student complete a certain number of credit hours or have a particular class standing prior to enrolling. The registration system will block registration for a course if a student has not met the minimum credit hours to register for that course.
- Departmental Approval – Some courses are open only to students who have declared a particular major, minor or certificate. This restriction may be permanent or temporary, allowing the Office of Undergraduate Education to make available courses to students who need them to complete their major/minor/certificate.
- Application Only – A variety of courses within the Freeman School are by invitation-only, based upon a student application or other criteria. Students should contact their Freeman Academic Counselor for information about such courses and the timeline for applying.

Residency Requirement

Full-time undergraduate students enrolled at Tulane who are earning the BSM degree must complete a minimum of 60 credit hours at the University and a minimum of 30 credit hours at the Freeman School, excluding credits earned in Tulane Study Abroad Programs and in the Washington Semester Program. The University considers credits earned in these programs to meet the senior residency requirements. Transfer students must earn a minimum of 60 hours of credit from Tulane and 30 hours of credit from the Freeman School.

Satisfactory/Unsatisfactory Grading Option

Coursework in the A.B. Freeman School of Business cannot be taken S/U with the possible exception of service-learning courses.

S/U grading may not be used for any BSM degree, major, minor, or certificate requirement including non-BSM coursework.

Transfer Credit

For Students Transferring to Tulane

Newcomb-Tulane College Rules: Students who wish to receive transfer credit for college courses taken prior to enrolling in Tulane University are subject to the transfer credit rules for Newcomb-Tulane College, explained in the University Catalog. The additional

requirements listed below apply to students wanting to receive transfer credit for business courses.

Freeman School Rules: Students who attempt to transfer in any business courses for college credits that the students earned prior to admittance to Tulane must adhere to the Tulane-Newcomb College rules. The University will review these business credits according to the following limitations:

- To qualify for transfer credit, the student must take business courses at an AACSB-accredited university. In general, the course content should match that of courses offered at Freeman. Occasionally, the University will deem creditworthy a course that contains business content not covered in our existing courses.
- Students can transfer up to five business courses into Freeman. Certain courses are ineligible for transfer: core classes with a writing requirement, courses required for the major and the Capstone.
- Incoming students will not receive credit for core business courses taken at institutions other than Tulane during the summer preceding admission to the Freeman School.
- Students will not receive credit for courses with a grade of less than C (2.0).
- Grades do not transfer; consequently, the University does not consider these grades when calculating GPA or grade point averages for Dean's List or Honors eligibility.
- Transfer credit is subject to approval by the Area Coordinator where the class is housed.

Transcript Adjustment for Business Classes
Following a student's submission of transcripts and course descriptions to the Office of Undergraduate Admission, the Area Coordinator where the class is housed will evaluate the courses. If the courses are equivalent to Freeman School coursework, the University will adjust the student's Tulane transcript to reflect the academic credit awarded in transfer. The University does not transfer grades with the credits. Please note that the Freeman School may deny transfer credits for applicability to the business major/minor because of AACSB professional accreditation standards.

For Incoming, First-Year Students

All incoming first year students are subject to the transfer credit rules for incoming, first year students of Newcomb-Tulane College. Business courses taken elsewhere are subject to the same transfer credit rules that apply to current BSM students.

For Current BSM Students and non-BSM minor-seeking students

Current BSM students are subject to the transfer credit rules for Newcomb-Tulane College, explained in the University Catalog. In addition, the requirements listed below apply to current BSM students wanting to receive transfer credit for business courses:

1. Students must receive prior written approval for transfer credit

In order to transfer credit for business courses to Tulane, currently enrolled BSM students must obtain prior approval from their BSM Academic Counselor and the Area Coordinator where the class is housed. Students must submit the course syllabus to the Office of Undergraduate Education for the Area Coordinator where the class is housed to review to determine equivalency to a Freeman School course. Please consult the preceding policy on transfer credit for business electives.

2. The institution must have AACSB accreditation

Transferred business courses must be from AACSB-accredited schools. Non-business courses must comply with the requirements of Newcomb-Tulane College and receive approval from the appropriate school.

3. Students may not transfer Freeman core requirements

BSM students are required to take all business core courses at the Freeman School: ACCN 2010, ACCN 3010, FINE 3010, LGST 3010, MCOM 3200 (previously 3010), MGMT 3010, MGSC 3010, MKTG 3010, MGMT 4010, MGMT 4920 (previously 4900) and CDMA 2201 (previously 1201).

4. Students may not transfer major coursework, nor any courses that count towards a minor or certificate

BSM students are required to take all their major coursework at the Freeman School. As well, all courses that count towards a minor or certificate must be taken at the Freeman School.

5. Students may receive transfer credit for a maximum of two business electives (6 credits)
The Undergraduate Curriculum Committee will establish a "potential transfer credit course list" that identifies the Freeman courses that will be considered for transfer credit. A student can transfer up to two courses from a "potential transfer credit course list" from a host institution, subject to faculty area coordinator approval. This list does NOT include any required major courses or BSM core courses.

6. Transfer credit should equal Tulane work
Courses taken in a classroom environment should carry at least three semester hours of credit, or the equivalent in quarter hours. Any credit granted by Tulane should equal the semester hours (or their equivalents) earned for the transferred course.

Assurance of learning must be evident in the course syllabus.

7. Students must earn a C or better, but grades do not transfer

Students must earn a grade of C or better in transferred business courses, but only the credit hours, not the grade, are recorded on the transcript. Therefore, the University does not use grades earned for transferred courses to calculate grade point averages for Dean's List or Honors eligibility.

8. Students must submit official transcripts

Transfer credit cannot be granted until the student's academic advisor receives an official transcript. Arranging delivery of the transcript is the student's responsibility. Students must have transcripts mailed to the attention of their Newcomb-Tulane College academic adviser at the Academic Advising Center.

For Tulane Students Who Attend a Freeman-Approved Study Abroad Program

For coursework completed on a Freeman-approved program (including pre-approved NTC Office of Study [OSA] programs), the Tulane transcript will automatically show all courses, grades and credits. Grades earned abroad will appear on the official transcript, but will not be calculated into the cumulative GPA. An official grade from a student's time studying abroad cannot be "removed" from the Tulane transcript for any reason.

Courses taken abroad require pre-approval from a student's Study Abroad advisor and BSM academic counselor. The counselors will use a preapproved list of courses that the Undergraduate Studies Committee has approved. Approved business courses taken in a student's major will count as major elective credit. Approved business courses taken outside the major will count as business elective credit. All classes taken abroad will come back with 5380/5390 course numbers. For example, International Finance taken abroad will transfer back to Tulane as FINE 5380 International Finance and will count as major elective credit for a finance major or as a generic business credit for a non-finance major.

To receive Tulane credit for coursework abroad, students must submit a Learning Agreement prior to departure, complete the study abroad program, submit all materials and assignments to their instructors by the end of the last day of class and take scheduled examinations. The University strongly encourages students to retain personal copies of course syllabi and all work submitted abroad until all grades and courses have been posted to the official Tulane transcript. Students may not transfer in core or major required courses regardless of major.

For current BSM students who attend a study abroad program that is not Freeman-approved, and/or BSM students who take a leave of absence from Tulane to pursue studies abroad, regardless of program, the general Transfer Credit policy for Current BSM Students applies.

For Tulane Students in Approved Joint Degree Programs

The University may make an exception to the five business course rule for transfer students if the courses are from an approved joint degree program. However, these students will be subject to the following residency rule: Full-time undergraduate students enrolled at Tulane University who are earning the BSM degree must complete a minimum of 60 credit hours at the University and a minimum of 30 credit hours at the Freeman School, excluding credits earned in Tulane Study Abroad Programs and in the Washington Semester Program. Credits earned in Tulane Study Abroad Programs and in the Washington Semester Program will satisfy the senior residency requirement that requires the student to earn the last 30 credit hours at Tulane.

Graduate Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Business Graduate Policies

Approved Course Loads

Freeman School graduate students may register for up to 18 credit hours without special permission. Students with a cumulative grade point average (GPA) of at least 3.50 or above may take an overload of three credit hours per semester with the approval of their academic adviser. In all other cases, petitions for course overloads are submitted to the adviser for consideration by the senior associate dean.

Auditing Courses

The Freeman School discourages auditing courses. In exceptional circumstances, however, students may be allowed to audit a course with the permission of their program adviser. Once a course is audited, it may only be taken for credit at a later date with the approval of the instructor and the program adviser.

Class Attendance/Medical Withdrawals

Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors should establish policies for attendance in their classes that are announced at the beginning of the semester. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions. It is up to the instructor to determine whether or not to allow the student to make up missed quizzes, examinations or other exercises. Students are responsible for notifying professors about absences that result from serious illnesses, injuries or critical personal problems. Check with the Student Health Center on the current policies for medical excuses.

Continuation Requirements

Each graduate degree program has its own continuation requirements. These standards are applied to all work attempted and completed in the degree program at Freeman, including

earned grades of F, WF and UW. If a course is repeated, only the latest grade contributes to the grade point average. Please refer to the appropriate handbook on the Freeman website for specifics on continuation requirements for each program.

Courses in Other Divisions of Tulane

A student may petition the senior associate dean for permission to take up to six credit hours of graduate coursework in other divisions of Tulane University. The petition must be approved prior to registration if the course is to be included as a part of the graduate degree requirements.

The petition should be submitted to the senior associate dean through the academic adviser. The petition should include a statement describing the course's contribution to the student's professional career goals. If there are special circumstances relating to the request, they should be summarized in the petition. Appended to the petition should be a course description and a current course syllabus, if available. If the syllabus is not available, a syllabus from the most recent offering should be included.

Such courses must be at the graduate level and carry the equivalent of a 7000-level designation. Undergraduate courses, courses that include substantial undergraduate enrollment, or School of Professional Advancement courses are not accepted.

The hours earned for these courses will be counted toward the hours required for the MBA degree. Grades earned in these courses will not be included in the grade point average, since they were assigned using a policy different from that of the Freeman School, nor will they be used for determining graduation, continuation, awards, honors, or fellowships. Minimum passing grades are determined by the school offering the course. Students must receive a passing grade in the course to have it count for degree purposes. Since these grades will not be counted in grade point averages, students must meet all grade point average requirements for their degrees using only Freeman School courses.

Course Withdrawals or Additions

Students can drop and add courses according to the dates set each semester by the Office of Graduate Programs. These dates are available on the Freeman School website or in the Office of Graduate Programs. It is important that students be aware of these dates in order to avoid unnecessary financial obligations. Drop/add forms are available on the Freeman website and in the Office of Graduate Programs. They must be completed and signed by the student and then signed and processed by the program adviser. Students should discuss implications of course withdrawals or additions with their program adviser if they have questions.

Dismissal

Students who fail to meet the terms of probation will be dismissed from the program. In addition, students who remain on probation for two consecutive semesters or whose cumulative GPAs are below 2.00 will be dismissed from the program.

Grading System

Grade Symbols:

All graduate programs in the Freeman School use a letter grade system with the following quality point equivalents:

Grade	Description
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
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.

The quality point total for each course is computed by multiplying the numerical value of the grade received by the course credit hours.

Graduate credit is awarded for grades of D- or better; however, lower grades must be offset with higher grades to meet continuation and graduation requirements. The grades of W (withdrawal), WF (withdrawal failing), and UW (unofficial withdrawal) may be assigned by the instructor when the student withdraws from a course before its completion. A grade of W does not affect the grade point average. Grades of WF or UW are computed in the grade point average as an F. A grade of P (pass) is not counted in the grade point average but is counted in earned hours. A grade of F (fail) is not counted in earned hours but is counted in the grade point average.

Grading Guidelines:

The Freeman School faculty approved the following recommended grading guidelines for the class GPA for each type of graduate course:

6000-level courses are expected to have a mean class GPA in the range of 3.00 to 3.33.
7000-level courses are expected to have a mean class GPA in the range of 3.33 to 3.67.

Faculty members teaching more than one section of the same course may pool the students in the different sections and compute one class GPA.

Graduation Requirement

To graduate with any Freeman master's degree, the student must satisfy the following requirements:

Application: The student must submit an "Application for Degree" at the beginning of the semester in which he or she intends to graduate. This online form is made available through Gibson by the student's academic adviser. The completed form must be submitted by the stated deadline in order to appear in the commencement program.

Minimum GPA: Students must earn a cumulative GPA of at least 3.00 on all graduate-level course work counting toward the degree at the Freeman School. In some cases, satisfying this requirement may necessitate additional course work. If a course is repeated, only the latest grade contributes to the GPA. However, if a student receives a grade of WF due to a determined infringement of the unified code of graduate student academic conduct, the failing grade will remain in the GPA calculation, even if the course is repeated for credit.

Financial and non-academic: Students must meet all financial and other non-academic requirements set by Tulane University and by the Freeman School.

Leave of Absence

A student in good academic standing may choose not to register for coursework in a given semester and still remain in the program. The student must notify the program adviser of his or her intention and proposed return date. Should a student not take courses for three consecutive semesters (including the summer), he or she must apply for reactivation in the program. Letters requesting reactivation should be submitted to the program adviser. Any student who breaks the continuity of his or her program for more than three consecutive semesters (including summer semesters) must reapply for admission to the program through the Office of Graduate Admissions. Readmitted or reactivated students must meet the degree requirements and abide by the academic policies in place at the time of their return to the program. The senior associate dean will review the student's record and indicate which courses taken in the past will meet the new degree requirements and which will not. No course more than seven years old may be used to meet the degree requirements without the written approval of the senior associate dean.

Probation

A student who fails to meet continuation requirements is placed on academic probation. The terms of such probation will vary depending on the particular circumstances. These terms ordinarily will include a requirement that the student raise his or her GPA to the level required and may include a requirement to take specific courses and achieve specified levels of performance in those courses. Probation conditions may include restrictions on non-academic activities and on maximum or minimum course loads. Students may not receive the grade of I (incomplete) while on probation.

Repeating Courses

Graduate credit is awarded on all Freeman courses in which a grade of D- or higher is earned. Courses for which a student has received credit can be repeated. A student must repeat any required course in which a failing grade is earned. However, both grades remain on the transcript. When a course is repeated, only the latest grade contributes to the grade point average. Elective courses do not need to be repeated, but the credit hour and grade point average requirements for graduation must be met. If a student receives a grade of WF due to a determined infringement of the unified code of graduate student academic conduct, the failing grade will remain in the GPA calculation, even if the course is repeated for credit.

Right of Appeal

A student who receives a letter of dismissal has the right to appeal to the senior associate dean. A petition stating the reasons for the appeal should be submitted in writing to the program adviser, who will forward it to the senior associate dean. The student may request, or be requested, to appear in person if further information is needed. Favorable action on the appeal will depend on the student's ability to demonstrate that his or her academic performance to date is not representative of future performance. The senior associate dean will attempt to determine if the student in future semesters can achieve the required performance and rectify any deficiencies. The burden of argument in the appeal process rests with the student. A student who is reinstated following a successful appeal of dismissal is placed on probation.

Shared Courses

If a student earns a second graduate degree at Tulane and there is crossover in course requirements between the two degrees, the student can double count up to 25% of the total credit hours required for the smaller degree, not to exceed 12 credits.

Degree Requirements
Undergraduate Degree Requirements (p. 128)

Graduate Degree Requirements (p. 130)

Undergraduate Degree Requirements

Newcomb-Tulane College Requirements

Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.
- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

A. B. Freeman School of Business - Undergraduate Requirements

Bachelor of Science in Management

The BSM program mission is to educate socially responsible business leaders with the intellectual capital necessary to succeed in a technologically sophisticated and dynamic global business environment. We accomplish this goal by building a creative and rigorous business curriculum on the foundation of a broad liberal arts education. The faculty designed the curriculum to stimulate students' intellectual curiosity and to emphasize the skills and values necessary for them to continuously learn, adapt and ultimately advance to positions of leadership.

Freeman offers various majors, minors and specializations within the Bachelor of Science in Management program. From finance to marketing, the BSM curriculum for each major includes a focus on international business, preparing students to compete and lead in the complex global marketplace.

Candidates for the Bachelor of Science in Management degree are required to complete a minimum of 124 credit hours with a minimum cumulative grade point average of 2.0 in their business courses and a 2.0 cumulative grade point average overall.

In addition to meeting the requirements of Newcomb-Tulane College, students seeking the BSM must fulfill the following requirements:

- Required Non-Business Courses*
- Business Core Courses (33.5 hours)
- Major-Specific Business Courses (hours vary by major)
- Major-Specific Business Electives (hours vary by major)
- Additional Business Electives (12 hours)

**These courses may count toward Newcomb-Tulane College requirements; students should consult with their NTC academic advisor.*
Detailed information about requirements for individual majors is available in the university catalog. Students are required to meet with their designated business school academic counselors each semester to plan a course of study. In addition, students must consult with their designated academic advisors in the Newcomb-Tulane Academic Advising Center regarding the Newcomb-Tulane core curriculum requirements.

Each student is responsible for individual course selection and for meeting the requirements for graduation. Students should discuss all course selections with their advisors and regularly check progress toward graduation on the Degree Works Audit, accessible through Gibson.

Bachelor of Science in Management/Master of Accounting Program

Freeman offers a BSM/MACCT program that students usually complete in five years. The program allows students to enter the accounting profession upon graduation. To earn a Master of Accounting degree, a student must complete 30 hours of graduate

courses over and above the BSM requirements of 124 hours. Each student works with a faculty adviser to develop a plan to meet the educational requirements of the state(s) in which the student plans to work. Students in the BSM/MACCT program will take both graduate and undergraduate courses concurrently. The combined curriculum complies with the terms of Tulane's merit-based undergraduate scholarships so that students retain scholarship support as long as they do not fulfill all BSM degree requirements until their last semester at the University.

Special Programs

BSM students have the option to complete a specialization in either energy or entrepreneurship. Students must complete 9 semester credit hours selected from specified courses in the chosen field of study and receive approval from faculty in the designated program.

Graduate Degree Requirements

General Graduate School Requirements

A full description of Master's (p. 89) and PhD Degree (p. 92) 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 Accounting

The Tulane Master of Accounting (MACCT) program prepares college graduates for successful careers in public accounting firms and major corporations. Through the comprehensive, 30 credit-hour program, students will work closely with a faculty adviser to design an individualized curriculum based on their career aspirations. The program can be completed in two semesters or extended to three semesters to allow for a summer internship. Freeman undergraduates may apply for admission to the MACCT program in the junior year and earn both the BSM and MACCT degrees concurrently.

Master of Business Administration

Freeman's MBA students develop the financial and analytical skills essential for leadership in an increasingly interconnected world. Students may earn the Master of Business Administration (MBA) in one of four formats: Executive MBA, Full-Time MBA , Online MBA, or Professional MBA.

Executive MBA

The Freeman School's Executive MBA (EMBA) program requires a minimum of 48 credit hours over 17 months, with two intensive weeks and classes on alternate weekends.

In the months immediately before the EMBA curriculum begins, prep courses in accounting and quantitative skills help to align student skills with the requirements of the early courses in the curriculum. The subsequent orientation and team building sessions will familiarize new students with policies and procedures and introduce faculty, classmates and study teams.

The EMBA program starts in January with a week-long session, Intensive Week I. Students complete two courses, including exams, in this 8-day intensive. Here students are reintroduced to academic life and begin to practice time management, balancing work, home and school responsibilities.

After Intensive Week I, classes then move to an alternate weekend structure, where students attend classes on Fridays and Saturdays of alternate weekends. Each set of two courses is typically completed in 7 weeks.

In the second half of the curriculum, elective courses are introduced. Students can earn a concentration in finance or management by selecting the elective course tracks in those areas.

A multi-cultural intensive week is held on the New Orleans campus in January of the second year. During this Intensive Week II, students form new global study teams, collaborating and sharing a classroom with their EMBA counterparts from Tulane's partner universities in Asia, Europe, and Latin America.

Full-Time MBA

Completed over four semesters, the full-time MBA program requires 61 credit hours. The curriculum encompasses knowledge core courses (20 credit hours), a data course sequence (10 credit hours), two intensive immersion courses (4 credit hours), a consulting practicum (3 credit hours), an impact capstone course (3 credit hours), and elective courses (21 credit hours).

The knowledge core courses, taken throughout the first two semesters, are taught in seven-week sessions. They provide a foundation in all functional disciplines of business. The program provides an opportunity to understand the interrelationships among these disciplines and how they are integrated in the management of successful organizations.

ESG issues are woven throughout the knowledge core.

The data course sequence develops the ability to understand and apply insights from big data, to appreciate the shortcomings of data, and to collect small, focused data sets to precisely and rapidly answer critical questions. The sequence includes statistics and analytics courses, an advanced data interpretation course, and two area-specific data core courses.

The intensive immersion courses, focused on negotiations and successful leadership, take place just prior to the start of the spring semester in the first year and the start of the fall semester in the second year.

Through the consulting practicum, a semester-long course in the spring of the first year, students work in teams on cross-disciplinary projects. Core course faculty from different business disciplines oversee and advise student teams.

The impact capstone semester-long course, taken in the fall of the second year, draws on students' problem-solving skills from different business disciplines to help a local or regional company. Guided by core course faculty, these company projects focus on making a societal impact in the areas of sustainability, social inequities, or climate change.

Finally, students complete elective courses in their second year through which they may earn concentrations or specializations in business analytics, finance, strategy and marketing, and/or sustainability.

Online MBA

The Freeman School' s Online Master of Business Administration (OMBA) program is designed to meet the needs of professionals from a wide range of academic and professional backgrounds. The 46-hour curriculum is taught in a primarily asynchronous yet highly engaged format with weekly virtual synchronous sessions.

The program consists of a series of fourteen, 2-credit 7.5 week core classes and at least six semester-long 3-credit elective classes. A unique feature of the curriculum is the emphasis on individualized career development and management from the day a student enrolls in the program. This program will facilitate, among other things, interactions with a career coach who can elaborate on ways to manage a career, effective self-advocacy, and tips and strategies for job searches and interviews. The Freeman School organizes frequent career seminars to which students will have online access.

The program offers a mix of conceptual rigor, deep thinking exercises, and real-world examples to advance learners' business skills and careers. The courses are taught by Freeman faculty who bring their expertise to the classroom, sharing proven research and the latest developments in a wide range of fields. Optional concentrations are offered in business analytics, finance, and marketing.

Professional MBA

Offering an interdisciplinary approach to the education of future managers, the Professional MBA (PMBA) program reflects the school's philosophy of a comprehensive general management curriculum. Delivering the high-quality Freeman MBA in an evening format allows students to complete an MBA from one of the country's finest business schools without interrupting their careers. Typically, the program spans two and a half years and requires 48 credit hours of graduate coursework. The curriculum encompasses knowledge core and elective courses.

The knowledge core courses (30 credit hours) provide a foundation in all functional disciplines of business. The program provides an opportunity to understand the interrelationship among these disciplines and how they are integrated in the management of successful organizations. This sequence of required core courses assumes no prior academic background in business; however, all entering students are expected to have the quantitative, verbal, communication and computer skills necessary for the rigorous PMBA curriculum.

Finally, students complete elective courses (18 credit hours) through which they may earn concentrations or specializations in analytics, energy, entrepreneurship, finance, and/or strategic management and innovation.

Master of Business Analytics

Tulane's Master of Business Analytics (MANA) program provides recent college graduates with rigorous, quantitative training which allows graduates

to translate vast amounts of complex data into manageable intelligence in order to guide business decisions. This distinctive degree, which requires 36 credit hours, can be completed in two semesters or extended to three semesters to allow for a summer internship.

Master of Finance

The Master of Finance (MFIN) program is designed for recent college graduates who desire in-depth knowledge of finance without the broad-based managerial curriculum typical of MBA studies. Freeman's 36 credit-hour program starts in the summer and can be completed the following May or the following December to allow for a summer internship.

Master of Global Management

The Master Global of Management (MGM) program offers qualified MBAs and graduates from Xiamen University access to a unique global strategy curriculum and experience. The program consists of coursework in management, strategy, finance, and a global business project. Students must complete 37 credit hours, 19 credit hours taught by Tulane faculty, and 18 credit hours of foundation courses taught by Xiamen University faculty. Courses are offered in an intensive, week-long executive format, which is convenient and accessible for current students and working professionals.

Master of Management

The Master of Management (MMG) is a dual degree program designed for executives recruited by partner institutions in Latin America. Participants pursue the MMG from Tulane University and the MBA from Universidad Francisco Marroquin. This program is offered at two locations: Panama City, Panama, and Guatemala City, Guatemala. This program enables students to expand cross-cultural leadership, develop teamwork skills, and understand the dynamics of global markets, while having the opportunity to study in other countries.

The 36-hour curriculum includes 17 credit hours of foundation courses taught by partner institutions and 19 credit hours of coursework delivered by Tulane faculty in Panama and Guatemala. Students attend an on-campus business module in New Orleans as part of their curriculum.

Master of Management in Energy

The Master of Management in Energy (MME) program is designed for students with quantitative backgrounds who are seeking specialized industry knowledge in preparation for fast-track careers in energy. The MME program consists of course work in data analysis, economics, finance, modeling, risk management and trading. The program requires 36 credit hours and begins in the summer. It can be completed the following May or in the following December to allow time for a summer internship.

Doctor of Philosophy

The Doctor of Philosophy (PhD) program in business administration, which focuses on finance and financial accounting, is a full-time, research-intensive program. The PhD program is designed for students who want in-depth coverage in preparation for teaching at the college level. It is a four-year, 48 credit-hour program. Students must have earned an undergraduate degree prior to beginning the PhD program.

Programs

Undergraduate

Majors

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- Legal Studies in Business Major, BSM (p. 149)
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Minors

- Accounting Minor for BSMs (p. 135)
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BSM Industry Certificates

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Graduate

- Accounting, MACCT (p. 135)
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- Master of Management with Universidad Francisco Marroquin, MMG (p. 152)

Special Undergraduate Programs
Special Undergraduate Programs

- Altman Program in International Studies & Business
- Business Minor for Non-Freeman School Students
- Internships
- Joint BSM/JD
- Scholarly Honors
- Summer Study Abroad
- Semester Study Abroad

Altman Program in International Studies & Business

The Altman Program in International Studies & Business is a special four-year undergraduate program that integrates liberal arts and business disciplines, extensive language instruction, and two study abroad experiences. Altman Scholars earn two degrees - a B.A. from the School of Liberal Arts and a B.S.M. from the A. B. Freeman School of Business.

The Altman Program provides students with an Altman-specific course each semester, a cohort summer study abroad trip between freshman and sophomore years, and financial support for junior year abroad and internships. The program admits a cohort of up to 20 students who are selected before their matriculation at Tulane as freshmen.

Requirements
The Altman Program combines the curricula of two undergraduate degree programs in the School of Liberal Arts and the A. B. Freeman School of Business. Students may major in finance, management, marketing, or legal studies at the Freeman School and in approved social science, area studies or language disciplines within the School of Liberal Arts. The link between the two majors in the schools is the interdisciplinary "Altman Core", a cohort-specific academic course every semester.

Specific courses open only to students in this program include a TIDES seminar; ISIB 3010 Introduction to Globalization (3 c.h.); ISIB 1910 Study Abroad Pre-Dep (1 c.h.); ISIB 2030 Perspectives on Global Citizenship (3 c.h.); ISIB 6010 Approaches to Global Dilemmas (3 c.h.); and ISIB 6020 Altman Senior Seminar (1 c.h.).

In addition, students study a non-English language (i.e. Spanish, Portuguese, French, German, Italian, or Japanese, Mandarin Chinese) during their first two years in the program, and spend two full semesters abroad in countries where their target language is spoken.

Business Minor for Non-Freeman School Students

The Business Summer Minor Institute (BSMI) allows any Tulane student to earn a minor in business during the summer term. Please contact the Office of Undergraduate Education at (504) 862-8377, businessminor@tulane.edu, or visit https://freeman.tulane.edu/bmsi (https://freeman.tulane.edu/bmsi/).

Internships

Qualified business majors may apply to receive credit for completing unpaid internships. Students will earn one credit that will be shown as a 4000-level course on their transcripts. Please note: This credit does not apply towards the 124 minimum hours required for the BSM degree. The student is responsible for locating the internship position and making all arrangements.

Students must meet a number of specific requirements to receive credit for an internship. Students must speak with the Career Management Center to confirm eligibility and complete an online application at least seven days before their intended internship start date.

Joint BSM/JD

With the permission of the Dean of Newcomb-Tulane College and the Associate Dean for Undergraduate Education in the A. B. Freeman School of Business, undergraduate students pursuing the BSM degree may apply for admission to Tulane Law School during the junior year. The 3-3 program does require planning. The student must work closely with a Freeman School Business Academic Counselor and a Newcomb-Tulane Academic Advisor to ensure that the student has completed a minimum of 93 credit hours towards the BSM degree by the end of the junior year, comprising all Newcomb-Tulane core curriculum, all required non-Business courses, all Business core requirements, all major requirements, and other electives necessary to meet the 93 credit hour minimum. The student must also work with a designated representative of the law school to ensure that the student meets the admission and other requirements of the Tulane Law School.

The Freeman School will waive 29 credit hours of BSM coursework as follows: First, from a student's free electives and second, with the approval of the Associate Dean, from a student's required Business electives. If admitted to the Tulane Law School, students enroll as full-time law students during what would otherwise be their senior year at Freeman. When the student successfully completes the first year of law school, the Freeman School will accept the 29 credits earned towards the JD degree as credit towards the BSM degree, and the student will earn a BSM degree. This program enables students to receive the BSM degree and the JD in six years. Students wishing to apply to Tulane Law School under the 3-3 Program should take the LSAT during the summer between the sophomore and junior years or during the fall semester of the junior year. Generally, students should apply to Tulane Law School between October 1 and January 1 of their junior year. Students should also speak with a representative from the Law School Admissions Office to gain a clear understanding of the admission and program requirements of the Law School.

Scholarly Honors

The Honors Thesis remains Tulane's principal way of recognizing achievement in undergraduate research and scholarship. Students who complete Honors Theses receive Scholarly Honors in their major or majors, in addition to any Latin Honors. To be eligible for Scholarly Honors, A BSM student must have an overall grade-point average of at least 3.400 and a Freeman GPA of 3.500, and they must complete a Business Honors Thesis during the senior year. The Honors Thesis or project is a full-year endeavor. Criteria for completing the thesis, a schedule of relevant dates, (including deadlines for a progress report and completion of the first chapter) and the necessary forms are available online from the Honors Program website (https://catalog.tulane.edu/newcomb-tulane/ntc-academic-programs/honors-program/), or in the Honors Program office.

A student's Honors Thesis committee consists of three faculty members: a first reader/director, a second reader and a third reader. The first and second readers should come from the student's major area. The third reader must come from outside the major area. Readers for Honors Theses must normally be full-time faculty rather than adjuncts or visitors, although exceptions may be made by the director of the Honors Program in particular circumstances. Students must initiate the thesis process and find their faculty readers/directors on their own. Students doing Honors Theses must still complete the business capstone experience (MGMT 4010 & MGMT 4900). Students can satisfy the Business Honors Thesis in two ways:

1. Business Case Study: Students will write an original business case, along with teaching notes and a comprehensive literature review. To follow this option, students should enroll in MGMT 4990 in the fall semester of their senior year. In this course, they will begin to explore the process of writing a business case. In MGMT 5000, students complete their Honors Theses during the spring semester of their senior year. MGMT 4990 and 5000 are three credits each. (For the Case Study, two committee members are expected.)
   Note: *Students in the joint BSM/MACCT program can take MGMT 4990 and MGMT 5000 during their fourth or fifth year at Tulane, whichever year the Busy Season Internship is NOT being done.*
2. Traditional Honors Thesis: Students can choose to do the traditional Honors Thesis if they wish, and must consult with the University's Honors Program Office, located in 105 Hebert Hall, for details.

Honors Thesis Boot Camp: A Workshop to Develop your Honors Thesis Prospectus (COLQ 4013) is offered to juniors every spring semester. This workshop helps Honors students prepare for the theses they will write during their senior year and shows them how to take best advantage of the resources available at Tulane. The Honors Thesis is an opportunity for a student to do original research on a topic of the student's choosing and to write an outstanding thesis that fully displays the student's skills in investigation, critical thinking and communication.

For further information about being a member of the Honors Program, please contact the Honors Program at honors@tulane.edu or (504) 865-5517, or visit the Honors Program Office in 105 Hebert Hall.

Summer Study Abroad

Freeman's Study Abroad programs enable students to live and learn in other cultures. During intensive summer study abroad programs, students earn elective credits toward completion of their Freeman business degrees. In these immersive settings, students develop international management skills by focusing on cultural understanding and global strategies that create competitive advantages in international business. All courses are taught by Freeman-affiliated international faculty. At the host institutions abroad, Freeman students study with business students from around the world. The program itineraries typically include classes, seminars, company visits and cultural activities. Courses completed during summer study abroad count as Freeman major electives or business electives. The Freeman School offers summer programs in more than 20 locations worldwide. For a full list of programs, visit https://freemanabroad.tulane.edu/. Study Abroad staff members (https://freemanabroad.tulane.edu/?FuseAction=StaffMain.Home) are available for student advising appointments to assist students with selecting a program.

Semester Study Abroad

Qualified students may study abroad for one or two semesters through a direct exchange with one of our 40 partner institutions in more than 20 countries. Students may select the semester when they wish to go abroad, and the curriculum can be tailored to the students' interest. Semester study abroad participants are directly enrolled at the partner institutions and fully experience campus life in the host countries. Business courses are most often taught in English by Freeman-affiliated international faculty and include both local and international students. If students are proficient in the host country's language, they can also take courses taught in that language. Study abroad offers students a broad range of academic offerings, as well as cultural immersion and the freedom to engage in extracurricular activities at their host universities. This program is governed by the BSM Curriculum Committee and is managed by the staff of Study Abroad & Exchange.

To go abroad, a student must meet these requirements:

- Have successfully completed all lower division business core classes
- Have a cumulative Freeman GPA of 2.5 or above.
- Maintain good academic, financial and disciplinary standing

Program specific requirements and advisory statement:

- Students must familiarize themselves with the program-specific GPA and course prerequisites when planning for study abroad.
- Due to high demand, competition may occur within the various programs because some have a limited number of spaces.

A full list of semester abroad programs is available online at https://freemanabroad.tulane.edu/. Study Abroad staff members (https://freemanabroad.tulane.edu/?FuseAction=StaffMain.Home) are available for student advising appointments to assist students with selecting a program.

Tulane University

Joint & Dual Graduate Programs
MBA Joint & Dual-Degree Options

These programs allow students to earn two degrees in less time and at less expense than pursuing the degrees separately.

Candidates must receive admission to both programs to pursue these options.

The Freeman School offers these joint and dual-degree options:

- MBA/Juris Doctor (p. 189)
- MBA/Medical Doctor (p. 396)
- MBA/Master of Sustainable Real Estate Development
- MBA/Master of Management in Energy
- MBA/Master of Health Administration (p. 527)
- MBA/Bachelor of Arts or Bachelor of Science - early admit program for Tulane non-business undergraduates only.

Accounting

At the undergraduate level, the Freeman School offers an accounting minor for students in the Bachelor of Science in Management (BSM) program.

At the graduate level, the Master of Accounting (MACCT) program prepares college graduates for successful careers in public accounting firms and major corporations. Through the comprehensive 30 credit-hour program, students will work closely with a faculty adviser to design an individualized curriculum based on their career aspirations. Freeman undergraduates may apply for admission to the MACCT program in the junior year and earn both the BSM and MACCT degrees concurrently.

Programs
Undergraduate
Minors

- Accounting Minor for BSMs (p. 135)

Graduate

- Accounting, MACCT (p. 135)

Accounting Minor for BSMs

Accounting Minor for BSM students majoring in Legal Studies, Management, or Marketing

At the undergraduate level, the Freeman School offers an accounting minor for students who are enrolled as business majors. Students must complete 9 credit hours including one required class (3 credit hours) and an additional 6 credit hours chosen from approved electives.

For additional information about academic minors, see Academic Requirements (p. 120).

Accounting Minor for Finance majors

Students who major in finance and pursue the accounting minor must complete 9 credit credit hours chosen from approved electives.

Requirements
Accounting Minor Requirements for BSM students majoring in Legal Studies, Management, or Marketing
Curriculum

Course ID	Title	Credits
Required Course (3 credits)		
ACCN 3100	Intermediate Accounting I	3
Two Electives (6 credits)		6
ACCN 3290	Accounting Analytics	
ACCN 4100	Auditing	
ACCN 4110	Intermediate Accounting II	
ACCN 4140	Advanced Managerial Accounting	
ACCN 4570	Risk Management, Complex Contracts and Accounting	
TAXN 4100	Principls of Entity Taxation	
Total Credit Hours		**9**

Accounting Minor Curriculum for Finance Majors:

Course ID	Title	Credits
Three Electives (9 credits)		9
ACCN 3290	Accounting Analytics	
ACCN 4100	Auditing	
ACCN 4110	Intermediate Accounting II	
ACCN 4140	Advanced Managerial Accounting	
ACCN 4570	Risk Management, Complex Contracts and Accounting	
TAXN 4100	Principls of Entity Taxation	
Total Credit Hours		**9**

Accounting, MACCT

The Master of Accounting (MACCT) degree, a STEM-designated program, prepares college graduates for successful careers in a variety of industries including public accounting, finance, and major corporations. Through a comprehensive, industry-endorsed 30 credit hour curriculum, students develop technical and analytical skills to acquire the professional expertise for a professional accounting career.

Freeman also offers a joint Bachelor of Science in Management/ Master of Accounting (BSM/MACCT) program. This course of study is designed to give students the knowledge, skills and preparation to immediately enter the accounting profession following graduation. Most joint students complete an internship for degree credit during the program. Typically completed in five years, students graduate with two degrees and the confidence and expertise to become an accounting professional. In addition, students may meet the eligibility requirements for the CPA exam in the jurisdictions of their choice.

Requirements
Curriculum

Prerequisites

To be admitted to the MACCT program, a student must have an appropriate undergraduate background in accounting or business and have satisfactorily completed the following prerequisite courses:

- **Financial Accounting Principles** [ACCN 2010 Financial Accounting (3 c.h.) or equivalent] - Concepts, techniques, and conventions for measuring and communicating the results of operations and the financial position of a business enterprise are introduced. Emphasis is placed on the development and use of publicly-reported financial information.
- **Managerial/Cost Accounting Principles** [ACCN 3010 Managerial Accounting (3 c.h.) or equivalent] - The role of accounting information in management decision-making for profit-seeking organizations is emphasized. The importance of information to decision-relevance is developed through study of traditional cost accounting, managerial economics, operations research, and the behavioral sciences.
- **Intermediate Accounting I and II** [ACCN 3100 Intermediate Accounting I (3 c.h.) and ACCN 4110 Intermediate Accounting II (3 c.h.) or equivalent] - These conceptually-oriented courses introduce intensive examination of financial reporting issues, financial statement categories, and the institutional environment of financial accounting. Students may complete the prerequisite courses in their undergraduate programs or prior to MACCT matriculation at a school accredited by The Association to Advance Collegiate Schools of Business (AACSB).

Degree Requirements

Students entering the MACCT program must complete the following 18 credit hours of required courses, plus a non-credit career development and management course. If a required course was completed at the undergraduate level, students must substitute an approved elective to meet the 30 credit hour requirement.

Course ID	Title	Credits
ACCN 7110	Auditing	3
ACCN 7120	Advanced Financial Accounting	3
ACCN 7140	Advanced Managerial Accounting	3
ACCN 7150	Accounting Information Systems	3
ACCN 7290	Accounting Analytics	3
CDMA 6030	Advanced Career Development and Management [1]	0
TAXN 7100	Principles of Entity Taxation	3
Plus 12 credit hours of approved electives [2]		12
Total Credit Hours		**30**

[1] Waived for joint BSM/MACCT students.

[2] Financial Communications (MCOM 6130 Financial Communications (3 c.h.)) is required for students who have not completed a similar course taught in English.

Note: *Students are not required to meet the educational requirements to sit for the Certified Public Accountant (CPA) exam in any state or territory. However, they may elect to become eligible if they wish. In this case, they would work closely with their MACCT faculty adviser to develop an appropriate program plan. The final determination of whether a CPA exam applicant meets the educational qualifications necessary to sit for the exam in any given U.S. state or territory resides solely with the Board of Accountancy in that state or territory. All State Boards of Accountancy require evaluation and approval of a candidate's academic credentials prior to sitting for the exam. See the National Association of State Boards of Accountancy (NASBA) website at https://nasba.org/ for more details including links to the state/territory jurisdictions as well as services that provide academic evaluations of coursework and credentials. Students who do not have an undergraduate business degree may need to take additional courses to qualify to sit for the CPA exam.*

Specializations

While all MACCT students earn a graduate degree in accounting, it is possible for students to pursue a variety of specializations. Requirements for all specializations within the MACCT program follow. Students may not count the same course for multiple specializations. However, if a course is required for two specializations, students may substitute the required course with another approved course for the second specialization. No more than two specializations may appear on the final transcript.

Analytics

Course ID	Title	Credits
ACCN 7130	Financial Statement Analysis	3
ACCN 7270	Advanced Risk Analytics	3
Plus 3 credit hours from the following:		**3**
FINE 7180	Financial Modeling	
FINE 7510	Econometrics and Forecasting	
MGSC 7310	Modeling and Analytics	
MGSC 7320	Advanced Spreadsheet Modeling	
MKTG 7250	Social Media and Online Marketing	
MKTG 7280	Data and Analysis for Marketing Decisions	
Total Credit Hours		**9**

Risk Management

Course ID	Title	Credits
ACCN 7270	Advanced Risk Analytics	3
ACCN 7280	Operational Risk Management	3
Plus 3 credit hours from the following:		**3**
ACCN 7130	Financial Statement Analysis	
ACCN 7240	Forensic Accounting	
FINE 7380	Climate Change, ESG, and Financial Markets	
Total Credit Hours		**9**

Structured Finance

Course ID	Title	Credits
ACCN 7270	Advanced Risk Analytics	3
Plus 6 credit hours from the following:		**6**
ACCN 7130	Financial Statement Analysis	
FINE 7160	Investments & Asset Pricing	

	FINE 7180	Financial Modeling
	FINE 7640	Valuation
	FINE 7650	Fixed Income Analytics & Modeling
	Other 7000-level FINE course if approved by adviser and instructor	
Total Credit Hours		**9**

Taxation

Course ID	Title	Credits
TAXN 7260	Taxation of Individuals	3
TAXN 7280	Research In Taxation	3
TAXN 7290	Partnership & S Corp.	3
Total Credit Hours		**9**

Taxation Major Option

Course ID	Title	Credits
TAXN 7260	Taxation of Individuals	3
TAXN 7280	Research In Taxation	3
TAXN 7290	Partnership & S Corp.	3
Plus 3 credit hours from the following courses:		**3**
TAXN 7920	Ind Study-Taxation [1]	
4LAW 6730	Tax: State & Local Tax [2]	
Other Law School course if approved by adviser and instructor		
Total Credit Hours		**12**

[1] 1-3 credit hours
[2] 2 credit hours

Business Analytics

The mission of the Master of Business Analytics (MANA) program is to prepare its graduates for careers that allow them to manage and make data-driven decisions. Through dedication to rigorous intellectual and ethical standards and the fostering of close, dynamic interaction among faculty and students, the MANA program aims to develop the specialized expertise necessary to negotiate the subtleties and interdependencies of various markets and organizations in both research and decision-making capacities. Graduates of the program must not only be confident of making significant contributions in analysis, problem solving, risk management, trading, and strategic analysis and planning, but they should be firmly committed to impeccable academic and professional conduct.

Programs

Graduate

- Business Analytics, MAN (p. 137)

Business Analytics, MAN

The mission of the Master of Business Analytics program is to prepare its graduates for careers that allow them to manage and make data-driven decisions. Through dedication to rigorous intellectual and ethical standards and the fostering of close, dynamic interaction among faculty and students, the program aims to develop the specialized expertise necessary to negotiate the subtleties and interdependencies of various markets and organizations in both research and decision-making capacities. Graduates of the program must not only be confident of making significant contributions in analysis, problem solving, risk management, trading, and strategic analysis and planning, but they should be firmly committed to impeccable academic and professional conduct.

Requirements

Curriculum

Degree Requirements

The Master of Business Analytics (MANA) program requires completion of 36 credit hours.

Course ID	Title	Credits
Required Courses		
CDMA 6030	Advanced Career Development and Management	0
MGSC 7000	Bus Analytics Practicum	3
MGSC 7100	SQL Database Fundamentals and Business Intelligence	3
MGSC 7310	Modeling and Analytics	3
MGSC 7320	Advanced Spreadsheet Modeling	3
MGSC 7330	Business Statistics and Modeling with R	3
MGSC 7340	Web Analytics	3
MGSC 7520	Advanced Modeling and Analytics	3
MGSC 7870	Business Analytics Projects	3
Four advisor-approved electives		**12**
Total Credit Hours		**36**

Specializations

MANA students have the option of completing a specialization within the program that allows for in-depth study in a particular business area of interest. All specializations require 9 credit hours. A student cannot count the same course for multiple specializations.

Accounting and Finance Analytics

Course ID	Title	Credits
Complete 9 credit hours from the following: [1]		
ACCN 6050	Accounting Measurement, Reporting, and Control [2]	3
ACCN 7130	Financial Statement Analysis	3
ACCN 7140	Advanced Managerial Accounting	3
ACCN 7150	Accounting Information Systems	3
ACCN 7270	Advanced Risk Analytics	3
ACCN 7280	Operational Risk Management	3
ACCN 7290	Accounting Analytics	3
FINE 6020	Analysis for Financial Mgmt [3]	3
FINE 7180	Financial Modeling	3
FINE 7510	Econometrics and Forecasting	3
FINE 7650	Fixed Income Analytics & Modeling	3
Other ACCN or FINE 7000-level elective if approved by advisor and instructor		3

[1] Must take at least one accounting course and at least one finance course.
[2] Required if student has no background in accounting.
[3] Required if student has no background in finance.

Energy Analytics

Course ID	Title	Credits
Complete 9 credit hours from the following:		
ENRG 7110	Energy Modeling	3
ENRG 7200	Energy Fundamentals & Trading	3
ENRG 7500	Energy Risk Management	3
Other ENRG 7000-level elective if approved by advisor and instructor		3

Marketing and Management Analytics

Course ID	Title	Credits
Complete 9 credit hours from the following: [1]		
MGMT 6030	Strategic Management [2]	3
MGMT 7210	Management of Technology and Innovation	3
MKTG 6020	Marketing [3]	3
MKTG 7250	Social Media and Online Marketing	3
MKTG 7280	Data and Analysis for Marketing Decisions	3
Other MGMT or MKTG 7000-level elective if approved by advisor and instructor		3

[1] Must take at least one marketing course and at least one management course.
[2] Required if student has no background in management.
[3] Required if student has no background in marketing.

BSM Industry Certificate Program

Overview

To better prepare undergraduate students with industry-specific knowledge and skills, the A. B. Freeman School of Business offers certificate programs that provide specialized instruction in high-demand fields such as Energy, Hospitality, Real Estate Finance and Investment, and Sports Management.

Each certificate program comprises 12 credit hours constituting a coherent body of study within one of the four industry contexts. The programs are designed to integrate principles from finance, marketing, legal studies, and management, and each includes courses dedicated to foundational knowledge, advanced topics, and experiential learning.

Programs

Certificates

Hospitality Certificate

Overview

A Certificate in Hospitality will provide students with a well-rounded education in hospitality entrepreneurship, equipping them with the necessary knowledge, skills, and competencies to thrive in various roles in the hospitality industry.

Requirements

The Certificate in Hospitality will be awarded to those undergraduate students within the Freeman School who successfully complete twelve (12) credit hours in the following four courses:

Course ID	Title	Credits
MGMT 4050	Entrepreneurial Hospitality	3
MGMT 4190	Managing Hospitality Organizations	3
LGST 4170	Employment Law	3
MGMT 4310	Cases in Hospitality	3
Total Credit Hours		**12**

The certificate must be earned concurrently with the undergraduate degree. No more than one course from the certificate may overlap with a student's B.S.M. degree requirements.

Energy Certificate

Overview

The certificate is designed to leverage explicit knowledge gained from the core BSM curriculum, including such areas as finance, analytics, economics, risk management, strategy, and operations. With a strong emphasis on skill development, experiential learning, and industry exposure, students will gain both a solid foundation within the fundamental principles of Energy as well as a path towards a future career in the industry.

The Certificate in Energy prepares undergraduate students for entry-level positions and careers in the energy industry or with companies or firms that serve the industry, including related banking/financial organizations, trading organizations, consulting firms, utilities, technology, and government agencies.

Requirements

The Certificate in Energy requires four courses and 12 credit hours and is available to BSM students in the A.B. Freeman School of Business. The certificate must be earned concurrently with the BSM degree. No more than one course of the Certificate in Energy may count toward a student's BSM degree and major.

Course ID	Title	Credits
First Semester		
ENRG 4100	Energy Markets, Economics, and Policy	3
Second Semester, one or more of below		
ENRG 4110	Energy Financial Modeling	3
ENRG 4200	Energy Fundamentals and Trading	3
Third and Fourth Semester, one or more of below		
ENRG 4410	Special Topics (industry projects)	1-3

ENRG 4610	Energy Trends: Electric Power Markets (trading)	3
ENRG 4730	Energy Investment Banking	3
FINE 4160	Equity Analysis/Burkenroad Reports (energy company coverage)	3
FINE 4610	Darwin Fenner Student Managed Fund Honors Seminar (energy sector focused)	3

Real Estate Finance and Investment Certificate

Overview

This certificate will be available to BSM and ARCH students in Fall 2024 when the first course(s) of the certificate will be offered.

The certificate is designed to leverage explicit knowledge gained from the core BSM curriculum, integrating courses in several business disciplines, including, finance, management science, legal studies, and taxation. With a strong emphasis on skill development, experiential learning, and industry exposure, students will graduate with both a solid foundation in the fundamental principles of real estate finance & investment as well as a path towards a future career in the industry.

The Certificate in Real Estate Finance & Investment is applicable to a wide range of future professionals across real estate, banking, finance/investment, and insurance industries. Specifically, the certificate may be of interest to aspiring financial analysts and investment professionals, fund managers, investment portfolio managers, financial advisors, investment bankers, fixed-income security analysts, and financial risk managers.

Requirements

The Certificate in Real Estate Finance & Investment will be awarded to those undergraduate students within the Freeman School of Business as well as those students in the Tulane School of Architecture who successfully **complete twelve (12) credit hours** in the following four courses:

- FINE 4010 Financial Modeling for Real Estate (3 c.h.)
- FINE 4210 Real Estate Planning and Development (3 c.h.)
- LGST 4150 Real Estate Law (3 c.h.)
- BUSG 4500 Real Estate Private Equity (3 c.h.) or SRED 4525 Comm RE Analysis with ARGUS (3 c.h.)

The certificate must be earned concurrently with the undergraduate degree. No more than one course from the certificate may overlap with a student's B.S.M. degree requirements.

Sports Management Certificate

Overview

The A.B. Freeman School of Business is well-positioned to equip its students with the requisite tools, knowledge, and networks required to take a leadership role in this vibrant and growing industry. The Certificate in Sports Management program also serves to align with and augment Tulane's Center for Sport, a cross-disciplinary campus organization with existing extracurricular programming and a significant network of industry and community partners.

Requirements

The Certificate in Sports Management will be awarded to those undergraduate students pursuing B.S.M. degrees in the A.B. Freeman School of Business who successfully complete twelve (12) credit hours in the following four courses:

Course ID	Title	Credits
BUSG 4180	The Business of Sports	3
MKTG 4280	Sports Marketing	3
LGST 4180	Sports & Entertnmt Law	3
BUSG 4600	Cases in Sports Management	3
Total Credit Hours		**12**

The certificate must be earned concurrently with the undergraduate degree. No more than one course from the certificate may overlap with a student's B.S.M. degree requirements.

Energy

The Tulane Energy Institute (TEI) provides educational opportunities that improve understanding of the integration of energy markets, policies, technology and the environment. These initiatives include programming in accounting, analytics, economics, finance, risk management, strategy and trading, as well as applied and basic research in business, engineering and sciences.

Through a certificate at the undergraduate level and the Master of Management in Energy (MME) program at the graduate level, TEI is focused on developing a highly skilled pool of employee talent to work successfully in the energy industry and related banking, consulting, financial, technology and trading firms.

Programs

Undergraduate

Certificate

- Energy Certificate (p. 138)

Graduate

- Master of Management in Energy with UCASS (p. 142)
- Master of Management in Energy, MME (p. 139)

Master of Management in Energy, MME

Overview

The Master of Management in Energy (MME) program is designed for college graduates with quantitative backgrounds who are seeking specialized industry knowledge in preparation for fast-track careers in energy. The program is STEM-designated.

In this 36 credit-hour program, students acquire the knowledge and skills needed to hit the ground running at traditional and renewable

energy companies, utilities, banks, financial services and consulting firms, trading organizations, ISOs and regulatory agencies.

The MME program begins in the summer and can be completed the following May or December, depending on your prior academic background and your desire to complete a summer internship. The program provides an introduction to the energy industry and focuses on sharpening computing and financial modeling skills. It strengthens core quantitative skills while broadening your perspective on the energy industry. Advanced energy courses emphasize practical experience and job-ready skills.

Requirements

Curriculum

The specialized curriculum in the Master of Management in Energy program was crafted by a team of faculty members with input from employers about the skills they want students to possess. Students gain a complete understanding of both traditional and renewable energy sources. Courses provide marketable, technical expertise in everything from structure and valuation to financial modeling and risk management, ensuring that students stand out in the job market.

May Graduation Option

Course ID	Title	Credits
Summer Term (6 credit hours)		
ACCN 6030	Financial Reporting I	3
ENRG 7000	Introduction to Energy Markets and Policy	3
Fall Term (15 credit hours)		
CDMA 6030	Advanced Career Development and Management	0
ENRG 7120	Energy Data Analysis	3
ENRG 7200	Energy Fundamentals & Trading	3
Electives - Choose 9 credit hours from the following:		9
ENRG 7110	Energy Modeling	
ENRG 7730	Energy Investment Banking	
ENRG 7860	Renewable Energy Project Development & Finance	
FINE 7140	Venture Capital & Private Equity	
FINE 7370	Algorithmic Trading and Quantitative Strategies	
MGMT 7210	Management of Technology and Innovation	
MGSC 7100	SQL Database Fundamentals and Business Intelligence	
MGSC 7310	Modeling and Analytics	
Spring Term (15 credit hours)		
ENRG 7130	Energy & Environmental Economics	3
ENRG 7500	Energy Risk Management	3
ENRG 7840	Energy Industry Projects	3
Electives - Choose 6 credit hours from the following:		6
ACCN 7290	Accounting Analytics	
ENRG 7110	Energy Modeling	
ENRG 7150	Electric Vehicles and the Supply Chain	
ENRG 7610	Energy Trading: Wholesale Electric Markets	
ENRG 7730	Energy Investment Banking	
ENRG 7830	Energy Regulation	
ENRG 7850	Renewable & Electric Power Markets	
FINE 7140	Venture Capital & Private Equity	
FINE 7380	Climate Change, ESG, and Financial Markets	
FINE 7510	Econometrics and Forecasting	
FINE 7530	Burkenroad Reports for Financial Analysts	
FINE 7660	Financial Risk Management	
MGMT 6160	New Venture Planning	
MGMT 7180	Innovation and Technology Commercialization	
MGMT 7210	Management of Technology and Innovation	
MGSC 7320	Advanced Spreadsheet Modeling	
MKTG 7280	Data and Analysis for Marketing Decisions	
Total Credit Hours		**36**

December Graduation Option

Course ID	Title	Credits
Summer Term (6 credit hours)		
ACCN 6030	Financial Reporting I	3
ENRG 7000	Introduction to Energy Markets and Policy	3
Fall Term (9-12 credit hours)		
CDMA 6030	Advanced Career Development and Management	0
ENRG 7120	Energy Data Analysis	3
ENRG 7200	Energy Fundamentals & Trading	3
Electives - Choose 3-6 credit hours from the following:		3-6
ENRG 7110	Energy Modeling	
ENRG 7730	Energy Investment Banking	
ENRG 7860	Renewable Energy Project Development & Finance	
FINE 7140	Venture Capital & Private Equity	
FINE 7370	Algorithmic Trading and Quantitative Strategies	
MGMT 7210	Management of Technology and Innovation	
MGSC 7100	SQL Database Fundamentals and Business Intelligence	
MGSC 7310	Modeling and Analytics	
Spring Term (9-12 credit hours)		
ENRG 7130	Energy & Environmental Economics	3
ENRG 7500	Energy Risk Management	3
ENRG 7840	Energy Industry Projects	3
Electives - Choose 0-3 credit hours from the following:		0-3
ACCN 7290	Accounting Analytics	
ENRG 7110	Energy Modeling	
ENRG 7150	Electric Vehicles and the Supply Chain	
ENRG 7610	Energy Trading: Wholesale Electric Markets	

ENRG 7730	Energy Investment Banking	
ENRG 7830	Energy Regulation	
ENRG 7850	Renewable & Electric Power Markets	
FINE 7140	Venture Capital & Private Equity	
FINE 7380	Climate Change, ESG, and Financial Markets	
FINE 7510	Econometrics and Forecasting	
FINE 7530	Burkenroad Reports for Financial Analysts	
FINE 7660	Financial Risk Management	
MGMT 6160	New Venture Planning	
MGMT 7180	Innovation and Technology Commercialization	
MGMT 7210	Management of Technology and Innovation	
MGSC 7320	Advanced Spreadsheet Modeling	
MKTG 7280	Data and Analysis for Marketing Decisions	
Summer Term (0 credit hours)		
Internship encouraged		0
Fall Term (6-12 credit hours)		
Electives - Choose 6-12 credit hours from the following:		6-12
ENRG 7110	Energy Modeling	
ENRG 7730	Energy Investment Banking	
ENRG 7860	Renewable Energy Project Development & Finance	
FINE 7140	Venture Capital & Private Equity	
FINE 7370	Algorithmic Trading and Quantitative Strategies	
FINE 7530	Burkenroad Reports for Financial Analysts	
MGMT 7210	Management of Technology and Innovation	
MGSC 7100	SQL Database Fundamentals and Business Intelligence	
MGSC 7310	Modeling and Analytics	
Total Credit Hours		**36**

Specializations

To develop a coherent program of study within the elective set, MME students have the option to pursue one of six specializations, although no specialization is required to earn the MME degree. No more than one specialization may appear on the final transcript.

Analytics

Course ID	Title	Credits
MGSC 7310	Modeling and Analytics	3
MGSC 7320	Advanced Spreadsheet Modeling	3
And one of the following:		3
FINE 7510	Econometrics and Forecasting	
MGSC 7100	SQL Database Fundamentals and Business Intelligence [1]	
Total Credit Hours		**9**

[1] Or other approved graduate-level MGSC course.

Banking and Finance

Course ID	Title	Credits
ENRG 7110	Energy Modeling	3
and two of the following:		6
ENRG 7730	Energy Investment Banking	
FINE 7140	Venture Capital & Private Equity [1]	
FINE 7530	Burkenroad Reports for Financial Analysts [1, 2]	
Total Credit Hours		**9**

[1] Or other approved graduate-level FINE course.
[2] Students must apply for enrollment in this course.

Electric Power

Course ID	Title	Credits
ENRG 7610	Energy Trading: Wholesale Electric Markets [1]	3
ENRG 7850	Renewable & Electric Power Markets [1]	3
FINE 7510	Econometrics and Forecasting	3
Total Credit Hours		**9**

[1] Or other approved graduate-level ENRG course focused on electricity and power.

Energy Trading and Risk Management

Course ID	Title	Credits
ENRG 7610	Energy Trading: Wholesale Electric Markets	3
And two of the following:		6
FINE 7370	Algorithmic Trading and Quantitative Strategies	
FINE 7510	Econometrics and Forecasting	
FINE 7660	Financial Risk Management	
Total Credit Hours		**9**

Entrepreneurship

Course ID	Title	Credits
FINE 7140	Venture Capital & Private Equity	3
And two of the following:		6
MGMT 6160	New Venture Planning	
MGMT 7180	Innovation and Technology Commercialization	
MGMT 7210	Management of Technology and Innovation	
MKTG 7280	Data and Analysis for Marketing Decisions	
Total Credit Hours		**9**

Tulane University

Renewable and Sustainable Energy

Course ID	Title	Credits
ENRG 7850	Renewable & Electric Power Markets [1]	3
ENRG 7860	Renewable Energy Project Development & Finance [1]	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
Total Credit Hours		**9**

[1] Or other approved graduate-level ENRG course focused on renewables and sustainability.

Master of Management in Energy with UCASS

The International Master of Management in Energy (MME) program is a degree curriculum designed for students recruited by the University of Chinese Academy of Social Sciences (UCASS) in China. The program is designed for participants with quantitative backgrounds who are seeking careers in energy finance and trading. The participants will receive the MME degree from Tulane University.

The 18-month, 37-hour curriculum includes 18 credit hours of foundation courses taught by UCASS and 19 credit hours of course work delivered by Tulane faculty in Beijing, China. Students attend two courses in New Orleans as part of their program curriculum.

Requirements

Students in the MME program must complete the 37-credit hour curriculum with a minimum of a 3.0 overall GPA. Students take 19 credit hours of courses offered by Tulane University and 18 credit hours of electives offered at their home institution.

Course ID	Title	Credits
ENRG 7110	Energy Modeling	3
ENRG 7200	Energy Fundamentals & Trading	4
ENRG 7310	Adv Energy Trading & Finance	3
ENRG 7500	Energy Risk Management	3
ENRG 7610	Energy Trading: Wholesale Electric Markets	3
ENRG 7730	Energy Investment Banking	3
Total Credit Hours		**19**

Entrepreneurship

When studying within the entrepreneurial business minor, students will choose from courses in entrepreneurial finance, management and other related areas while having the opportunity to connect with successful entrepreneurs through Tulane's respected Albert Lepage Center for Entrepreneurship and Innovation. With a minor in entrepreneurial business, students will acquire a unique skillset that will help them stand out from the crowd when they embark upon their career. This program has a track for both BSM majors and non-BSM majors.

Programs

Undergraduate

Minor

- Minor in Entrepreneurial Business (available to BSM's and non-BSM's) (p. 142)

Minor in Entrepreneurial Business (available to BSM's and non-BSM's)

Overview

Training in entrepreneurship is now viewed as an integral component of a contemporary undergraduate business curriculum and critical for the professional development of undergraduate students within and beyond the walls of business schools. To further develop the entrepreneurial mindset and skillset of undergraduates, Tulane University offers a new minor in "Entrepreneurial Business" housed in the A.B. Freeman School of Business. All NTC students are eligible to pursue this minor. There is a "BSM-track" and a "Non-BSM track."

Requirements

The courses for the minor are designed and intended to be taken in sequential order. In other words, students would ideally first take the courses in the core requirements section, followed by the three elective courses, followed by the experiential learning component.

Course ID	Title	Credits
Course Requirements for BSM Students		
Core Requirement(s)		3
MGMT 3200	Fundamentals in Entrepreneurship	
or MGMT 4140	Fundamentals in Entrepreneurship	
Electives (Choose Three)		9
FINE 4130	Venture Capital and Private Equity	
MGMT 4050	Entrepreneurial Hospitality	
MGMT 4110	Cases In Entrepreneurshp	
MGMT 4150	Environment, Society, and Capitalism	
MGMT 4180	Management of Technology and Innovation	
MKTG 4145	New Product Development	
MGMT 4200	Student Venture Accelerator 1 (Consider taking MGMT 4210 subsequently)	
MGMT 4300	Social Venturing for a Sustainable Future	
Experiential Learning Component		3
MGMT 4610	Management of New Ventures	
MGMT 4210	Student Venture Accelerator 2 (Must take MGMT 4200 prior to MGMT 4210)	
Total Credit Hours		**15**

Course ID	Title	Credits
Course Requirements for Non-BSM Students		
Core Requirement(s)		6
BUSG 3200	Introduction to Financial Analysis	
or FINE 3010	Financial Management	

MGMT 3200	Fundamentals in Entrepreneurship	
Electives (Choose 3)		9
FINE 4130	Venture Capital and Private Equity	
MGMT 4050	Entrepreneurial Hospitality	
MGMT 4110	Cases In Entrepreneurshp	
MGMT 4150	Environment, Society, and Capitalism	
MGMT 4180	Management of Technology and Innovation	
MGMT 4200	Student Venture Accelerator 1	
MKTG 4145	New Product Development	
MGMT 4300	Social Venturing for a Sustainable Future	
Experiential Learning Compenent		3
MGMT 4610	Management of New Ventures	
MGMT 4210	Student Venture Accelerator 2	
Total Credit Hours		**18**

Finance

At the undergraduate level, Freeman offers a finance major in the Bachelor of Science in Management (BSM) program. A finance minor option for business students also exists.

At the graduate level, students may pursue the Master of Finance (MFIN) program. For those interested in teaching or research, the Doctor of Philosophy (PhD) program concentrates on finance and financial accounting.

Programs

Undergraduate

Major

- Finance Major, BSM (p. 145)

Minor

- Finance Minor for BSMs (p. 146)

Certificate

- Real Estate Finance and Investment Certificate (p. 139)

Graduate

- Business, PhD (p. 143)
- Finance, MFN (p. 146)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (p. 148)

Business, PhD

The Freeman School's PhD program leads to a Doctor of Philosophy in Business Administration degree with a concentration in finance and financial accounting.

Program Goal

The curriculum prepares students for a career as a finance or financial accounting faculty member at peer and aspirant schools. A Freeman School doctorate prepares students to conduct influential empirical research in the areas of finance and financial accounting.

Unique Features of the Program

The doctoral program has the following features:

- Niche in Freeman's Areas of Excellence: The program is focused on training students to publish research and to teach in the areas of corporate finance, investments and financial accounting. These are areas of research strength for Freeman faculty.
- Focus on Empirical Research: The finance, financial accounting and economics faculty have a research strength in empirical research. The classes students take are designed to build on this strength.
- Competitive Student Support: Freeman offers very competitive financial support which is designed to attract high-quality students and to enhance their success.
- Teaching Experience: PhD students will teach classes independently as part of the program. This provides the opportunity to show teaching effectiveness to potential employers and to facilitate an easier transition to a faculty job.
-

Requirements

Curriculum

General Requirements

Students earning the finance and financial accounting concentration of the Freeman School's Doctor of Philosophy in Business Administration degree are required to take a minimum of 48 credits. These credits include required coursework in the first two years of the program, a third-year paper, some elective choices and some independent research credits in subsequent years.

Econometrics Comprehensive Exam

In the summer after the first year, students will be required to take and pass the comprehensive exam in econometrics (to be administered and graded by the Department of Economics, with the passing grade determined by the tenure system Finance/Financial Accounting faculty).

First-Year Paper

In the summer after the first year, students will also be required to complete a replication of an empirical paper in finance or financial accounting. The paper assignment will be the principal requirement of a for-credit course and should be completed by the end of the summer term. Alternatively, students may work as a co-author with a tenure system faculty member, who along with a second tenure-track faculty member will certify that the student has met the requirements for the first-year paper in the joint work. Co-authoring arrangements will be based on voluntary agreements between students and faculty members, without any a priori guarantee or compulsion.

Major Area Comprehensive Exam

In the summer after the second year, students will be required to take and pass the comprehensive exam in finance.

Third-Year Paper

Starting in the summer after the second year (or earlier), students will be required to work on an independent research project in finance or financial accounting. This project should result in a paper and is to be completed under the supervision of an appropriate faculty committee approved by the program director. The student must complete and successfully present the paper to the finance and financial accounting faculty for advancement in the program. The final paper should be completed and presented by the end of the spring semester of the third year. The presentation will be considered an oral examination. Students successfully passing this examination will be admitted into candidacy.

Dissertation Proposal and Defense

After entering candidacy, students will be expected to actively pursue dissertation research.

Finance Seminars/Workshops

Students are required to attend finance/financial accounting workshops and seminars unless they have a class conflict or an emergency. They are also encouraged to attend seminars in the economics department.

Scholarships, Assistantships and Teaching Requirements

Students will be granted assistantships and scholarships for up to six years. The scholarship will be half of the financial assistance per year provided the student is making satisfactory progress. The assistantship will be an additional half of the financial assistance per year provided the student is making satisfactory progress and performing well in his or her assistantship duties.

Students will be assigned to either a research assistantship or a teaching assistantship for each semester during the first 2 1/2 years in the program. They will rotate across the two types of assistantships, which will provide mentoring experiences for students on the teaching dimension and the research dimension. Each semester-long assistantship will entail 15 hours per week as a research or teaching assistant under the supervision of a faculty member. In the third year, students are expected to serve as a research or teaching assistant for one semester and to teach one course for the other semester. During the fourth and fifth year (and the sixth year if a student is still in the program), students will teach two courses per year for their assistantship.

Note: *Students must successfully complete one teaching assistantship and attend the CELT class for graduate teaching assistants before they teach a class independently.*

Sample Curriculum

Year 1		Credit Hours
Summer before fall courses begin		
ECON 7180	Mathematical Economics I	3
	Credit Hours	**3**
Fall		
ECON 7160	Econometrics I	3
ECON 7510	Adv Price Theory I	3
ECON 7530	Adv Inc and Emp Theory I	3
	Credit Hours	**9**
Spring		
BUSN 7010	Financial Economics Theory	3
ECON 7170	Econometrics II	3
ECON 7175	Econometrics III	3
	Credit Hours	**9**
Summer Session		
Financial Reporting I or Equivalent [1]		0-3
ACCN 6030	Financial Reporting I	
BUSN 7140	Empirical Research Paper	3
Econometrics Qualifying Exam		
	Credit Hours	**3-6**
Year 2		
Fall		
BUSN 7150	Empirical Rsh in Acctg Seminar	3
BUSN 7210	Empirical Finance Research I	3
CELT 7010	The Essentials of Learning and Teaching	1
ECON 7130	Spec Prob In Economics I	3
	Credit Hours	**10**
Spring		
BUSN 7020	Investments and Asset Pricing	3
BUSN 7141	Empirical Research Paper II	3
BUSN 7170	Empirical Research in Acct II	3
BUSN 7220	Empirical Finance Research II	3
CELT 7020	Practical Course Design and Teaching Skills	1
	Credit Hours	**13**
Summer Session		
Finance and Financial Accounting Comprehensive Exam		
	Credit Hours	**0**
Year 3		
Fall		
Third Year Paper & Presentation		
BUSN 9990	Dissertation Research	0
CELT 7030	Teaching Practicum	1
Elective course		0-3
	Credit Hours	**1-4**
Spring		
BUSN 9990	Dissertation Research	0
Elective course		0-3
	Credit Hours	**0-3**
Year 4		
Fall		
BUSN 9990	Dissertation Research	0
Elective course		0-3
	Credit Hours	**0-3**
Spring		
BUSN 9990	Dissertation Research	0

Elective course	0-3
Credit Hours	**0-3**
Total Credit Hours	**48-63**

[1] Required if an equivalent course has not been taken previously.

Elective Details

Students who want to pursue a career in financial accounting but who lack a financial accounting background must take at least two graduate-level accounting courses, to be determined by the PhD faculty director. Students are encouraged to take these classes early in the program if possible.

Students who want to pursue a career in finance but who lack a finance background must take at least two graduate-level finance courses, to be determined by the PhD faculty director. Students are encouraged to take these classes early in the program if possible.

Doctoral electives are available in the economics department. For example, Advanced Price Theory III which covers general equilibrium models is offered in the fall semester every other year (even years).

Additional doctoral electives in business may be offered depending on staffing availability and support.

Finance Major, BSM

A major in finance introduces students to financial markets, investments and financial analysis. Students gain a comprehensive foundation in finance through core classes on valuation, accounting, investments and fixed income analysis. Special experiential learning opportunities include producing an analyst's report in Burkenroad Reports, investing real funds in the Darwin Fenner Student Managed Fund (by invitation only), or exploring alternative investments including hedge funds and distressed debt in the Aaron Selber Courses.

Electives allow students to tailor their education to their career goals through optional tracks in corporate finance and investments, or they may earn a specialization in energy or entrepreneurship.

Requirements

Curriculum

Course ID	Title	Credits
Required Non-Business Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ENGL 1010	Writing	4
MATH 1210	Calculus I [1]	4
MATH 1230	Statistics For Scientists	4
PSYC 1000	Introductory Psych	3
Required Business Core Courses		
ACCN 2010	Financial Accounting	3
ACCN 3010	Managerial Accounting	3
FINE 3010	Financial Management	3
CDMA 2201	Career Development and Management I	2
INFO 1010	Intro to Business Computing [2]	1.5
LGST 3010	Legal, Ethical and Regulatory Environment of Business	3
MGMT 3010	Organizational Behavior	3
MGSC 3010	Introduction to Business Analytics	3
MKTG 3010	Marketing Fundamentals	3
MCOM 3200	Management Communication	3
MGMT 4010	Strategic Management	3
MGMT 4920	BSM Capstone	3
Required Courses		
ACCN 3100	Intermediate Accounting I	3
FINE 4100	Advanced Financial Management	3
FINE 4110	Investments in Equities	3
FINE 4120	Analysis of Fixed Income Securities	3
Electives		
Select three of the following:		9
ACCN 4570	Risk Management, Complex Contracts and Accounting	
ENRG 4730	Energy Investment Banking	
FINE 4010	Financial Modeling for Real Estate	
FINE 4130	Venture Capital and Private Equity	
FINE 4140	Risk Management	
FINE 4145	Advanced Trading	
FINE 4150	International Finance	
FINE 4160	Equity Analysis/Burkenroad Reports	
FINE 4170	Financial Modeling	
FINE 4190	Commercial Bank Management	
FINE 4210	Real Estate Planning and Development	
FINE 4250	Applied Portfolio Management	
FINE 4260	Financial Intermediaries	
FINE 4270	FinTech and Blockchain: Transforming the Financial Landscape	
FINE 4350	Aaron Selber Jr on Hedge Funds	
FINE 4380	Climate Change, ESG, and Financial Markets	
FINE 4410	Special Topics	
FINE 4600	Cases In Valuation & Financing	
FINE 4610	Darwin Fenner Student Managed Fund Honors Seminar	
FINE 4620	Invest Banking-Financial Firms	
FINE 4630	Financial Planning and Analysis	
LGST 4140	Insurance & Risk Management	
General Business Elective Requirements [2]		**12**

[1] MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may substitute for the BSM Calculus requirement.

[2] Beginning for students admitted Fall 2019.

[3] Any business course not being used for major course requirements, i.e., LGST, MGMT, MKTG, FINE, ACCN, ENRG, MGSC, INBS, INFO, TAXN.

Career Track Recommendations

The following tracks are designed to guide students in choosing finance electives based on possible careers.

Corporate Finance Track

Course ID	Title	Credits
Select a minimum of three of the following electives:		9
FINE 4130	Venture Capital and Private Equity	
FINE 4150	International Finance	
FINE 4160	Equity Analysis/Burkenroad Reports	
FINE 4600	Cases In Valuation & Financing	

Investments Track

Course ID	Title	Credits
Select a minimum of three of the following electives:		9
FINE 4140	Risk Management	
FINE 4150	International Finance	
FINE 4160	Equity Analysis/Burkenroad Reports	
FINE 4610	Darwin Fenner Student Managed Fund Honors Seminar	
LGST 4140	Insurance & Risk Management	

Finance Minor for BSMs

At the undergraduate level, the Freeman School offers a finance minor for students who are enrolled as business majors. A finance minor can give the student a general understanding of how finance works in all areas of business. To earn the finance minor, students must complete 12 credit hours including one required accounting class (3 credit hours) and three required finance classes (9 credit hours).

For additional information about academic minors, see Academic Requirements (p. 120).

Requirements
Curriculum

Course ID	Title	Credits
One Required Accounting Course (3 credits)		3
ACCN 3100	Intermediate Accounting I	
Three Required Finance Courses (9 credits)		9
FINE 4100	Advanced Financial Management	
FINE 4110	Investments in Equities	
FINE 4120	Analysis of Fixed Income Securities	
or FINE 4210	Real Estate Planning and Development	
or FINE 4010	Financial Modeling for Real Estate	
Total Credit Hours		**12**

Finance, MFN

Developed in conjunction with industry professionals, the Tulane Master of Finance (MFN) program prepares graduates for successful careers in finance. A curriculum designed around specific career tracks provides students with a solid foundation in the fundamentals of finance, the use of financial analysis tools, and strong communication skills. Students are taught by internationally recognized faculty known for high-impact research published in the top academic journals. The rigorous and specialized MFN curriculum requires 36 credit hours of academic work and can be completed in 10 or 17 months.

The STEM-designated MFN program is a member of the University Affiliation Program of the CFA Institute (https://www.cfainstitute.org/about/universities/). The Freeman School is an AACSB-accredited institution.

Requirements
Curriculum

The Master of Finance (MFN) curriculum was designed by a team of faculty members who teach in the program, and it reflects input from industry professionals about the types of skills they want potential employees to possess. The program focuses on developing strong fundamental analysis skills and uses practical applications to reinforce the technical expertise developed in the classroom. Students experience real-world finance through analyzing cases, completing projects and building financial models. Rigorous experiential learning classes enable students to write professional analyst reports, develop an investment pitch, make investment decisions for the school's endowment, and interact with industry professionals. Communication skills are enhanced through a financial communications class, written projects, and presentations of student financial analysis. Career management is deeply integrated into the curriculum.

10-month program plan with May graduation

Course ID	Title	Credits
Summer Term		
ACCN 6030	Financial Reporting I	3
CDMA 6110	Strategic Career Planning	2
FINE 6000	Fundamentals of Finance	1
Fall Term		
CDMA 6120	Strategic Career Planning Lab	0
FINE 6050	Corporate Finance	3
FINE 7160	Investments & Asset Pricing	3
MCOM 6130	Financial Communications	3
Two approved elective courses		6
Spring Term		
FINE 7630	Equity Analysis/Freeman Reports	3
FINE 7640	Valuation	3
Three approved elective courses		9
Total Credit Hours		**36**

17-month program plan with December graduation

Course ID	Title	Credits
Summer Term		
ACCN 6030	Financial Reporting I	3
CDMA 6110	Strategic Career Planning	2
FINE 6000	Fundamentals of Finance	1
Fall Term 1		
CDMA 6120	Strategic Career Planning Lab	0
FINE 6050	Corporate Finance	3
FINE 7160	Investments & Asset Pricing	3
MCOM 6130	Financial Communications	3
One approved elective course *		3
Spring Term		

FINE 7640	Valuation	3
FINE 7630	Equity Analysis/Freeman Reports	3
Two approved elective courses*		6
Fall Term 2		
Two approved elective courses *		6
Total Credit Hours		**36**

* This is a course scheduling recommendation. Students in the MFIN program have the flexibility to choose how many electives are taken in a particular term.

Career Tracks

The Freeman School offers five specialized tracks for Master of Finance students: Corporate Treasury, Investment Banking, Asset Management, Financial Data Analytics, and Sustainable Finance. While earning a track is not required in the MFN program, the option allows students to create a program of study that meets more specific academic and career goals.

Tracks are earned by selecting a minimum of four elective courses within a chosen track for a total of 12 credit hours. Each track has Tier 1 and Tier 2 electives. Tier 1 electives are those highly relevant to a focused career path, and a minimum of two Tier 1 electives is required to earn a track. Tier 2 electives are relevant but not required for all careers within the track. Students should choose Tier 2 electives based on personal interests and career goals.

This leaves a fifth elective course that students may choose freely, regardless of their intended track. A total of 15 elective credit hours is required in the MFN degree.

Corporate Treasury Track

Course ID	Title	Credits
Tier 1 electives:		
ACCN 7130	Financial Statement Analysis	3
ACCN 7140	Advanced Managerial Accounting	3
FINE 7180	Financial Modeling	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
FINE 7660	Financial Risk Management	3
Tier 2 electives:		
ACCN 7270	Advanced Risk Analytics	3
ENRG 7100	Energy Markets, Institutions & Policy	3
ENRG 7110	Energy Modeling	3
ENRG 7500	Energy Risk Management	3
ENRG 7860	Renewable Energy Project Development & Finance	3
FINE 7140	Venture Capital & Private Equity	3
FINE 7650	Fixed Income Analytics & Modeling	3
ACCN 7000	Environmental, Social, and Governance (ESG) Reports	3
MGSC 7320	Advanced Spreadsheet Modeling	3

Investment Banking Track

Course ID	Title	Credits
Tier 1 electives:		
ACCN 7130	Financial Statement Analysis	3
ENRG 7730	Energy Investment Banking	3
FINE 7140	Venture Capital & Private Equity	3
FINE 7180	Financial Modeling	3
FINE 7650	Fixed Income Analytics & Modeling	3
Tier 2 electives:		
ENRG 7110	Energy Modeling	3
ENRG 7860	Renewable Energy Project Development & Finance	3
FINE 7340	Aaron Selber Jr Course on Distressed Debt [1]	3
FINE 7350	Aaron Selber Jr on Hedge Funds [1, 2]	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
FINE 7660	Financial Risk Management	3
MGSC 7320	Advanced Spreadsheet Modeling	3

[1] This course requires an application, available in the department.
[2] Offered in the fall semesters, this course is available to students in the 17-month program or to students with qualifying pre-requisite knowledge.

Asset Management Track

Course ID	Title	Credits
Tier 1 electives:		
FINE 7180	Financial Modeling	3
FINE 7340	Aaron Selber Jr Course on Distressed Debt [1]	3
FINE 7350	Aaron Selber Jr on Hedge Funds [1, 2]	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
FINE 7610	Darwin Fenner Student Managed Investment Fund *	3
FINE 7650	Fixed Income Analytics & Modeling	3
FINE 7660	Financial Risk Management	3
Tier 2 electives:		
ACCN 7130	Financial Statement Analysis	3
ACCN 7290	Accounting Analytics	3
ENRG 7110	Energy Modeling	3
ENRG 7200	Energy Fundamentals & Trading	3,4
ENRG 7610	Energy Trading: Wholesale Electric Markets	3
FINE 7140	Venture Capital & Private Equity	3
FINE 7210	Real Estate Planning, Finance, and Development	3
FINE 7270	FinTech and Blockchain: Transforming the Financial Landscape	3
FINE 7370	Algorithmic Trading and Quantitative Strategies	3
FINE 7510	Econometrics and Forecasting	3

[1] This course requires an application, available in the department.
[2] Offered in the fall semesters, this course is available to students in the 17-month program or to students with qualifying pre-requisite knowledge.

Financial Data Analytics Track

Course ID	Title	Credits
Tier 1 electives:		
FINE 7180	Financial Modeling	3
FINE 7270	FinTech and Blockchain: Transforming the Financial Landscape	3
FINE 7370	Algorithmic Trading and Quantitative Strategies	3
FINE 7510	Econometrics and Forecasting	3
FINE 7660	Financial Risk Management	3
MGSC 7100	SQL Database Fundamentals and Business Intelligence	3
MGSC 7310	Modeling and Analytics	3
MGSC 7320	Advanced Spreadsheet Modeling	3
Tier 2 electives:		
ACCN 7140	Advanced Managerial Accounting	3
ACCN 7290	Accounting Analytics	3
FINE 7350	Aaron Selber Jr on Hedge Funds *, [1]	3
FINE 7610	Darwin Fenner Student Managed Investment Fund *	3
FINE 7650	Fixed Income Analytics & Modeling	3

* This course requires an application, available in the department.
[1] Offered in the fall semesters, this course is available to students in the 17-month program or to students with qualifying pre-requisite knowledge.

Sustainable Finance Track

Course ID	Title	Credits
Tier 1 electives:		
ENRG 7130	Energy & Environmental Economics	3
ENRG 7850	Renewable & Electric Power Markets	3
ENRG 7860	Renewable Energy Project Development & Finance	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
ACCN 7000	Environmental, Social, and Governance (ESG) Reports	3
Tier 2 electives:		
ACCN 7130	Financial Statement Analysis	3
ENRG 7100	Energy Markets, Institutions & Policy	3
ENRG 7110	Energy Modeling	3
FINE 7140	Venture Capital & Private Equity	3
FINE 7180	Financial Modeling	3
FINE 7350	Aaron Selber Jr on Hedge Funds *, [1]	3
FINE 7610	Darwin Fenner Student Managed Investment Fund *	3

* This course requires an application, available in the department.
[1] Offered in the fall semesters, this course is available to students in the 17-month program or to students with qualifying pre-requisite knowledge.

Master of Finance with Universidad Francisco Marroquin and UCASS, MFN

The International Master of Finance (MFIN) program is a curriculum designed for students recruited by partner institutions in Latin America and China who wish to pursue the Tulane MFIN degree. Tulane offers this program in cooperation with Universidad Francisco Marroquin (UFM) in Guatemala and Panama and UCASS (University of Chinese Academy of Social Sciences) in China.

UFM students enroll in a 35-hour curriculum, which includes 17 credit hours of foundation courses taught by Universidad Francisco Marroquin faculty and 18 credit hours of course work delivered by Tulane faculty in Panama City and Guatemala City.

UCASS students enroll in a 36-hour curriculum, which includes 18 credit hours of foundation courses taught by UCASS faculty and 18 credit hours of course work delivered by Tulane faculty in Beijing, Shanghai and Shenzhen, China.

Both UFM and UCASS students participate in an on-campus business module in New Orleans as part of their program curriculum.

Requirements

Students in the International MFIN program at UFM must complete a minimum of 35 credit hours with 17 credit hours at UFM and 18 credit hours from among the following Tulane courses as part of the double degree curriculum. Students at UCASS must complete 18 credit hours of foundation courses taught by UCASS faculty and 18 credit hours from among the following Tulane courses as part of the double degree curriculum.

UCASS Courses

Course ID	Title	Credits
GFIN 7030	Investments	3
GFIN 7040	Fixed Income Analytics	3
GFIN 7050	Options, Futures & Derivatives	3
GFIN 7060	Valuation & Financing Enterprises	3
GFIN 7140	Portfolio Management	3
GFIN 7660	Risk Management	3
Total Credit Hours		**18**

UFM Courses

Course ID	Title	Credits
EMBA 6420	Leadership & Ethics	3
GFIN 7030	Investments	3

GFIN 7050	Options, Futures & Derivatives	3
GFIN 7060	Valuation & Financing Enterprises	3
GMBA 7430	Entrepreneurial Finance	3
GMBA 7510	International Finance	3
Total Credit Hours		**18**

Global Management

Overview

The Master of Global Management (MGM) program offers qualified MBA and graduates from Xiamen University access to a unique global strategy curriculum and experience. Courses are offered in an intensive, week-long executive format, which is convenient and accessible for current students and working professionals.

Programs

Graduate

- Master of Global Management with Xiamen, MGM (p. 149)

Master of Global Management with Xiamen, MGM

Overview

The Master of Global Management program is a joint degree curriculum designed for MBA and EMBA executive students and recent graduates of Xiamen University access to a unique global strategy curriculum. The participants are those who wish to pursue the MGM degree from Tulane University and the MBA degree from Xiamen University.

The 37-hour curriculum includes a minimum of 18 credit hours of foundation courses taught by Xiamen faculty and 19 credit hours of coursework delivered by Tulane faculty in Xiamen, New Orleans, and Mexico.

Requirements

Students in the Master of Global Management with Xiamen (XMU) must complete the 37-hour curriculum with a minimum of 3.0 overall GPA. Students take 19 credit hours, including a global consulting project, and a minimum of 18 credits in MBA core coursework from their home institution.

Course ID	Title	Credits
GMBA 7110	International Leadership & Teambuilding	3
GMBA 7310	Global Strategy & Competition	3
GMBA 7420	Global Negotiations	3
GMBA 7510	International Finance	3
GMBA 7610	Global Supply Chains	3
GMBA 7760	Global Consulting	4
Total Credit Hours		**19**

Legal Studies in Business

A major in Legal Studies in Business introduces students to the principles of the law, social values and moral concerns as they relate to business and commerce. Students gain a comprehensive foundation through business core classes on finance and accounting, as well as business law and legal writing and research. The major provides an array of special experiential learning opportunities and service-learning options such as participating in Court Watch NOLA. Electives allow students to tailor their education to their interests through courses in sports and entertainment law, international business law, taxation and mock trial

The legal studies major helps students develop essential reasoning skills that leaders face in making complicated choices under circumstances of empirical and moral uncertainty – a common theme in rapidly changing markets. Legal Studies majors develop many analytic skills, including the ability to identify legal and moral issues concealed within complicated and multifaceted fact patterns; the ability to use legal and moral principles to form ethical and legal conclusions; the ability to reason by analogy between like cases and circumstances; and the ability to argue from legal and moral rules and precedents to form logically consistent recommendations for action.

The Legal Studies major satisfies the need for a primary major but also complements other more quantitative majors or minors in such areas as finance, accounting, marketing and management. A Legal Studies minor also exists for students pursuing a different major within the BSM degree.

Programs

Undergraduate

Major

- Legal Studies in Business Major, BSM (p. 149)

Minor

- Legal Studies in Business Minor for BSMs (p. 150)

Legal Studies in Business Major, BSM

A major in legal studies in business introduces students to the principles of the law, social values and moral concerns as they relate to business and commerce. Students gain a comprehensive foundation through business core classes on finance and accounting, as well as business law and legal writing and research. The major provides an array of special experiential learning opportunities and service-learning options such as participating in Courtwatch NOLA. Electives allow students to tailor their education to their interests through courses in sports and entertainment law, international business law, taxation and mock trial

The legal studies major helps students develop essential reasoning skills that leaders face in making complicated choices under circumstances of empirical and moral uncertainty – a common theme in rapidly changing markets. Legal studies majors develop many analytic skills, including the ability to identify legal and moral issues concealed within complicated and multifaceted fact patterns; the ability to use legal and moral principles to form ethical and legal conclusions; the ability to reason by analogy between like cases and

circumstances; and the ability to argue from legal and moral rules and precedents to form logically consistent recommendations for action.

The legal studies major satisfies the need for a primary major but also complements other more quantitative majors or minors in such areas as finance, accounting, marketing and management.

Requirements

Curriculum

Course ID	Title	Credits
Required Non-Business Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ENGL 1010	Writing	4
MATH 1210	Calculus I [1]	4
MATH 1230	Statistics For Scientists	4
PSYC 1000	Introductory Psych	3
Required Business Core Courses		
INFO 1010	Intro to Business Computing [2]	1.5
CDMA 2201	Career Development and Management I	2
ACCN 2010	Financial Accounting	3
ACCN 3010	Managerial Accounting	3
FINE 3010	Financial Management	3
LGST 3010	Legal, Ethical and Regulatory Environment of Business	3
MGMT 3010	Organizational Behavior	3
MGSC 3010	Introduction to Business Analytics	3
MKTG 3010	Marketing Fundamentals	3
MCOM 3200	Management Communication	3
MGMT 4010	Strategic Management	3
MGMT 4920	BSM Capstone	3
Required Courses		
LGST 4100	Business Law	3
LGST 4110	Legal Writing & Research	3
Electives		
Select four of the following:		12
LGST 4040	Preventing Discrimination in Business	
LGST 4120	International Business Law	
LGST 4140	Insurance & Risk Management	
LGST 4150	Real Estate Law	
LGST 4160	Law of E-Commerce	
LGST 4170	Employment Law	
LGST 4175	White Collar Crime (Conspiracy, Fraud, and Other Offenses)	
LGST 4180	Sports & Entertnmt Law	
LGST 4185	White Collar Crime II (Scams and Scandals)	
LGST 4210 & LGST 4220	Mock Trial and Mock Trial II [3]	
MGMT 4170	Negotiations	
MKTG 4275	Law in Marketing	
TAXN 4100	Principls of Entity Taxation	
General Business Elective Requirements [4]		**12**

1 MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may substitute for the BSM Calculus requirement.

2 INFO 1010 is a required course for students admitted Fall 2019 and after

3 Instructor Approval Required. This year long sequence must be taken in its entirety.

4 Any business course not being used for major course requirements, i.e., LGST, MGMT, MKTG, FINE, ACCN, ENRG, MGSC, INBS, INFO, TAXN.

Legal Studies in Business Minor for BSMs

At the undergraduate level, Freeman offers a Legal Studies minor for students who are enrolled as business majors. The Legal Studies minor gives a student a broad understanding of legal issues present in managerial decisions. To earn the Legal Studies minor, a student must complete one required course (3 credits) and two electives chosen from a list of approved courses (6 credits).

For additional information about academic minors, see Academic Requirements (p. 120).

Requirements

Curriculum

Course ID	Title	Credits
One Required Course (3 credits)		
LGST 4100	Business Law	3
Two Electives (6 credits)		**6**
LGST 4040	Preventing Discrimination in Business	
LGST 4110	Legal Writing & Research	
LGST 4120	International Business Law	
LGST 4140	Insurance & Risk Management	
LGST 4150	Real Estate Law	
LGST 4160	Law of E-Commerce	
LGST 4170	Employment Law	
LGST 4175	White Collar Crime	
LGST 4180	Sports & Entertnmt Law	
LGST 4210 & LGST 4220	Mock Trial and Mock Trial II [1]	
MGMT 4170	Negotiations	
TAXN 4100	Principls of Entity Taxation	
Total Credit Hours		**9**

1 Instructor approval required. This year-long sequence must be taken in its entirety.

Management

At the undergraduate level, Freeman offers a management major in the Bachelor of Science in Management (BSM) program. A management minor option for business students also exists.

At the graduate level, students at Universidad Francisco Marroquin may pursue the Master of Management (MMG) program at Tulane University to gain a broad knowledge of business fundamentals.

Programs

Undergraduate

Major

- Management Major, BSM (p. 151)

Minor

- Management Minor for BSMs (p. 152)

Graduate

- Master of Management with Universidad Francisco Marroquin, MMG (p. 152)

Management Major, BSM

A major in management prepares students to make strategic decisions, manage people and bring new technologies and innovations to market.

Students gain a comprehensive foundation in business through core classes before tackling their major course of study. Students can tailor their education to their career goals by following an optional track in entrepreneurship, Human Resources & Consulting, or Strategy & Consulting. Electives on topics including human resources, ethics and negotiations allow further pursuit of personal interests.

Requirements

Curriculum

Course ID	Title	Credits
Required Non-Business Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ENGL 1010	Writing	4
MATH 1210	Calculus I [1]	4
MATH 1230	Statistics For Scientists	4
PSYC 1000	Introductory Psych	3

Course ID	Title	Credits
Required Core Business Courses		
INFO 1010	Intro to Business Computing	1.5
CDMA 2201	Career Development and Management I	2
ACCN 2010	Financial Accounting	3
ACCN 3010	Managerial Accounting	3
FINE 3010	Financial Management	3
LGST 3010	Legal, Ethical and Regulatory Environment of Business	3
MGMT 3010	Organizational Behavior	3
MGSC 3010	Introduction to Business Analytics	3
MKTG 3010	Marketing Fundamentals	3
MCOM 3200	Management Communication	3
MGMT 4010	Strategic Management	3
MGMT 4920	BSM Capstone	3

Other Major Requirements

Course ID	Title	Credits
Select 18 Hours from the following:		**18**
MGMT 3380	Business Ethics	3
MGMT 4001	Entrepreneurial Hospitality	3
MGMT 4110	Cases In Entrepreneurshp	3
MGMT 4120	Corporate and Cooperative Strategy	3
MGMT 4130	Dimensions in Human Resources Management	3
MGMT 4140	Fundamentals in Entrepreneurship	3
MGMT 4150	Environment, Society, and Capitalism	3
MGMT 4160	Leadership	3
MGMT 4170	Negotiations	3
MGMT 4180	Management of Technology and Innovation	3
MGMT 4190	Managing Hospitality Organizations	3
MGMT 4200	Student Venture Accelerator 1	3
MGMT 4210	Student Venture Accelerator 2	3
MGMT 4300	Social Venturing for a Sustainable Future	3
MGMT 4600	Strategic Consulting	3
MGMT 4610	Management of New Ventures	3
MGMT 4620	Special Consideration in Nonprofit Organization Management	3
General Business Elective Requirements [2]		**12**

[1] MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may substitute for the BSM Calculus requirement.

[2] Any business course not being used for major course requirements, i.e., LGST, MGMT, MKTG, FINE, ACCN, ENRG, MGSC, INBS, INFO, TAXN.

Areas of Interest

The following areas are designed to guide students in choosing management electives based on possible careers.

Entrepreneurship

Course ID	Title	Credits
Strongly Recommended Courses		
MGMT 4180	Management of Technology and Innovation	3
MGMT 4140	Fundamentals in Entrepreneurship	3
MGMT 4610	Management of New Ventures	3
Recommended Courses		
MGMT 4110	Cases In Entrepreneurshp	3

MGMT 4200	Student Venture Accelerator 1	3
MGMT 4210	Student Venture Accelerator 2	3
MGMT 4620	Special Consideration in Nonprofit Organization Management	3

Human Resources and Consulting

Course ID	Title	Credits
Strongly Recommended Courses		
MGMT 4130	Dimensions in Human Resources Management	3
MGMT 4170	Negotiations	3
MGMT 4600	Strategic Consulting	3
Recommended Courses		
MGMT 3380	Business Ethics	3
MGMT 4120	Corporate and Cooperative Strategy	3
MGMT 4160	Leadership	3

Strategy and Consulting

Course ID	Title	Credits
Strongly Recommended Courses		
MGMT 4120	Corporate and Cooperative Strategy	3
MGMT 4180	Management of Technology and Innovation	3
MGMT 4600	Strategic Consulting	3
Recommended Courses		
MGMT 3380	Business Ethics	3
MGMT 4150	Environment, Society, and Capitalism	3
MGMT 4170	Negotiations	3

Management Minor for BSMs

The management minor provides BSM students with an introduction to the world of general business management. To earn the management minor, students must complete 9 credit hours consisting of 3 required classes of 3 credit hours each.

For additional information about academic minors, see Academic Requirements (p. 120).

Requirements

Curriculum

Course ID	Title	Credits
Required Courses		
MGMT 4120	Corporate and Cooperative Strategy	3
MGMT 4180	Management of Technology and Innovation	3
Plus one of the following:		**3**
MGMT 4130	Dimensions in Human Resources Management	
MGMT 4160	Leadership	
MGMT 4170	Negotiations	
Total Credit Hours		**9**

Master of Management with Universidad Francisco Marroquin, MMG

The International Master of Management program is a dual degree curriculum designed for executives recruited by partner institutions in Latin America. The participants are those who wish to pursue the MMG from Tulane University and the MBA from Universidad Francisco Marroquin. This program is offered at two locations: Panama City, Panama, and Guatemala City, Guatemala. The International MMG program enables students to expand cross-cultural leadership, develop teamwork skills and understand the dynamics of global markets, while having the opportunity to study in other countries.

The 36-hour curriculum includes 17 credit hours of foundation courses taught by partner institutions and 19 credit hours of course work delivered by Tulane faculty in Panama and Guatemala. Students attend an on-campus business module in New Orleans as part of their program curriculum.

Requirements

Students in the International Master of Management with Universidad Francisco Marroquin (UFM) must complete the 36-hour curriculum with a minimum of a 3.0 overall GPA. Students take 17 credit hours at UFM and 19 credit hours from the following Tulane courses as part of the double degree curriculum.

Course ID	Title	Credits
EMBA 6420	Leadership & Ethics	3
GMBA 7400	Entrepreneurship and Business Venture	3
GMBA 7430	Entrepreneurial Finance	3
GMBA 7510	International Finance	3
GMBA 7610	Global Supply Chains	3
GMBA 7730	Negotiations	3
GMBA 7960	Global Business Project	1
Total Credit Hours		**19**

Marketing

At the undergraduate level, Freeman offers a marketing major in the Bachelor of Science in Management (BSM) program. A minor option for business students also exists.

Programs

Undergraduate

Major

- Marketing Major, BSM (p. 152)

Minor

- Marketing Minor for BSMs (p. 153)

Marketing Major, BSM

A major in marketing trains students to analyze marketing problems from an evidence-based perspective and generate well-thought-out,

creative solutions. Students gain a comprehensive foundation through courses in marketing research and analytics, consumer behavior, and marketing strategy. Electives provide the option to further specialize in areas such as brand management, analytics or sales.

Requirements

Curriculum

Course ID	Title	Credits
Required Non-Business Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ENGL 1010	Writing	4
MATH 1210	Calculus I [1]	4
MATH 1230	Statistics For Scientists	4
PSYC 1000	Introductory Psych	3
Required Business Core Courses		
INFO 1010	Intro to Business Computing [2]	1.5
CDMA 2201	Career Development and Management I	2
ACCN 2010	Financial Accounting	3
ACCN 3010	Managerial Accounting	3
FINE 3010	Financial Management	3
LGST 3010	Legal, Ethical and Regulatory Environment of Business	3
MGMT 3010	Organizational Behavior	3
MGSC 3010	Introduction to Business Analytics	3
MKTG 3010	Marketing Fundamentals	3
MCOM 3200	Management Communication	3
MGMT 4010	Strategic Management	3
MGMT 4920	BSM Capstone	3
Required		
MKTG 4110	Research and Analytics	3
Electives Choose One:		
Choose One:		
MKTG 4120	Advanced Marketing Strategy	3
or MKTG 4220	Sales Management	
Choose One:		
MKTG 4100	Consumer Behavior	3
or MKTG 4250	Social and Online Marketing	
Select three of the following:		9
MKTG 4100	Consumer Behavior [2]	
MKTG 4105	Customer Relationship Marketing	
MKTG 4117	Business to Business Marketing	
MKTG 4120	Advanced Marketing Strategy [3]	
MKTG 4137	Pricing	
MKTG 4145	New Product Development	
MKTG 4155	Brand Management	
MKTG 4165	Retailing	
MKTG 4220	Sales Management [3]	
MKTG 4230	Global Marketing	
MKTG 4240	Relationship Marketing	
MKTG 4250	Social and Online Marketing [3]	
MKTG 4260	Advertising and Promotions	
MKTG 4275	Law in Marketing	
MKTG 4280	Sports Marketing	
MKTG 4290	Service Marketing	
General Business Elective Requirements [4]		**12**

1. MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may substitute for the BSM Calculus requirement.
2. Beginning for students admitted Fall 2019.
3. If the course is not taken as a required course.
4. Any business course not being used for major course requirements, i.e., LGST, MGMT, MKTG, FINE, ACCN, ENRG, MGSC, INBS, INFO, TAXN.

Marketing Minor for BSMs

At the undergraduate level, the Freeman School offers a marketing minor for students who are enrolled as business majors. This minor provides BSM students with an understanding of sales and marketing principles used in business and how they relate to other aspects of the business world. Students must complete 9 credit hours, selecting two required classes (6 credit hours) and an additional 3 credit hours chosen from approved electives.

For additional information about academic minors, see Academic Requirements (p. 120).

Requirements

Curriculum

Course ID	Title	Credits
Required (3 credits)		
MKTG 4110	Research and Analytics	3
Required (Choose One Course)		**3**
MKTG 4100	Consumer Behavior	
MKTG 4120	Advanced Marketing Strategy	
MKTG 4220	Sales Management	
MKTG 4250	Social and Online Marketing	
Elective (Choose One Course)		**3**
MKTG 4100	Consumer Behavior [3]	
MKTG 4105	Customer Relationship Marketing	
MKTG 4117	Business to Business Marketing	
MKTG 4120	Advanced Marketing Strategy [3]	
MKTG 4137	Pricing	
MKTG 4145	New Product Development	
MKTG 4155	Brand Management	
MKTG 4165	Retailing	
MKTG 4220	Sales Management [3]	
MKTG 4230	Global Marketing	
MKTG 4240	Relationship Marketing	
MKTG 4250	Social and Online Marketing [3]	
MKTG 4260	Advertising and Promotions	
MKTG 4290	Service Marketing	
Total Credit Hours		**9**

Business Administration

The mission of the Freeman School MBA program is to provide the leading-edge knowledge, skills and leadership ability necessary for the progression of its graduates toward general management responsibilities. The linchpin of this educational experience is the well-honed ability of an individual to work across and to lead diverse organizational functions. The program will prepare future managers to be at ease in managing and leading in a world of growing technological, political and economic interdependence among nations.

Each graduate must be competent to make and confident of making significant contributions immediately upon job placement. The curriculum therefore provides opportunities for functional area specialization, while emphasizing and requiring the breadth necessary to ensure success in managing across functions.

General management responsibilities require an intellectual foundation that stands the test of time for creative management and innovative leadership in complex, ambiguous, changing and diverse organizational environments. This foundation is provided at the Freeman School through an interdisciplinary effort that parallels the requirements of managing across business functions.

Beyond preparation for success in general management, the program creates and maintains a challenging learning environment where teachers and students interactively seek enhancement in business productivity, personal growth and awareness of ethical, social and cultural issues in managerial contexts.

At Tulane, students may earn the MBA through one of four options: Executive MBA, Full-Time MBA, Online MBA, or Professional MBA.

Programs

Graduate

- International EMBA with University of Chile, Centrum, & ICESI (p. 154)
- Business Administration, Executive MBA (p. 154)
- Business Administration, Full-Time MBA (p. 156)
- Business Administration, Online MBA (p. 158)
- Business Administration, Professional MBA (p. 159)

International EMBA with University of Chile, Centrum, & ICESI

The International Executive MBA program is a dual degree curriculum designed for executives recruited by partner institutions in Latin America who wish to pursue an EMBA degree from Tulane University and their home institution. Programs are offered at University of Chile in Santiago, CENTRUM in Lima, Peru, and ICESI in Cali, Colombia. The International EMBA program enables students to expand cross-cultural leadership, develop teamwork skills and understand the dynamics of global markets, all while having the opportunity to study in other countries.

The 49-hour curriculum includes a minimum of 24 credit hours of foundation courses taught by partner institutions and 25 credit hours of course work delivered by Tulane faculty in host countries. Students attend an on-campus business module in New Orleans as part of their program curriculum.

Requirements

Students in the International MBA programs with University of Chile, Centrum, and ICESI must complete the 49-hour curriculum with a minimum of a 3.0 overall GPA. Students take a minimum of 24 credit hours at the partner institution and 25 credit hours from among the following Tulane courses as part of the dual degree curriculum.

[1] Taken in New Orleans by students from U. of Chile and ICESI as part of the EMBA International Intensive Week.

Course ID	Title	Credits
Universidad de Chile Tulane Courses		**25**
EMBA 6160	Managing People Internationally [1]	
EMBA 6260	Financial Management I	
EMBA 7430	Global Strategy	
EMBA 7450	Management Communications	
EMBA 7520	Leadership and Ethics [1]	
EMBA 7630	International Finance	
EMBA 7920	Independent Study (Organizational Behavior)	
EMBA 7920	Independent Study (Topics in Global Business Trends)	
GMBA 7210	Global Environment of Business	
ICESI Tulane Courses		**25**
EMBA 6160	Managing People Internationally [1]	
EMBA 7520	Leadership and Ethics [1]	
GFIN 7010	Corporate Finance	
GMBA 7210	Global Environment of Business	
GMBA 7310	Global Strategy & Competition	
GMBA 7420	Global Negotiations	
GMBA 7610	Global Supply Chains	
GMBA 7720	New Venture Creation	
MKTG 6020	Marketing	
Centrum PUCP Tulane Courses		**25**
EMBA 6160	Managing People Internationally [1]	
EMBA 7520	Leadership and Ethics [1]	
GFIN 7660	Risk Management	
GMBA 7210	Global Environment of Business	
GMBA 7410	International Entrepreneurship	
GMBA 7510	International Finance	
GMBA 7710	International Marketing	
GMBA 7720	New Venture Creation	
GMBA 7730	Negotiations	

Business Administration, Executive MBA

The Tulane Executive MBA (EMBA) is an accelerated alternate-weekend MBA program designed for experienced professionals to earn an

MBA in 17 months. The 48-credit-hour, lockstep curriculum offers the advanced business knowledge and management skills managers need to rise to higher challenges, improve career opportunities and drive corporate growth. All students earn a concentration in global strategy, and students may earn a second concentration in finance or management by choosing electives in those areas.

Requirements

Curriculum

Pre-Program

In the months immediately before the EMBA curriculum begins, prep courses in accounting and quantitative skills help to align student skills with the requirements of the early courses in the curriculum. Orientation and team building sessions will familiarize new students with policies and procedures, and introduce faculty, classmates, and study teams.

Intensive Weeks

The EMBA program begins in January with a week-long academic session, Intensive Week I. Students complete two courses, including exams, in this seven-day intensive. Here students are reintroduced to academic life and begin to practice time management, balancing work, home, and school responsibilities.

A global management intensive seminar is held on the New Orleans campus in January of the second year. During this Intensive Week II, students form new global study teams, collaborating and sharing a classroom with their EMBA counterparts from partner universities in Europe and Latin America.

Alternate Weekends

Most EMBA classes, apart from the intensive weeks and the international seminar, follow an alternate weekend structure wherein students attend classes on Friday and Saturday every two weeks. Each set of two courses, a module, is typically completed in seven weeks.

Electives

In the second half of the curriculum, elective courses are introduced. Students can earn finance or management concentrations, in addition to the global strategy concentration, by selecting the elective course tracks in those areas.

International Seminar

The Executive MBA curriculum culminates in an international seminar abroad during the final course of the program, Managing the Global Enterprise. This capstone course gives students firsthand knowledge of global business and management practices and focuses on the strategic and operational issues of doing business abroad. Today's markets and their economic interdependence demand that managers understand global strategic imperatives. This essential management knowledge makes the international business experience a critical and required component of the EMBA curriculum.

During the international seminar, students:

- Explore the economic, technological, and political environments that influence global business initiatives and discover global business opportunities specific to the host country.
- Develop a keen understanding of global business challenges and management strategies for meeting those challenges.
- Gain firsthand knowledge of foreign business cultures and practice face-to-face interaction with international business leaders.
- Learn the specific challenges individual companies face and the strategies employed to meet these challenges.
- Work directly with foreign organizations to solve real business problems in a consulting assignment and final presentation.

For the seminar, we handle all academic and logistical planning, including airfare, ground transportation, logistics, accommodations, group meals and company visits. These seminar costs are included in the total program cost.

The seminar destination is usually determined eight to twelve months in advance. In past years, seminars have been held in Paris and many other destinations around the world, each presenting students a distinct and culturally unique business environment.

Course ID	Title	Credits
REQUIRED COURSES		
EMBA 6160	Managing People Internationally [2]	2
EMBA 6180	Accounting for Managers	2
EMBA 6220	Decision Models	2
EMBA 6230	Marketing Management	2
EMBA 6280	Business Analytics	2
EMBA 6240	Operations Management	2
EMBA 6260	Financial Management I	3
EMBA 6270	Financial Management II	2-3
EMBA 6310	Strategy Formulation	2-2.5
EMBA 6460	Legal Environ/Business	2
EMBA 7090	Managing The Global Entr [3]	2-4
EMBA 7120	Managerial Perspective [1]	1-2
EMBA 7160	Economics for Managers [1]	2
EMBA 7320	Negotiations	2-3
EMBA 7390	Financial Statemt Analys	2
EMBA 7430	Global Strategy	2-3
EMBA 7450	Management Communications	2-3
EMBA 7460	Entrepreneurship Mgmt.	2
EMBA 7520	Leadership and Ethics	2
ELECTIVES		
Finance		
EMBA 7510	Portfolio Theory	
EMBA 7610	Options	
EMBA 7620	Corp Risk Management	
EMBA 7370	Cases In Finance	
Management		
EMBA 7590	Corporate Strategy	
EMBA 7410	Change Management	
EMBA 7550	Performance Management	
EMBA 7660	Managing Innovation	

[1] Intensive Week I course.
[2] International Intensive Week course.

[3] International seminar course. A student must complete a minimum of 36 credit hours to enroll in Managing the Global Enterprise.

Business Administration, Full-Time MBA

Three key pillars highlight the Freeman School's new full-time MBA curriculum:

1. **Data-driven real-world decision making** – through a five-course data sequence, students learn to understand and apply insights from big data, to understand and appreciate the shortcomings of data, and to collect small focused data sets to precisely and rapidly answer critical questions.

2. **Cross-functional experiential learning** – guided by interdisciplinary faculty, students work in cross-functional teams to solve high-impact community and business problems.

3. **Preparing managers for the business world of the future** – students develop their skills as agile managers who can anticipate and manage crises and who understand the centrality of environmental, social, and governance (ESG) in business.

Completed over four semesters, the full-time MBA program requires 61 credit hours. The curriculum encompasses knowledge core courses (20 credit hours), a data course sequence (10 credit hours), two intensive immersion courses (4 credit hours), a consulting practicum (3 credit hours), an impact capstone course (3 credit hours), and elective courses (21 credit hours).

The knowledge core courses, taken throughout the first two semesters, are taught in seven-week sessions. They provide a foundation in all functional disciplines of business. The program provides an opportunity to understand the interrelationships among these disciplines and how they are integrated in the management of successful organizations. ESG issues are woven throughout the knowledge core.

The data course sequence develops the ability to understand and apply insights from big data, to appreciate the shortcomings of data, and to collect small focused data sets to precisely and rapidly answer critical questions. The sequence includes statistics and analytics courses, an advanced data interpretation course, and two area-specific data core courses.

The intensive immersion courses, focused on negotiations and successful leadership, take place just prior to the start of the spring semester of the first year and the start of the fall semester in the second year.

Through the consulting practicum, a semester-long course in the spring of the first year, students work in teams on cross-disciplinary projects. Core course faculty from different business disciplines oversee and advise student teams.

The impact capstone semester-long course, taken in the fall of the second year, draws on students' problem-solving skills from different business disciplines to help a local or regional company. Guided by core course faculty, these company projects focus on making a societal impact in the areas of sustainability, social inequities, or climate change.

Finally, students complete elective courses in their second year through which they may earn concentrations or specializations in business analytics, finance, strategy and marketing, and/or sustainability. The elective set includes approximately 45 course options from the following fields of study:

- Accounting and Taxation (ACCN, TAXN)
- Business and Law (LGST, MCOM)
- Energy (ENRG)
- Finance and Economics (FINE, ECAN)
- Management (MGMT)
- Management Science (MGSC)
- Marketing (MKTG)

In addition, two required career development courses help students identify appropriate career goals, conduct an effective job search and enhance their careers after graduation. The explicit consideration of career issues early in the program will be helpful in the selection of elective courses. A grade of pass in both non-credit career development courses is a requirement for graduation.

Requirements

Curriculum

An outline of the Freeman School's full-time MBA program, completed in two years over four semesters, follows:

Course ID	Title	Credits
Year 1		
Fall Semester		
First Seven Weeks		
ACCN 6000	Financial Accounting	2
FINE 6010	Economics for Managers	2
MCOM 6000	Corporate Communications	2
MGSC 6010	Introduction to Business Statistics	2
Second Seven Weeks		
FINE 6030	Managerial Finance	2
MGMT 6000	Strategy	2
MGMT 6010	Managing People	2
MGSC 6030	Analytics for Managers	2
Full Semester		
CDMA 6010	Career Development I	0
Spring Semester		
Intensive Immersion		
MGMT 6020	Business Negotiations	2
First Seven Weeks		
ACCN 6010	Managerial Accounting	2
MGSC 6040	Supply Chain and Operations Management	2
MKTG 6000	When Data Lie	2
MKTG 6010	Marketing Management	2
Second Seven Weeks		

FINE 6040	Financial Models for Business Decisions	2
LGST 6000	Essentials of Business Law	2
MGMT 6090	Data-Driven Strategic Management	2
Full Semester		
MGMT 6050	Consulting Practicum	3
CDMA 6020	Career Development II	0
Year 2		
Fall Semester		
Intensive Immersion		
MGMT 7000	Leading for Success	2
Full Semester		
MGMT 7020	Impact Capstone	3
Electives		9
Spring Semester		
Electives		12
Total Credit Hours		**61**

Concentrations & Specializations

The Freeman School offers a variety of concentrations and specializations for full-time MBA students. While no concentration or specialization is required, this option allows students to create a program of study that meets more specific academic and career goals. Students may declare up to two concentrations and/or specializations while earning their MBA.

Students must complete 12 credit hours to earn a concentration in a particular area and 9 credit hours to earn a specialization. Where applicable, it is possible for one course to count toward two concentrations and/or specializations.

Business Analytics Concentration

Course ID	Title	Credits
MGSC 7320	Advanced Spreadsheet Modeling	3
Select a minimum of one elective and a maximum of two electives from the following:		3-6
MGSC 7100	SQL Database Fundamentals and Business Intelligence	
MGSC 7340	Web Analytics	
Select electives to complete a total of four courses:		3-6
ACCN 7290	Accounting Analytics	
FINE 7510	Econometrics and Forecasting	
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	
MKTG 7250	Social Media and Online Marketing	
MKTG 7280	Data and Analysis for Marketing Decisions	

Business Analytics Specialization

Course ID	Title	Credits
MGSC 7320	Advanced Spreadsheet Modeling	3
Select a minimum of one elective and a maximum of two electives from the following:		3-6
MGSC 7100	SQL Database Fundamentals and Business Intelligence	
MGSC 7340	Web Analytics	
Select electives to complete a total of three courses:		0-3
ACCN 7290	Accounting Analytics	
FINE 7510	Econometrics and Forecasting	
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	
MKTG 7250	Social Media and Online Marketing	
MKTG 7280	Data and Analysis for Marketing Decisions	

Finance Concentration

Course ID	Title	Credits
FINE 7110	Investments	3
FINE 7130	Advanced Financial Management	3
Select two electives from the following:		6
ACCN 7130	Financial Statement Analysis	
ENRG 7500	Energy Risk Management [1]	
FINE 7140	Venture Capital & Private Equity	
FINE 7340	Aaron Selber Jr Course on Distressed Debt [2]	
FINE 7350	Aaron Selber Jr on Hedge Funds [2]	
FINE 7380	Climate Change, ESG, and Financial Markets	
FINE 7510	Econometrics and Forecasting	
FINE 7530	Burkenroad Reports for Financial Analysts	
FINE 7610	Darwin Fenner Student Managed Investment Fund [2]	
FINE 7640	Valuation	
FINE 7660	Financial Risk Management [1]	
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	

[1] May only choose one of these two courses.
[2] Students must apply for enrollment in this course.

Finance Specialization

Course ID	Title	Credits
FINE 7110	Investments	3
FINE 7130	Advanced Financial Management	3
Select one elective from the following:		3
ACCN 7130	Financial Statement Analysis	
ENRG 7500	Energy Risk Management [1]	
FINE 7140	Venture Capital & Private Equity	
FINE 7340	Aaron Selber Jr Course on Distressed Debt [2]	
FINE 7350	Aaron Selber Jr on Hedge Funds [2]	
FINE 7380	Climate Change, ESG, and Financial Markets	
FINE 7510	Econometrics and Forecasting	
FINE 7530	Burkenroad Reports for Financial Analysts	
FINE 7610	Darwin Fenner Student Managed Investment Fund [2]	
FINE 7640	Valuation	
FINE 7660	Financial Risk Management [1]	

MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World

[1] May only choose one of these two courses.
[2] Students must apply for enrollment in this course.

Strategy and Marketing Concentration

Course ID	Title	Credits
Select four electives from the following, with at least one from MGMT and one from MKTG:		12
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	
MGMT 7100	Strategic Mergers and Acquisitions	
MGMT 7180	Innovation and Technology Commercialization	
MGMT 7210	Management of Technology and Innovation	
MGMT 7250	Strategic Human Resources Management	
MKTG 7140	New Product Development	
MKTG 7250	Social Media and Online Marketing	
MKTG 7280	Data and Analysis for Marketing Decisions	
MKTG 7290	Strategic Brand Management	

Strategy and Marketing Specialization

Course ID	Title	Credits
Select three electives from the following, with at least one from MGMT and one from MKTG:		9
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	
MGMT 7100	Strategic Mergers and Acquisitions	
MGMT 7180	Innovation and Technology Commercialization	
MGMT 7210	Management of Technology and Innovation	
MGMT 7250	Strategic Human Resources Management	
MKTG 7140	New Product Development	
MKTG 7250	Social Media and Online Marketing	
MKTG 7280	Data and Analysis for Marketing Decisions	
MKTG 7290	Strategic Brand Management	

Sustainability Concentration

Course ID	Title	Credits
ACCN 7000	Environmental, Social, and Governance (ESG) Reports	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	3
Select one elective from the following:		3
ENRG 7130	Energy & Environmental Economics	
ENRG 7850	Renewable & Electric Power Markets	
ENRG 7860	Renewable Energy Project Development & Finance	

Sustainability Specialization

Course ID	Title	Credits
Select a minimum of two electives and a maximum of three electives from the following:		6-9
ACCN 7000	Environmental, Social, and Governance (ESG) Reports	
FINE 7380	Climate Change, ESG, and Financial Markets	
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	
If two electives are chosen above, choose one elective from the following:		0-3
ENRG 7130	Energy & Environmental Economics	
ENRG 7850	Renewable & Electric Power Markets	
ENRG 7860	Renewable Energy Project Development & Finance	

Business Administration, Online MBA

The **Online Master of Business Administration (OMBA)** from the A. B. Freeman School of Business is designed to meet the needs of professionals from a wide range of academic and professional backgrounds. The 46-hour curriculum is taught in a primarily asynchronous yet highly engaged format with weekly virtual synchronous sessions. The program offers a mix of conceptual rigor, deep thinking exercises, and real-world examples to advance learners' business skills and careers. The courses are taught by Freeman faculty who bring their expertise to the classroom, sharing proven research and the latest developments in a wide range of fields. Optional concentrations are offered in Business Analytics, Finance, and Marketing.

Requirements

Curriculum

To obtain the online MBA degree, a student will have to earn 46 credits. These credits are divided into a series of fourteen 2-credit half semester knowledge and skills core classes and at least six semester-long 3-credit elective classes.

Core Curriculum

Course ID	Title	Credits
ACCN 6000	Financial Accounting	2
ACCN 6010	Managerial Accounting	2
FINE 6010	Economics for Managers	2
FINE 6030	Managerial Finance	2
FINE 6070	Advanced Managerial Finance	2
LGST 6000	Essentials of Business Law	2
MCOM 6000	Corporate Communications	2
MGMT 6000	Strategy	2
MGMT 6010	Managing People	2
MGMT 6250	Business Model Development	2
MGSC 6010	Introduction to Business Statistics	2
MGSC 6030	Analytics for Managers	2

MGSC 6040	Supply Chain and Operations Management	2
MKTG 6010	Marketing Management	2

Electives

Students must complete 6 courses totaling 18 credit hours from the listed electives below.

Course ID	Title	Credits
ACCN 7130	Financial Statement Analysis	3
ACCN 7280	Operational Risk Management	3
FINE 6080	Financial Policy & Valuation	3
FINE 7110	Investments	3
MGMT 7050	Managing for Success	3
MGMT 7110	Negotiations	3
MGMT 7210	Management of Technology and Innovation	3
MGSC 7100	SQL Database Fundamentals and Business Intelligence	3
MGSC 7320	Advanced Spreadsheet Modeling	3
MGSC 7340	Web Analytics	3
MKTG 7250	Social Media and Online Marketing	3
MKTG 7290	Strategic Brand Management	3

Concentrations

While no concentration is required, students may choose up to two concentrations. No more than one course (3 credits) can count towards multiple concentrations. Students who overlap one course between two concentrations must complete a minimum of 18 credit hours in total. Students must complete 9 credit hours from the listed electives to earn a concentration in a particular area.

Business Analytics Concentration: Students must choose 3 of the following 4 electives.

Course ID	Title	Credits
MGSC 7100	SQL Database Fundamentals and Business Intelligence	3
MGSC 7320	Advanced Spreadsheet Modeling	3
MGSC 7340	Web Analytics	3
MKTG 7250	Social Media and Online Marketing	3

Finance Concentration:

Course ID	Title	Credits
ACCN 7130	Financial Statement Analysis	3
FINE 6080	Financial Policy & Valuation	3
FINE 7110	Investments	3

Marketing Concentration:

Course ID	Title	Credits
MKTG 7250	Social Media and Online Marketing	3
MKTG 7290	Strategic Brand Management	3
MGMT 7210	Management of Technology and Innovation	3
or MGSC 7340	Web Analytics	

Business Administration, Professional MBA

The Tulane Professional MBA (PMBA) program is for rising professionals with at least two years of work experience who are seeking to increase their effectiveness and fast-track their careers in a flexible format.

This three-year, part-time MBA program, comprised of 48 credit hours, is taught by faculty members from Freeman's prestigious full-time MBA program. In small classes, MBA students acquire expertise through experience – how to analyze problems critically, how to set smart goals, and how to be both a team player and an effective manager.

Requirements

Curriculum

Year 1		
Fall		**Credit Hours**
MGMT 6030	Strategic Management	3
MGSC 6020	Business Stats and Models	3
	Credit Hours	**6**
Spring		
ACCN 6050	Accounting Measurement, Reporting, and Control	3
MKTG 6020	Marketing	3
	Credit Hours	**6**
Summer Session		
FINE 6470	Managerial Economics	3
MCOM 6020	Business Communications	3
	Credit Hours	**6**
Year 2		
Fall		
FINE 6020	Analysis for Financial Mgmt	3
MGMT 6080	Managing People in Orgs	3
	Credit Hours	**6**
Spring		
MGMT 6040 or MGMT 7050	Business Ethics & Leadership or Managing for Success	3
MGSC 6090	Operations and Supply Chain Management	3
	Credit Hours	**6**
Summer Session		
Select 2 Electives		6
	Credit Hours	**6**
Year 3		
Fall		
Select 2 Electives		6
	Credit Hours	**6**

Spring	
Select 2 Electives	6
Credit Hours	**6**
Total Credit Hours	**48**

Concentrations & Specializations

In addition to developing a common body of knowledge in practical business matters, students in the PMBA program are able to complete a concentration or specialization in select fields. While no concentration or specialization is required, these options provide students the opportunity to create a program that meets more specific academic and career goals. Students may declare up to two concentrations and/or specializations while earning their MBA.

Students must complete 12 credit hours from the listed electives to earn a concentration in a particular area. To earn a specialization, students must complete 9 credit hours from the listed electives in a particular area.

Analytics

Course ID	Title	Credits
ACCN 7290	Accounting Analytics	3
FINE 7180	Financial Modeling	3
FINE 7510	Econometrics and Forecasting	3
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	3
MGSC 7100	SQL Database Fundamentals and Business Intelligence	3
MGSC 7310	Modeling and Analytics	3
MGSC 7320	Advanced Spreadsheet Modeling	3
MGSC 7340	Web Analytics	3
MKTG 7250	Social Media and Online Marketing	3
MKTG 7280	Data and Analysis for Marketing Decisions	3

Energy

Course ID	Title	Credits
ENRG 7100	Energy Markets, Institutions & Policy	3
ENRG 7110	Energy Modeling	3
ENRG 7130	Energy & Environmental Economics	3
ENRG 7150	Electric Vehicles and the Supply Chain	3
ENRG 7200	Energy Fundamentals & Trading	3
ENRG 7500	Energy Risk Management	3
ENRG 7610	Energy Trading: Wholesale Electric Markets	3
ENRG 7730	Energy Investment Banking	3
ENRG 7830	Energy Regulation	3
ENRG 7850	Renewable & Electric Power Markets	3
ENRG 7860	Renewable Energy Project Development & Finance	3
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	3

Entrepreneurship

Course ID	Title	Credits
FINE 7140	Venture Capital & Private Equity	3
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	3
MGMT 7180	Innovation and Technology Commercialization	3
MGMT 7210	Management of Technology and Innovation	3
MKTG 7140	New Product Development	3
MKTG 7280	Data and Analysis for Marketing Decisions	3

Finance

Course ID	Title	Credits
Concentration Requirements:		
FINE 7130	Advanced Financial Management	3
FINE 7110	Investments	3
or FINE 7160	Investments & Asset Pricing	
Plus 6 credit hours from the following:		
ACCN 7130	Financial Statement Analysis	3
ENRG 7500	Energy Risk Management	3
FINE 7140	Venture Capital & Private Equity	3
FINE 7180	Financial Modeling	3
FINE 7340	Aaron Selber Jr Course on Distressed Debt [1]	3
FINE 7350	Aaron Selber Jr on Hedge Funds [1]	3
FINE 7380	Climate Change, ESG, and Financial Markets	3
FINE 7510	Econometrics and Forecasting	3
FINE 7530	Burkenroad Reports for Financial Analysts [1]	3
FINE 7610	Darwin Fenner Student Managed Investment Fund [1]	3
FINE 7640	Valuation	3
FINE 7660	Financial Risk Management	3
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	3
Specialization Requirements:		
FINE 7130	Advanced Financial Management	3
FINE 7110	Investments	3
or FINE 7160	Investments & Asset Pricing	
Plus 3 credit hours from the concentration courses offerings		3

[1] Students must apply for enrollment in this course.

Strategic Management and Innovation

Course ID	Title	Credits
MGMT 7030	Environmental, Social, and Governance (ESG) in a Dynamic Global World	3
MGMT 7050	Managing for Success [1]	3
MGMT 7100	Strategic Mergers and Acquisitions	3
MGMT 7110	Negotiations	3
MGMT 7120	Competition & Strategy	3

MGMT 7180	Innovation and Technology Commercialization	3
MGMT 7210	Management of Technology and Innovation	3
MGMT 7250	Strategic Human Resources Management	3
MGMT 7320	Executive Leadership	3

[1] If you choose MGMT 7050 in lieu of MGMT 6040 for the core requirement, it may not count toward this concentration.

Minors for Non-Business Students

Non-BSM students can engage in rigorous business studies through two programs:

The Business Minor Summer Institute is a 23.5 credit hour intensive summer program in which a select cohort of students works together to build a foundation in the core tenants of business, including marketing, management, finance, communication, accounting, spread sheeting, career development and law. With an eye towards complementing their non-business major, the student will embark upon a 10-week journey to allow them to speak the language of business and enhance their existing studies at Tulane. This program is only offered each summer from May to July. Students must apply for the program through the Office of Undergraduate Education within the Freeman School (business@tulane.edu).

The Entrepreneurial Business Minor is an 18 credit experience that allows non-BSM students to join their BSM counterparts to work together to bring nascent ideas to fruition through coursework in finance, accounting, management, marketing, product development and a deep dive into the best practices within the world of entrepreneurship. Students will conclude their minor studies with an experiential-learning course that allows students to transcend the classroom and bring ideas to life.

Programs

- Minor in Entrepreneurial Business (available to BSM's and non-BSM's) (p. 142)
- Summer Business Minor Institute for non-BSMs (p. 161)

Summer Business Minor Institute for non-BSMs

Overview

The Business Minor Summer Institute is an accelerated program that provides non-business students with the fundamental business skills needed to shine in the corporate world or simply to complement their non-business major studies.

In just one summer, students earn up to 23.5 credits and acquire a business minor. In the process, students gain a wide variety of business knowledge, professionalism, connections and confidence to pursue a variety of post-graduate endeavors. Students who pair the business minor with their majors in other Schools within Tulane are able to approach complex nuanced problems from a variety of academic perspectives.

Requirements

The Business Minor Summer Program consists of two sessions, both of which must be completed in the same summer.

Year 1

Summer Session 1		**Credit Hours**
ACCN 2010	Financial Accounting	3
CDMA 1010	BMSI Career Discussions I	1
INFO 1010	Intro to Business Computing	1.5
MCOM 3200	Management Communication	3
MGMT 3010	Organizational Behavior	3
	Credit Hours	**11.5**
Summer Session 2		
ACCN 3010	Managerial Accounting	3
FINE 3010	Financial Management	3
LGST 3010	Legal, Ethical and Regulatory Environment of Business	3
MKTG 3010	Marketing Fundamentals	3
	Credit Hours	**12**
	Total Credit Hours	**23.5**

SCHOOL OF LAW

Overview

Mailing Address

Weinmann Hall
6329 Freret Street
New Orleans, LA 70118

Administrative Office

Dean: Marcilynn Burke
Vice Dean: Stacy E. Seicshnaydre
Phone: (504) 865-5961
Web Site: https://law.tulane.edu/

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

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

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

Yet, Tulane Law pairs that global perspective with a deep commitment to its own community and to equipping students with the practical skills and judgment they need to make a difference in their careers. The first law school in the nation to require pro bono service of all students, Tulane is a leader in preparing students for practice through service to others.

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

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

Academic Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Law Policies (p. 163)

School of Law Policies

Academic Standards

Basis for Dismissal Because of an Unsatisfactory Academic Record

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

1. No student may remain in school who has a cumulative grade point average of less than 2.0 at the end of the first year or at the end of any subsequent semester.

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

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

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

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

Determination of Credit Hours Awarded for Coursework

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

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

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

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

Double Credit

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

Eligibility for Degrees
Academic Honors

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

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

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

Degree Requirements for the SJD Program

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

1. Coursework:
   a. Students admitted to the SJD program with a Tulane Law School Master's degree awarded five or fewer years prior to admission to the SJD program are exempt from any further coursework requirement.
   b. Students admitted to the SJD program with a Tulane Master's degree awarded more than five years prior to admission to the SJD program must complete an additional 10 hours of coursework with a grade of B or better in each course.

c. Students admitted to the SJD program with a Master's degree from a law school in the United States (other than Tulane) or from an approved foreign law school in all cases must complete an additional 12 hours of coursework at Tulane.

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

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

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

Experiential Learning Requirement

Professional skills are necessary for effective and responsible participation in the legal profession. Therefore, starting with students matriculating in Fall 2016, JD candidates must successfully complete (pass) courses providing a minimum of six experiential learning credits. In order to qualify for experiential credits, an

approved course must be designated as an "experiential course" as provided in Section V.H of the Student Handbook. The courses that fulfill this requirement are designated and separately listed in the registration materials.

General Degree Requirements for the JD Program

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

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

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

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

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

General Degree Requirements for the Master's Program

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

1. Satisfactory completion of 24 hours of coursework, at least 21 of which must be at the Law School, and up to three of which may be earned in a summer term. "Satisfactory completion" is defined under Academic Standards. No transfer credit can be granted. A student who has earned 24 credits towards the Master's degree may not enroll in any more courses that will appear on the student's transcript or average into the student's GPA.
2. Full-time students must complete between 10 and 12 hours of coursework in each of two consecutive fall and spring semesters, except with special permission. Part-time students must complete between 4 and 7 hours of coursework each semester and complete the degree in four consecutive semesters, with the option of attending one summer session for up to 3 hours of coursework.
3. Students must satisfy the specific requirements of the degree program in which they are enrolled (e.g., General, Admiralty, Energy & Environment, or International & Comparative Law).
4. Students are required to write papers for at least three, but not more than nine, hours of coursework, in courses requiring or permitting completion of a paper in lieu of an exam. Directed research credit falls in this category and may be used to satisfy up to three hours of the writing requirement. Students may not receive credit for

Directed Research beyond the nine-hour writing credit maximum. The course Legal Research and Writing for International Graduate Students may not be counted toward the writing requirement.1

5. All master's degree candidates who have received the first law degree from a school outside the United States must successfully complete Introduction to American Law (2 credits) and Legal Research & Writing for International Graduate Students (1 or 2 credits), in addition to any specific degree requirements.
6. Clinical programs, Trial Advocacy course and externships are not open to graduate students subject to the following exception. Students who received a JD from a U.S. law school and who are candidates for a Tulane Law School Master's degree may apply to participate in the Environmental Law Clinic for a maximum of one semester. This is the only clinic open to graduate students, and the limitation of one semester participation is not subject to modification.
7. Students in the full-time graduate studies programs must be enrolled as full-time students at the Law School for one academic year (i.e., two full-time semesters). A full-time semester is defined as enrollment in ten more hours of coursework. Students may not pursue degrees in absentia.
8. Students must meet all financial obligations to the University.
9. Each student must, after fulfilling all other degree requirements, be recommended for the degree by the law faculty.

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

Academic Standards for Graduate Students

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

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

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

Pro Bono Requirement

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

Summary: For students to receive credit towards the Pro Bono requirement, the student cannot receive remuneration or academic credit. Students may choose to contribute any number of hours in excess of the minimum required and should report all pro bono hours via the electronic time reporting mechanism provided by the Office of Experiential Learning and Public Interest Programs. All pro bono hours will be reflected on the student's transcript. In order to earn credit towards the Pro Bono requirement, time records and the Supervisory Form must be received by the Office of Experiential Learning and Public Interest Programs on or before the relevant deadlines, which typically occur at the end of each semester in which pro bono work was completed. Students who contribute exemplary pro bono service are recognized annually at the Pro Bono Luncheon. Additionally, each Spring, qualifying 3Ls are eligible for induction into the Pro Bono Krewe, an honorary community/society of distinguished pro bono volunteers.

Qualifying Pro Bono Service: Because the Tulane pro bono requirement is designed to instill in each student a sense of responsibility to the community when each becomes a member of the bar, a student's work should address the needs of underserved individuals or the community-at-

large. Qualifying pro bono service covers a wide spectrum of activities and locales:

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

Qualifying pro bono work must be law-related. Qualifying tasks include client interviewing, document drafting and review, case planning and preparation, legal research and writing, drafting of legislation or regulations, formulation of legal policy, and participation in legal education programs in the public schools. Training time (up to 5 hours in a 50-hour placement) and limited administrative tasks, pertinent to the legal assignment, are viewed as law-related work counting toward the fulfillment of the requirement.

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

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

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

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

Upper-Class Writing Requirement

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

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

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

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

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

Experiential Courses

All clinical courses, externship field placements, practicums and labs under the administration of the Associate Dean of Experiential Learning and Public Interest Programs are designated as "experiential courses."

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

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

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

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

Limitation on Non-Classroom Credits

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

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

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

Readmission

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

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

personal or family situations that affected their ability to concentrate on academics must submit appropriate documentation, either with their petitions or at their

readmission hearings. Letters of recommendation from law professors or other persons who may have direct knowledge of the student's legal ability may be helpful but are not required. Finally, the student should relate to the Committee specific details which he or she believes will lead to the improvement of his or her academic record if readmitted.

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

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

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

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

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

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

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

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

Classes and Registration

Adding and Dropping Courses

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

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

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

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

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

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

Certificate of Concentration Programs

There are currently six areas in which Tulane JD students can earn a certificate of concentration upon graduation if they complete a prescribed curriculum of upperclass courses. These areas are Civil Law, Environmental Law, European Legal Studies, International & Comparative Law, Maritime Law, and Sports Law. To avoid having students overspecialize in their JD studies, no student will be awarded more than one certificate of concentration. Students may register for a certificate program by

submitting the JD Certificate Selection Form before their last semester (the form is located under the Forms link of the Academic Services page on the TLS Intranet, or may be picked up from the Academic Services Office). The specific requirements for each certificate are listed in the registration materials.

Class Size Limitations

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

Course Books and Photocopied Class Materials

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

Course Conflicts

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

Course Load and Enrollment Status

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

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

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

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

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

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

Full-time law students may register in other schools or colleges of the University for one course per semester (summers excluded) without paying additional tuition. The Law School tuition payment will not cover any courses in any department outside of the law school that are audited, rather than taken for a regular letter grade. If a student withdraws from a course, the cost of which would normally be covered by the Law School tuition, the student will be obligated to reimburse the Law School for any tuition the Law School is charged by the other school or college. All courses taken in any school or college of the University and the grades received will appear on the student's official transcript but neither the courses nor the grades will be counted in the student's law school GPA or toward law school graduation requirements unless the courses fulfill requirements of the student's approved joint-degree program.

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

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

Directed Research

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

A student may not earn additional credit for directed research in connection with any paper, comment, note

or other written work submitted for academic credit (See Section V.D.: Double Credit).

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

1. The student must locate a full-time faculty member who will agree to supervise the research. Directed research papers may be supervised by a member of the tenured or tenured-track faculty, a professor of clinical law, a faculty member visiting for at least one semester, or (after consultation with the Vice Dean) a Professor of the Practice. Legal research and writing instructors, clinical instructors, and adjunct faculty members are not eligible to supervise directed research, except in exceptional circumstances and with the approval of the Vice Dean.
2. A maximum of 3 credits will be granted for Directed Research. Students may do more than one research project (e.g., 3 one-credit projects; 1 one-credit and 1 two-credit project) but the maximum credit available for the entire law program is 3.
3. Directed Research credit may be awarded and received only for production of a written substantive research paper. Although the scope and length of the paper will be determined by the supervising professor, the following are minimum requirements to receive credit for Directed Research:
    a. A student must submit a written proposal and a plan of research that provides sufficient justification for the number of credits to be awarded under Section V.G of the Handbook;
    b. A student must submit at least one draft of the paper to the supervising professor for the professor's critique. The final paper must take into account the comments and critique provided by the professor on the earlier draft; and
    c. 1-credit projects should consist of no fewer than 15 double-spaced pages; 2-credit projects should consist of no fewer than 25 double-spaced pages; and 3-credit projects should consist of no fewer than 35 double-spaced pages.
4. The Directed Research must be completed in the term for which it is registered. However, an extension may be granted for one additional semester by the supervising professor.
5. A copy of the written proposal, plan of research, and final draft shall be submitted to the Academic Services Office.

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

Employment While a Full-time Law Student

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

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

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

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

Joint Degree Programs

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

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

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

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

Leave of Absence/Withdrawal

Any student considering a leave of absence from the Law School for one semester or longer should submit a written petition to the Assistant Dean of Students. Generally a student who leaves the school in good standing without any conditions placed on the student's return to school is likely to be granted automatic readmission within a period of one year. To reenter, the student should notify the Assistant Dean of Students at least one month prior to the start of the semester in which the student wishes to return of the intent to re-enroll and should complete an informational form. After one year but before the expiration of two years, a student seeking to return to school will be required to go through a readmission process through the Assistant Dean of Students' Office. Students returning from a leave of absence should be mindful that all of the coursework for a JD degree must be earned within five consecutive years of the student's initial enrollment.

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

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

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

Multiple Sections of Courses

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

Non-law Students Taking Law School Courses

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

Prerequisites

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

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

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

Records and Transcripts

All official records of registration and grades are kept by the University Registrar's Office located at 110 Gibson Hall. Each student is responsible for ensuring that he or she is properly registered and for complying with deadlines for adding and dropping courses. A student will receive credit only for courses for which he or she is officially registered. Conversely, a grade of "F" will be assigned to any student who has not officially dropped a course, even though the student has not attended class and has not taken the exam. In general, most registration matters can be handled

through the Law School Academic Services Office. However, all transcript requests must be directed to the University Registrar. For information on transcript requests, see the website https://registrar.tulane.edu/transcript (https://registrar.tulane.edu/transcript/).

Registration

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

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

Services for Students with Disabilities

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

Summer School and Summer Externships

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

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

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

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

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

Student Evaluations of Faculty

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

Use of Personal Electronic Resources in Classrooms

The use of personal computers, tablets, cellular phones, smart watches, and similar personal electronic resources in classrooms should be limited to activity directly related

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

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

Credits Accumulated Away From Tulane

Coursework

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

Externships

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

1. During the summer, rising 2L and 3L students may enroll in the Summer Externship. In this externship, students earn 3 units of academic credit in judicial, government, non- profit, and corporate counsel settings both in the local area and in sites around the globe, upon pre-approval and timely application to the Office of Experiential Learning and Public Interest Programs during the spring term preceding the proposed externship.
2. During the academic year, rising 2L and 3L students are eligible to apply for the yearlong Judicial Externship, the yearlong Public Service Externship, or the Spring Public Interest Externship. Students generally apply for academic year externships by participating in the ONEAPP process during the prior spring semester. Students are placed in pre-approved judicial chambers and public service sites within the New Orleans area, such as Federal District Court, state courts, Federal Public Defenders, the U.S. Attorney's office, the National Labor Relations Board (NLRB), the Equal Employment Opportunity Commission (EEOC), the Advocacy Center, the Fair Housing Action Center (GNOFHAC), Orleans Public Defender, and Southeast Louisiana Legal Services (SLLS). Students generally may not enroll in the year-long externship while enrolled in a year-long clinic. However, simultaneous enrollment may be permitted in certain semester-long clinics with prior permission.
3. During either the fall or spring semesters, rising 2L and 3L students are eligible to apply for the Corporate Counsel Externship. Students generally apply for academic year externships by participating in the ONEAPP process during the prior spring semester. This externship permits students to earn credit for work performed in the legal departments of certain pre-approved and pre-screened in-house counsel offices of non-profit or for–profit businesses. Students will experience how law is practiced in a corporate legal department when functioning as a lawyer for a business client and as part of a business. Students will develop skills and learn substantive legal issues encountered in an in-house legal department and the ethical responsibilities of general counsel.

Generally

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

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

Semester Abroad Programs

A limited number of well-qualified students may be given permission by the Vice Dean, upon the recommendation of the Executive Director of International Programs, to spend up to one semester in the law (or related) department of a

foreign university, and transfer up to 14 credits earned there to the Tulane law degree. In considering any particular case, the Executive Director and the Vice-Dean shall take into account the following:

1. Whether the program at the foreign university in which the student wishes to participate has been approved by the faculty or by the ABA, and if not, whether the Executive Director of International Programs is prepared to vouch for its content and its supervisory arrangements;
2. Whether satisfactory supervisory arrangements can be made at Tulane;
3. The extent to which the student is qualified to undertake the proposed program, as indicated by such factors as his or her academic performance, past and prospective course choices at Tulane, linguistic capabilities, and reasons for wishing to study abroad; and
4. The number of applications to study abroad. (See also VII. A.)

Students Visiting Away

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

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

Summer Unpaid Internships: Directed Research or Pro bono

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

OPTION I – DIRECTED RESEARCH

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

OPTION II – PRO BONO CREDIT

If the work is uncompensated and satisfies the Law School definition for pro bono service (see Section V.D.4), the student may seek pro bono credit by submitting an Independent Placement request electronically to the Office of Experiential Learning and Public Interest Programs before beginning the summer internship. The student will need to record the hours using the method indicated by the Office of Experiential Learning. If approved for pro bono credit in advance, all pro bono hours earned and verified will be reflected on the transcript. Time records must be submitted by the deadline for summer pro bono, which falls on Friday of the first week of the following fall term.

Examinations

Procedures

Absences from Examinations; Excuses; Rescheduling

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

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

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

requested an excuse improperly will be referred to the Honor Board.

A student who is overcome by illness in the course of an examination and is unable to complete the examination should inform the Assistant Dean of Students and the Law School Academic Services Office immediately and then promptly (on the same day) go to the University's Health Center or to a physician of the student's choice. In no event shall the student breach the anonymity of the grading process by contacting the instructor prior to the announcement of grades or indicating to the instructor that the student did not take or complete the examination. The student may elect to receive a "W" in the course in lieu of submitting a partially completed exam. Under no circumstances will the student be allowed to resume the exam on a later date.

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

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

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

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

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

Anonymity

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

Exam Numbers

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

Exam Practices for International Graduate and International Exchange Students Only

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

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

exact amount of extra time to be given. This rule does not apply to JD students.

International graduate and international exchange students whose native language is not English may use a paperback or an electronic English language translation dictionary in exams. The rule permits **only** single-purpose, self-contained, paperback or electronic English language translation dictionaries (i.e. electronic devices that perform only the same limited function as a hard copy English language translation dictionary (e.g. English to Spanish; Spanish to English)). Permission does **not** extend to computer programs, cell phones, personal digital assistants, etc. Similarly, permission does **not** extend to electronic devices that translate legal terms or phrases or that provide legal or other definitions (e.g. a regular language dictionary or a Black's Law dictionary). This rule does not apply to JD students. JD students are not allowed to use a dictionary.

Exam Protocol

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

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

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

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

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

Rescheduling Exam Times

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

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

Students may have exams rescheduled for these reasons only:

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

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

Students who have received permission to reschedule an exam should report to the Academic Services Office on the rescheduled exam day approximately 15 minutes prior to the arranged starting time of the test (i.e., for a 9:30 a.m. exam, students should report at 9:15 a.m.). At the Academic Services Office, students will be asked to sign a statement that they have not seen or heard any information relating to the test. They then will be given the appropriate examination and told where to take the test. Rescheduled exams are bound by the same time constraints, instructions and allowable materials as the original exam. Students must return their bluebooks and test questions to

the Academic Services Office when the examination time has expired. The completed exam will then be delivered to the appropriate instructor without revealing any particulars about the student or the reason for the rescheduling of the test.

Services for Students with Disabilities

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

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

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

Grades

Appeal of Grades

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

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

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

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

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

decision of the Vice Dean, faculty committee, or faculty, whichever is the ultimate decision maker.

Based on the petition, the Senate Committee will decide whether or not to hear the appeal. In deciding the appeal, the committee should follow the Law School's grade appeal standards set forth above. If the committee decides that there are not sufficient grounds for review, the Chair of the committee will notify the student by letter, with copies to the principals involved in the case and to the Provost. If the committee decides that there are sufficient grounds for review, it will interview both the student and the teacher. A quorum of three committee members, at least one of whom must be a representative of the administration, one of whom must be a faculty member, and one of whom must be a student, is necessary for all committee hearings.

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

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

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

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

Basis of Grades

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

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

Class Participation Policies

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

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

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

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

Within the first two weeks of class, each faculty member shall announce to his or her class and shall indicate on the Intranet and in the written course policies or syllabus provided to students whether, and to what extent, the final grade will be based on some work other than an anonymous in-class examination. The oral and written notice shall explain how the final grade is calculated and describe how any additional

work is graded (including how and to what extent class participation will be considered). After the first two weeks of class, a faculty member may not change the grading system.

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

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

C, D and/or F grades: Incomplete Grades

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

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

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

Class Rank

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

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

Note these exceptions to the ranking process:

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

Deadlines for Submitting Grades

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

Effect of Grade of "F"; Retaking Course

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

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

Grading Scales

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

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

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

Grades in First Year Legal Research and Writing

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

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

Journal Credit

Journal credit is based on a two-year commitment.

Journal Writing Requirement

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

- Tulane Law Review - 2 credit hours
- Maritime Law Journal - 1 credit hour
- Environmental Law Journal - 1 credit hour
- Journal of International and Comparative Law - 1 credit hour
- Tulane Journal of Law and Sexuality - 1 credit hour
- Tulane Journal of Technology and Intellectual Property - 1 credit hour
- Sports Lawyers Journal - 1 credit hour

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

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

Editorial or Managerial Work

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

Tulane Law Review

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

Maritime Law Journal

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

Environmental Law Journal

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

Journal of International and Comparative Law

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

Tulane Journal of Technology and Intellectual Property

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

Tulane Journal of Law and Sexuality

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

Sports Lawyers Journal

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

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

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

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

Students seeking academic credit for participation in journals shall ensure that a record of the work required to earn the number of credits sought is submitted as provided in Section V.G below.

Notification of Grades; Transcripts

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

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

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

Pass/D/Fail Grading Option

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

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

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

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

If an instructor in a course chooses to invoke a penalty, it will be applied in the normal fashion. Thus, a student's grade will be reduced using the normal grade scale. If the application of a penalty causes a student's grade to fall below a "C−" (C in a Pass/C/Fail course), the student will not receive a grade of Pass, but the grade obtained (D+, D, D−, or F). (See Section IV. E. 3.)

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

Penalties Relating to Papers

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

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

Penalties for Lack of Class Attendance or Preparation
Preamble

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

This statement of policy by the faculty is consistent with the position of the American Bar Association. As an ABA-accredited institution, Tulane Law School must require that its students attend class regularly, as well as adopt and enforce policies relating to class attendance.

The General Rule

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

Announced Policies Penalizing Inadequate Attendance or Preparation

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

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

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

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

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

Unannounced Attendance and Preparation Policies

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

If an instructor has supporting documentation, she or he may penalize a student who has missed at least 30% of the regularly scheduled class meetings for that course. In such a case, the available penalty is to withdraw the student from the course with the grade of "W" and a transcript notation that the student was "required to withdraw because of excessive absences." Before the final examination and before taking this action, the instructor must notify the student.

Whether or not an instructor has supporting documentation, he or she may refuse to allow a student who has rarely or never attended

class to take the final examination. As soon as the problem is discovered, the instructor must notify the student in jeopardy to give the student the opportunity to improve his or her attendance sufficiently to avoid the penalty. However, if the student's attendance does not improve sufficiently, as defined reasonably by the instructor, the instructor may exercise one of the following options:

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

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

Good Faith Requirement

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

Retention and Student Access to Examination Answers

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

Grievance Procedures for Alleged Discrimination

All members of the Tulane Law School are subject to Tulane University's Equal (https://equity.tulane.edu/sites/equity.tulane.edu/files/EO%20Policy.%20July%202017.pdf) Opportunity/Anti-Discrimination Policy, (https://equity.tulane.edu/sites/equity.tulane.edu/files/EO%20Policy.%20July%202017.pdf) which includes Tulane's Anti-Harassment Policy. This policy provides that

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

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

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

Degree Requirements

Degree Requirements

- General Graduate School Requirements
- Doctor of Juridical Science
- Juris Doctor
- Master of Jurisprudence
- Master of Laws
  - General LLM Degree Requirements
  - LLM in Admiralty Degree Requirements
  - LLM in American Law Degree Requirements
  - LLM in Energy & Environment Degree Requirements
  - LLM in International & Comparative Law Degree Requirements

General Graduate School Requirements

A full description of Master's (p. 89) and PhD Degree (p. 92) requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

Doctor of Juridical Science

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

Each SJD student is assigned a faculty advisor upon admission. During the first semester of enrollment, SJD students take between 10 and

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

Degree Requirements for the SJD Program:

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

Juris Doctor

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

First-Year Curriculum

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

Required Courses

All students are required to take the following courses:

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

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

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

Legal Research & Writing

The first-year legal research and writing program is designed to teach the fundamentals of legal writing and to acquaint the student with various research techniques utilizing the resources of the law library and computerized legal databases. Over the course of two semesters, students will learn the techniques of legal problem-solving, and learn

to research and draft legal memoranda and briefs through a series of progressively more complex writing assignments. The course culminates with the drafting of an appellate brief and an oral argument before an appellate moot court.

Upper-Class Curriculum

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

Upper-Level Writing Requirement

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

Experiential Learning

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

Journals and Co-curricular Activities

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

Pro Bono Service

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

Master of Jurisprudence

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

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

Course ID	Title	Credits
Semester 1		
EMPL 6400	Legal Analysis I	
EMPL 6910	Intro to Employment Discrimination	
Semester 2		
EMPL 6401	Legal Analysis II	
EMPL 5710	Intro to Labor Law Principles	
Semester 3		
EMPL 6460	Employment Law	
EMPL 5410	IP Issues in the Workplace	
Semester 4		
EMPL 6050	Sex & Gender Issues in Work	
Plus one 2-credit elective		
Semester 5		
EMPL 6000	Social Media Issues in Wkplace	
Plus one 2-credit elective		
Semester 6		
EMPL 6990	Capstone Course	
Plus one 2-credit elective		
ELECTIVE COURSES:		
EMPL 5000	Developing & Manage Workforce	
EMPL 5800	Negotiating Skills	
EMPL 6100	Investigat Employee Complaints	
EMPL 6500	Employee Medical Leaves	
EMPL 6600	Privacy in the Workplace	

Master of Laws

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

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

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

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

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

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

All master's degree candidates who have received the first law degree from a school outside the 50 United States must enroll in Introduction to 4LAW 5600 Intro to Law of the US (1,2 c.h.) and 4LAW 5910 Legal Reasoning, Research & Writing for LLM Students (2-3 c.h.), in addition to any specific degree requirements. Because the Introduction to American Law course is offered only in the summer immediately preceding the start of the fall semester, all LLM candidates whose first law degrees are from schools outside the 50 United States must arrive at Tulane by late July.

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

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

General LLM Degree Requirements

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

Students must meet all financial obligations to the University.

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

LLM in Admiralty Degree Requirements

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

Typically, the following admiralty courses are offered:

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

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

LLM in American Law Degree Requirements

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

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

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

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

LLM in Energy & Environment Degree Requirements

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

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

- Successful completion of two foundation courses, chosen from Pollution Control Law, Natural Resources Law, and Energy Law. (Each of these courses carries 3 credits.)
- Successful completion of Graduate Seminar in Energy & Environment (1 credit).
- Successful completion of three additional courses, chosen from:
  - Administrative Law
  - Oil & Gas Law (basic or advanced)
  - Coastal & Wetlands Law
  - Environmental Enforcement
  - Comparative Environmental Law
  - Hazardous & Solid Waste Regulation
  - Historic Preservation Law
  - International Environmental Law
  - Land Use Planning
  - Marine Pollution Law
  - Regulation of Toxic Substances
  - Toxic Tort Litigation
  - Water Law
  - Wildlife & Endangered Species Law

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

LLM in International & Comparative Law Degree Requirements

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

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

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

Programs

Programs

- Doctor of Juridical Science (p. 201)
- Juris Doctor (p. 191)
  - JD Certificates (p. 192)
    - Civil Law Certificate (p. 192)
    - Environmental Law Certificate (p. 193)
    - International and Comparative Law Certificate (p. 193)
    - Maritime Law Certificate (p. 194)
    - Sports Law Certificate (p. 194)
- Master of Jurisprudence (p. 198)
  - Energy Law, MJ (p. 198)
  - Environmental Law, MJL (p. 199)
  - Labor and Employment, MJ (p. 200)
- Master of Laws (p. 194)
  - Admiralty, LMA (p. 196)
  - American Law, AML (p. 196)
  - Energy & Environment, MEL (p. 197)
  - General Law, LLM (p. 197)
  - International and Comparative Law, LMI (p. 198)

Joint Degrees

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

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

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

Joint Degrees

- JD/Master of Business Administration (MBA)
- JD/Master of Health Administration (MHA)
- JD/Master of Social Work (MSW)
- JD/MA in Latin American Studies

JD/Master of Business Administration (MBA)

Joint degree candidates complete a minimum of 50 semester hours of coursework at the Freeman School of Business, in addition to coursework for the JD. Requirements are detailed below.

Course ID	Title	Credits
Year 1		
Fall Semester		
First Seven Weeks		
ACCN 6000	Financial Accounting	2
FINE 6010	Economics for Managers	2
MCOM 6000	Corporate Communications	2
MGSC 6010	Introduction to Business Statistics	2
Second Seven Weeks		
FINE 6030	Managerial Finance	2
MGMT 6000	Strategy	2
MGMT 6010	Managing People	2
MGSC 6030	Analytics for Managers	2
Full Semester		
CDMA 6010	Career Development I	0
Spring Semester		
Intensive Immersion		
MGMT 6020	Business Negotiations	2
First Seven Weeks		
ACCN 6010	Managerial Accounting	2
MGSC 6040	Supply Chain and Operations Management	2
MKTG 6000	When Data Lie	2
MKTG 6010	Marketing Management	2
Second Seven Weeks		
FINE 6040	Financial Models for Business Decisions	2
LGST 6000	Essentials of Business Law	2
MGMT 6090	Data-Driven Strategic Management	2
Full Semester		
MGMT 6050	Consulting Practicum	3
CDMA 6020	Career Development II	0
Remaining Requirements		
Electives		**15**
Total Credit Hours		**50**

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

JD/Master of Health Administration (MHA)

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

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

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

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

Questions about the MHA program should be directed to the Department of Global Health Management and Policy at the School of Public Health & Tropical Medicine (http://sph.tulane.edu/) at ghsd@tulane.edu.

JD/Master of Social Work (MSW)

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

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

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

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

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

JD/MA in Latin American Studies

Tulane's Latin American Studies program is considered to be among the top programs in the United States. Some 80 faculty members from throughout the university teach and advise students who are pursuing

degrees in Latin American Studies. The program houses one of only three separate and distinct Latin American Studies libraries in the United States.

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

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

Juris Doctor

Our Curriculum

Tulane's first-year program emphasizes developing core analytic and legal writing skills. Faculty teach required first-year courses in classes of approximately 75 students to encourage close participation in the give-and-take of Socratic discussion. Using the case method, students dissect judicial decisions, respond to professors' and classmates' questions and carefully consider competing arguments. First-year legal research and writing professors also teach small-section courses, in which students develop the writing strategies and skills to succeed in practice.

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

Areas of Study

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

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

Civil Law Program

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

Requirements

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

First-Year Curriculum

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

Required Courses

All students are required to take the following courses:

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

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

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

Legal Research & Writing

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

culminates with the drafting of an appellate brief and an oral argument before an appellate moot court.

Upper-Class Curriculum

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

Upper-Level Writing Requirement

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

Experiential Learning

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

Journals and Co-curricular Activities

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

Pro Bono Service

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

JD Certificates

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

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

- Civil Law Certificate (p. 192)
- Environmental Law Certificate (p. 193)
- International and Comparative Law Certificate (p. 193)
- Maritime Law Certificate (p. 194)
- Sports Law Certificate (p. 194)

Requirements

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

Civil Law Certificate

Professor Ronald J. Scalise, Jr., Director

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

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

Requirements

Basic Courses

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

Group I: Fundamental Principles, Obligations and Special Contracts

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

Group II: Persons and Family Property

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

Group III: Property and Procedure

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

Enrichment Courses

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

- Civil Law Seminar
- Civil Law Persons
- Mixed Jurisdictions Seminar
- Comparative Law: European Legal Systems
- Comparative Private Law
- Real Estate Transactions & Finance: Common & Civil Law
- Roman Law
- Directed Research in Civil Law

- Clinical experience with civil law content, upon approval by the certificate Director.
- Visitor, summer school abroad and mini-courses identified as appropriate by the Civil Law Faculty.

Environmental Law Certificate

Professor Mark Davis, Director

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

Requirements

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

Basic Courses

Students must take two of the following three courses:

- Administrative Law
- Pollution Control
- Natural Resources Law

Enrichment Courses

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

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

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

International and Comparative Law Certificate

Professor Adeno Addis, Director

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

Requirements

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

Basic Courses

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

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

Enrichment Courses

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

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

- Any international and comparative mini-course approved by the relevant faculty

Maritime Law Certificate

Professor Martin Davies, Director

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

Requirements

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

Basic Courses

Students must take the following two courses:

- Admiralty I
- Admiralty II

Enrichment Courses

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

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

Sports Law Certificate

Professor Gabe Feldman, Director

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

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

Requirements

Basic Courses

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

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

Recommended Courses

These courses are highly recommended:

- Business Enterprises
- Income Tax

One of these courses is also highly recommended:

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

Master of Laws

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

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

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

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

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

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

Students are required to write papers for at least three but not more than nine credits of coursework, in courses requiring or permitting completion of a paper in lieu of an

exam. Directed research credit falls in this category and may be substituted for up to three credits of the writing requirement. Students may not receive credit for directed research beyond the nine-credit writing credit maximum. The course Legal Research & Writing for International Graduate Students may not be counted toward the writing requirement.

All master's degree candidates who have received the first law degree from a school outside the 50 United States must enroll in Introduction to 4LAW 5600 Intro to Law of the US (1,2 c.h.) and 4LAW 5910 Legal Reasoning, Research & Writing for LLM Students (2-3 c.h.), in addition to any specific degree requirements. Because the Introduction to American Law course is offered only in the summer immediately preceding the start of the fall semester, all LLM candidates whose first law degrees are from schools outside the 50 United States must arrive at Tulane by late July.

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

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

LLM candidates may pursue one of the following degree programs:

- Admiralty, LMA (p. 196)
- American Law, AML (p. 196)
- Energy & Environment, MEL (p. 197)
- General Law, LLM (p. 197)
- International and Comparative Law, LMI (p. 198)

Requirements

Coursework

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

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

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

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

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

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

All master's degree candidates who have received the first law degree from a school outside the 50 United States must enroll in Introduction to 4LAW 5600 Intro to Law of the US (1,2 c.h.) and 4LAW 5910 Legal Reasoning, Research & Writing for LLM Students (2-3 c.h.), in addition to any specific degree requirements. Because the Introduction to American Law course is offered only in the summer immediately preceding the start of the fall semester, all LLM candidates whose first law degrees are from schools outside the 50 United States must arrive at Tulane by late July.

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

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

Length of Study

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

Residency Requirements

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

spring-semester exams. Commencement ceremonies and conferral of degrees take place in May.

Summer Abroad Option

Tulane LLM students admitted to any of our full-time programs may begin the LLM program in the summer by attending one of Tulane's summer abroad programs. Up to 3 of the 24 credits required for the LLM program may be completed in a Summer Abroad Program. Tuition is included in the academic year costs, leaving students who proceed immediately into the LLM program responsible only for their living expenses during the summer abroad program. International students must arrive in New Orleans by the start of the Introduction to US Law course in mid-July.

Programs

Admiralty, LMA

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

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

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

Requirements

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

Typically, the following admiralty courses are offered:

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

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

American Law, AML

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

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

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

Requirements

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

- Constitutional Law
- Contracts
- Criminal Law
- Corporations
- Business Enterprises
- Evidence
- Intellectual Property

- Federal Civil Procedure
- Taxation
- Uniform Commercial Code
- Torts, or (if planning to take the Louisiana bar exam) Louisiana Civil Procedure or Louisiana Obligations Law.

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

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

Energy & Environment, MEL

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

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

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

Requirements

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

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

- Successful completion of two foundation courses, chosen from Pollution Control Law, Natural Resources Law, and Energy Law. (Each of these courses carries 3 credits.)
- Successful completion of Graduate Seminar in Energy & Environment (1 credit).
- Successful completion of three additional courses, chosen from:
  - Administrative Law
  - Oil & Gas Law (basic or advanced)
  - Coastal & Wetlands Law
  - Environmental Enforcement
  - Comparative Environmental Law
  - Hazardous & Solid Waste Regulation
  - Historic Preservation Law
  - International Environmental Law
  - Land Use Planning
  - Marine Pollution Law
  - Regulation of Toxic Substances
  - Toxic Tort Litigation
  - Water Law
  - Wildlife & Endangered Species Law

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

General Law, LLM

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

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

Requirements

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

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

International Tax; International Business Transactions; and a variety of related courses.

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

International and Comparative Law, LMI

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

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

Requirements

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

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

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

Master of Jurisprudence

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

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

Programs

- Energy Law, MJ (p. 198)
- Environmental Law, MJL (p. 199)
- Labor and Employment, MJ (p. 200)

Energy Law, MJ

Overview

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

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

Requirements

Curriculum

Term 1

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

Term 2

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

Term 3

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

Term 4

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

Term 5

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

Term 6

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

On-Site Education Immersion Weekend (EIW)

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

Environmental Law, MJL

Overview

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

Participants on all sides of environmental issues -- businesses, industries, individuals, and other entities whose activities and conduct affect the environment, governmental regulators, environmental groups and other public interest and advocacy groups -- need training in the legal framework that is an essential to understanding this complex field from the perspective of all stakeholder. This online, nonresidential program is designed to offer these target audiences the opportunity to upgrade and expand their knowledge and skill levels in their chosen profession.

Requirements

Curriculum

Term 1

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

Term 2

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

Term 3

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

Term 4

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

Term 5

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

Tulane University

Term 6

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

On-Site Education Immersion Weekend (EIW)

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

Labor and Employment, MJ

Overview

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

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

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

Requirements

Curriculum

Semester 1

Students must take both of these required courses:

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

Semester 2

Students must take both of these required courses:

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

Semester 3

Students must take both of these required courses:

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

Semester 4

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

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

Semester 5

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

- Social Media Issues in the Workplace (3 credits)

Semester 6

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

- Capstone (3 credits)

Elective Courses

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

On-Site Education Immersion Weekend (EIW)

All students enrolled in the online MJ program must attend one EIW to be eligible to receive the Masters degree. Students are welcome to attend more than the one EIW session. Each session is composed of two days of academic and other programming at the Law School during the summer. The EIW is designed to (a) supplement the online curriculum by involving students and faculty in discussion of new developments and unique other issues not addressed in the online curriculum; (2) provide students with networking opportunities by meeting their peers; (3) provide students and faculty opportunities to

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

Doctor of Juridical Science

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

Eligibility
An applicant for the SJD program must hold an LL.M. degree or its equivalent either from Tulane University or other accredited American universities or foreign universities that the Law School Graduate Affairs Committee (the faculty admissions committee) has ascertained have good standing among the higher education community in the home country.

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

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

Requirements

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

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

Degree Requirements for the SJD Program:

1. In order to obtain the SJD degree, a student must fulfill the following requirements, depending on the student's particular circumstances upon admission to the program:
   a. Students admitted to the SJD program with a Tulane Law School Master's degree awarded five or fewer years prior to admission to the SJD program are exempt from any further coursework requirement.
   b. Students admitted to the SJD program with a Tulane Master's degree awarded more than five years prior to admission to the SJD program must complete an additional 10 hours of coursework with a grade of B or better in each course.
   c. Students admitted to the SJD program with a Master's degree from a law school in the United States (other than Tulane) or from an approved foreign law school in all cases must complete an additional 12 hours of coursework at Tulane.
2. All SJD students, including those exempt from some or all further coursework requirements, must be in residence for at least one year but are only required to pay full-time tuition and fees for at least one semester, typically the first semester of enrollment in the program. Students wishing to enroll in courses outside that one semester may do so on the understanding that they must pay tuition for each additional course they take.
3. Every SJD candidate must write and defend successfully a dissertation which makes an original and significant contribution to legal scholarship. Unless specifically exempted from this requirement for very exceptional circumstances by the Graduate Programs Committee, the dissertation must be complete and the defense must take place within four years from the initial enrollment in the SJD program.
4. Dissertation Committee: The committee will consist of three members one of whom is the supervisor who acts as the chair of the committee. The chair of the committee shall be a tenured member of the faculty. At least one of the other two members of the committee shall be a tenured or tenure-track member of Tulane Law School. Under normal circumstances, all members of the committee will be Tulane Law School faculty members, but there may be cases where it becomes necessary to ask a faculty member from another department of the University or a faculty member at another institution, foreign or domestic, to join the committee. The outside member must, however, be a tenured member of the faculty at his or her home institution. The selection of the dissertation committee will be decided by the student in consultation with the chair of the committee. The committee shall be empaneled at the earliest time after the candidate has taken residence but no later than the end of the first semester of residence. As soon as the committee has been established, the chair of the committee shall notify the Graduate Affairs Committee of the names of the members of the committee. The Graduate Affairs Committee shall transmit the information to the Assistant Dean for Academic Services for record keeping.
5. Lengths of dissertations vary depending on the subject matter and the writing style of the authors, but as a general matter the length of a dissertation ranges between 200-300 pages, including appendix and bibliography. After the dissertation committee has approved the dissertation, the supervisor shall set up a meeting

at which the candidate shall present an oral defense of the doctoral thesis. The dissertation committee will conduct the oral examination. The meeting for the oral defense is open to members of the Law School faculty.

6. Clinical programs, the Trial Advocacy course and externships are not open to SJD students.

SCHOOL OF LIBERAL ARTS

Mailing Address

School of Liberal Arts
102 Newcomb Hall
Tulane University New Orleans, LA 70118

http://tulane.edu/liberal-arts/ (https://liberalarts.tulane.edu/)

Telephone Numbers

Phone: (504) 865-5225
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Brian T. Edwards
Ph.D., Yale University
Dean

The School of Liberal Arts at Tulane encompasses the arts, humanities, and social sciences through sixteen departments and nineteen interdisciplinary programs as well as the Carroll Gallery, Shakespeare Festival, Summer Lyric Theatre, and the Middle American Research Institute. Our small classes allow students to be active learners directly engaged with their courses. With a broad array of majors, minors, Master's and Ph.D. programs, students can choose to specialize in a wide number of fields, developing long-standing interests or discovering new passions. Engaged in the liberal arts, students not only learn key skills of writing, analysis, and communication but come to understand better both themselves and the world beyond.

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Undergraduate

Newcomb-Tulane College Policies

A full description of academic policies for all students in Newcomb-Tulane College (https://catalog.tulane.edu/newcomb-tulane/#academicpoliciestext) can be found in the college's section of this catalog. Students should review these policies thoroughly.

Graduate

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Liberal Arts Graduate Policies and Information

Upon admission to the School of Liberal Arts, students are held responsible for compliance with the regulations of the School of Liberal Arts and of Tulane University as set forth on the University website and in other current or subsequent official statements. 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.

Code of Student Conduct

The university requires of all of its students behavior compatible with its high standards of scholarship and conduct. The Vice President for Student Affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations.

Conferring of Degrees

Degrees earned in the School of Liberal Arts are awarded three times a year—in December, May, and August. There is only one commencement program and that is held in May. Candidates for degrees are required to complete an online application for degree form on or before deadline dates.

Continuous Registration Requirements

A student admitted to the School of Liberal Arts in a degree program must be in continuous registration in a degree-granting division of the university until the awarding of the degree. Any student who is not registered for course work in a degree-granting division of the university must be registered in Master's Research or Dissertation Research in order to remain in continuous registration. The student need not maintain registration during the summer.

The continuous registration requirement applies both to resident and non-resident students. Resident students who have not completed minimum course work requirements for their degrees must either enroll for a minimum of three hours per semester (exclusive of Summer Session) or register for Master's Research (9980) or Dissertation Research (9990). Resident or non-resident students who have completed their course work requirements are required to register for Master's Research (9980) (no credit hours) or Dissertation Research (9990) (no credit hours) and pay the 9980/9990 registration fee in order to maintain continuous registration. This entitles students to full student privileges and maintains the student as enrolled in the graduate program. Failure to be so registered is de facto withdrawal and the School of Liberal Arts reserves the right not to readmit. A student who is readmitted is obligated to pay the applicable fee required to maintain continuous registration.

Courses

Courses numbered from 6000 to 6999 are for graduates and advanced undergraduates. Courses numbered 7000 and above are exclusively for graduates. Graduate credit is not given for courses numbered lower than 6000. The credit for each course is indicated in semester hours by a numeral in parentheses. Course offerings and schedules of classes are available on the Office of Registrar's website.

General Requirements

A student admitted to the School of Liberal Arts 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 one of the two registration statuses indicated below 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.

Under exceptional circumstances a student may be granted leave by the dean for up to one year. During such period of leave, a student will be considered in continuous registration without registration or payment of fee.

Full-time Residence Status

To hold a fellowship or scholarship or any of the various kinds of assistantships, a student must be registered in full-time residence status. To determine student privileges and assess tuition and fees, a student in full-time residence status must be registered for at least nine hours of graduate credit per semester, or a combination of course work and equivalent academic activities such as teaching or research.

After the student has completed the minimum hours of course work required for the degree, the student can be classified as a full-time student entitled to full student privileges if the student is registered for master's or dissertation research and the department or program committee certifies that the student is engaged in academic activities equivalent to full-time residence commitment.

Graduate students receiving a teaching assistantship (TA), research assistantship (RA) and/or fellowship from the School of Liberal Arts may have other employment for remuneration during the academic year, provided that this employment does not interfere with their satisfactory academic advancement, as determined by their department and provided that the source of support does not prohibit outside employment. All School of Liberal Arts stipend funded graduate students must receive departmental approval each academic year before engaging in other employment for remuneration during that academic year and generally this other employment may not exceed 10 hours per week.

Part-time Residence Status

For the purposes of determination of student privileges and for the assessment of tuition and fees, a student in part-time residence status is any student who is registered for less than nine hours of graduate credit and who is not certified by the department or the program committee as taking a total academic program.

Grades

Grades in the School of Liberal Arts are reported as follows:

Grade	Description
A	
A-	
B+	
B	

B-	A grade of B- will count as graduate credit but it is considered a weak grade at the graduate level and may be cause for departmental action such as probation of dismissal from the program.
C+	A course in which a grade of C+ or lower is earned cannot be counted for credit toward a degree program in the School of Liberal Arts. Any grade of C+ or lower may be cause for probation or dismissal from the program.
C	
C-	
D+	
D-	
F	
I	Incomplete – The incomplete grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies. Incomplete grades must be resolved within the agreed upon timeframe of not more than the next 12 months. The "I" will become a grade of F if the work is not made up according to the schedule set out by the Incomplete Grade Policy https://nextcatalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/policies (https://nextcatalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/policies/)/. After the work is made up and a grade is posted, the "I", 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 "F/I". The letter grade earned is calculated in the GPA as per the normal GPA calculation.
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 the Academic Calendar for the 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.
S	Satisfactory - 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.
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.

Financial Assistance

Financial support for graduate students is awarded by the Dean of the School of Liberal Arts primarily on the basis of academic merit. All PhD and MFA programs and select MA programs provide merit based financial support in the form of tuition scholarships, fellowships and/or part-time teaching or research assistantship and are automatically considered for this support upon submission of the completed application. No additional application for merit based aid is necessary. Candidates for aid must ordinarily present a total, combined GRE score of at least 300 (if GRE scores are required by the department for application) and an undergraduate GPA of 3.2 or better. Ordinarily,

the dean will not award financial aid for the pursuit of a second Tulane degree at the same level, e.g., a second master's degree from Tulane.

To hold a fellowship or scholarship or any of the various kinds of assistantships, a student not only must be registered in full-time residence status but also must maintain an academic level of performance satisfactory to both the department and to the dean. Graduate students receiving a teaching assistantship (TA), research assistantship (RA) and/or fellowship from the School of Liberal Arts may have other employment for remuneration during the academic year, provided that this employment does not interfere with their satisfactory academic advancement, as determined by their department and provided that the source of support does not prohibit outside employment. All School of Liberal Arts stipend funded graduate students must receive departmental approval each academic year before engaging in other employment for remuneration during that academic year and this other employment generally may not exceed 10 hours per week.

The completed application materials must be received by the department deadline. (Applicants are advised to check with department website and the main School of Liberal Arts application website for the relevant deadline.) The general application deadline for the School of Liberal Arts is February 1 but deadlines can vary by department and many have deadlines in January. Notice of awards will be sent out with admission decisions which is generally 6-8 weeks after the close of applications. Award decisions cannot be made on incomplete applications.

Loan Funds (need based)

The university offers need-based financial assistance to qualified students who are U.S. citizens or permanent residents through Federal loan programs. The Office of Financial Aid has information and forms you may need to apply for loans, grants, and other funds that might be available to graduate students. If you are interested in applying for a loan, it is important that you visit the Office of Financial Aid website.

Veterans' Benefits

The Office of the University Registrar fulfills the university's obligations to students receiving benefits from the Veterans Administration. To apply for benefits, students should contact the Veterans Administration Office in their hometowns for a Certificate of Eligibility, preferably before registering in a college or university. The Veterans Administration sends Certificates of Eligibility directly to students who must then bring them to the Office of the University Registrar. Students transferring from other colleges or universities should submit Change of Program or Place of Training applications at their hometown Veterans Administration Office. Student enrollments will be certified to the Veterans Administration after registration for the semester.

Dependents may qualify for assistance under the Dependents Educational Assistance (DEA) program if either parent has died as a result of active wartime service in the armed forces. Eligible students should apply to their hometown Veterans Administration Office. Certification procedures are similar to the process for veterans. The performance standards to continue to receive VA benefits may be different from the academic standards described elsewhere in the catalog. Students should direct specific questions to the Office of the University Registrar.

Foreign Exchange Program

The Tulane University School of Liberal Arts participates in an exchange program with the Free University of Berlin, Germany for two graduate students each year. this program offers the exchange student a stipend plus tuition for one academic year. Transportation to and from Europe is the responsibility of the student. Applicants interested in this program can obtain additional information from the School of Liberal Arts Dean's office.

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 class attendance, 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. In cases of a serious injury, illness or critical personal problem, students might wish to consider taking a leave of absence for the semester and should discuss this option with their advisor and the Office of Student Affairs.

Programs of Study

For master's degree programs, the minimum requirement is 30 credit hours of coursework. For master's programs with a thesis requirement, a minimum of 24 credit hours of coursework is required and the remaining hours to total 30 hours are fulfilled via thesis credit hours. For M.A. and M.S. programs, one academic year must be in full-time residence status or its equivalent part-time study in this School of Liberal Arts.

For M.F.A. programs, the resident study requirement is the same, except that upon the recommendation of the student's department or program chair and approval of the dean, work taken in Tulane Summer Session may be considered resident study. The minimum credit hours for MFA degrees vary by discipline and students should refer to the individual department websites and consult department advisor for details.

For Ph.D. programs, the minimum requirement is 48 semester hours and a dissertation. At least one academic year must be in full-time residence status but some PhD programs required a longer in-residence status.

For maximum periods of time to complete requirements for any of these degrees, see Tenure for Degree Students.

The graduate student's entire program of study will often be within a single department. In some cases, however, a student may take some of the work outside the major department with the approval of the chair of both the major department and the other department or departments concerned. Occasionally, the needs of individual students may require

a special interdisciplinary Ph.D. program. For further information see Special Interdisciplinary Programs.

Quality of Work Requirements

A minimum average quality-point ratio of 3.0 (B) must be maintained by a student in the School of Liberal Arts. In reviewing records, a unit of B- is compensated by a unit of B+, the two being considered the equivalent of two units of B.

If a student receives one B- grade, the student is immediately considered for probation by the dean in consultation with the appropriate department. If a student receives two grades of B-, or one grade less than B-, during his/her tenure in the School of Liberal Arts, the student is placed on probation and considered for dismissal by the dean in consultation with the appropriate department. The terms of the probation are to be worked out by the department in consultation with the dean. It is the department's responsibility to report to the dean's office any student not making reasonable progress towards the degree.

The above guidelines are to be applied to either master's or doctoral degree candidates. It is also understood that these are minimum standards; some departments may impose more strenuous standards. University procedures for grade and other academic complaints are available on the School of Liberal Arts/Graduate Programs website. The student must first discuss the complaint with the professor, then, if dissatisfied, submit a written complaint to the department chair following the procedure for academic complaints.

Registration for Undergraduate Credit and Provisional Graduate Credit

An undergraduate at Tulane University with a grade point average of at least 3.3 in his major program may register, normally in the senior year, for up to six credits of 6000 or 7000 level courses, for credit toward a baccalaureate degree. Written recommendation of the course instructor, advisor, chair of the major department, the Dean of Newcomb-Tulane College, and approval of the Dean of the School of Liberal Arts are required.

Graduate credit for these 6 credit hours of 6000 or 7000 level classes taken for credit toward an undergraduate degree, if passed with B or better on the School of Liberal Arts graduate grading scale, may be awarded, when the student is admitted to a graduate program in the Tulane School of Liberal Arts. The student must obtain a recommendation from the chair of the graduate department and approval of the School of Liberal Arts dean for these credit hours to apply to the graduate program via a Transfer of Credit form.

In addition to the 6 credits described above which are allowed to count toward both the undergraduate and graduate degree, a senior who completes all baccalaureate requirements before the end of the senior year and intends to enter the School of Liberal Arts at Tulane as a graduate student may apply for provisional graduate credit in up to, but not more than, 6 additional credits of 6000 and 7000 level courses beyond the credits needed for the baccalaureate. These credits may not be counted as credit toward the undergraduate degree and must be designated as such prior to certification of the undergraduate degree. Graduate credit for such work, if passed with B or better, will be awarded when the student is admitted to full graduate status in the School of Liberal Arts, upon recommendation of the graduate department chair and approval of the dean. These provisions do not apply to transfer of credits to or from other graduate institutions.

Registration Policies and Procedures

Students register with GIBSON ON-LINE. Gibson online is a gateway to online services such as registration, grades, degree audit, My Tulane, accounts receivable, etc. A schedule of classes, course listings, academic calendars, grade access, and other registration information can be found on the Office of the Registrar's website: http://registrar.tulane.edu/ .

All admitted students are eligible to register with Gibson Online. New incoming students will receive an e-mail message from technology services once they are accepted and confirm. The email message will contain a Tulane identification number and a Tulane email address with instructions on how the student can to set up a password for access to Tulane e-mail and Gibson. All students must confirm their registration before the end of the first week of class. Bills for tuition and fees are sent electronically . Students assume financial obligations for their courses upon registration.

Students who are not registering for course work must maintain continuous residence or non-residence registration during fall and spring semesters and should register for either Master's Research (9980) or Dissertation Research (9990) via Gibson Online. After registration has closed for the semester on Gibson Online, students must add a course using a Drop/Add form located on the Registrar's Office website.

Change of Courses

Students wishing to add or drop courses should consult the academic calendar on the Registrar's Office website for 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 of Liberal Arts before the change is official. Students wishing to transfer to another department initiate the process by submitting an Interdivisional Transfer Form which is available on the Registrar's Office website form library.

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:

1. Work below the standard specified by the School of Liberal Arts.
2. Violation of the honor system or other misconduct.
3. 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 of Liberal Arts, 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. The School of Liberal Arts also has 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.

Resignation from the School of Liberal Arts must be made in writing to the Dean of the School of Liberal Arts. The student who finds it necessary to withdraw or to resign should report to the Graduate Programs office in the School of Liberal Arts to complete a withdrawal or resignation form.

Special Interdisciplinary Programs

In addition to the regular disciplinary programs leading to the Ph.D. degree, the School of Liberal Arts recognizes that individual student needs may require interdisciplinary programs. Frequently, these can be arranged by a candidate's major department simply by incorporating courses or fields from other departments in the candidate's program. The School of Liberal Arts also recognizes that a special interdisciplinary Ph.D. program may occasionally become desirable to meet the educational and career needs of an individual student using university resources not reflected in any single department.

The following provisions are made for the development, approval, and supervision of special programs leading to the Ph.D. degree:

A Special Interdisciplinary Program is a formal ad hoc interdepartmental program leading toward the Ph.D. It will consist of work taken in two or more departments within the School of Liberal Arts. Although the specific requirements for each ad hoc program will differ, the formal requirements for the Ph.D. are: a minimum of one-year residence, a minimum of 48 semester hours of course work, a general examination, the dissertation, and the final examination. The maximum number of credits that may transfer to an interdisciplinary Ph.D. program is 24 semester hours.

For such a program to be feasible at least one of the disciplines included in the interdisciplinary PhD proposal must be a department that offers a PhD degree and there must be at least one member of the faculty who is a specialist in the interdisciplinary area of the student's interest and a sufficient number of faculty in at least two departments who are prepared to supervise work in it. To determine feasibility, an eligible student should consult with the appropriate faculty before making a formal application proposal.

To be eligible for such a program, a student must be admitted to an existing PhD program, have completed at least one semester of full-time graduate work in one of the related disciplines and be in good standing in a Tulane School of Liberal Arts graduate program. A student currently enrolled in a master's program in the School of Liberal Arts must complete the master's program before acceptance to the Interdisciplinary PhD program will be considered. A student currently in residence in the Tulane School of Liberal Arts initiates the process by petition to a qualified member of the faculty citing the student's own interest in and qualifications for the Interdisciplinary PhD program. If the professor considers the student qualified for work in the area of interest, the professor shall become the major advisor-pro tem and shall give formal notification to the student, the appropriate department chairs, and the Dean of the School of Liberal Arts or Dean's designee.

Upon notification, the dean appoints a committee consisting of at least three members of the faculty of Liberal Arts recommended to the dean by the major advisor in consultation with the student and the faculty of those departments concerned. Note: If the committee requires graduate faculty that are not members of the School of Liberal Arts faculty, the committee must consist of a minimum of 3 members of the School of Liberal Arts faculty plus the additional members.

Normally, the major advisor acts as chair of this committee. The student in collaboration with the special committee draws up a study plan/proposal indicating research facilities and setting forth requirements including fields, courses, teaching and/or research requirements and examinations; probable dissertation topic; and the proposed title of the degree (e.g., Comparative Literature, or Linguistics). The chair of the special committee forwards the study plan/ proposal, explanation of why the proposed course of study could not be accomplished solely through the candidate's major department and a statement of the student's qualifications to the chairs of those departments concerned for comment and approval and then to the Dean of the School of Liberal Arts.

The Dean of the School of Liberal Arts then presents the proposal and any views of departments concerned to the Graduate Studies Committee for its consideration. At least 12 hours of course work must be taken after the special interdisciplinary Ph.D. proposal is approved by the Graduate Studies Committee. Approval by the Graduate Studies Committee authorizes the student to follow the special interdepartmental program.

The special committee constitutes the student's qualifying examination committee, his/her dissertation committee, and performs all the functions normally carried out by departmental faculty in a regular Ph.D. program. The special committee chair serves as the chief sponsor of the candidate's Ph.D. dissertation and performs functions normally carried out by a department chair (supervision of financial assistance in cooperation with the Dean of the School of Liberal Arts and the chairs of those departments concerned, coordination of faculty, supervision of the student's academic work, overseeing qualifying examinations, and recommendation for formal admission to candidacy for the Ph.D.).

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 is not affected by residence status. An official, approved leave of absence/ planned education leave will not count in the calculation of years to degree. Under certain circumstances, upon written request by the student and the recommendation/justification 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.

Master's Degrees

Maximum tenure is five years for a terminal master's degree, although most departments stipulate much earlier completion of all requirements for the degree in their master's programs.

Ph.D. Degree

Tenure is seven years for completion of the PhD degree. The maximum time limit within which a student, under normal circumstances, is required to take the qualifying examination and to be admitted to candidacy is four years. The dissertation must be completed within three years after a student has been admitted to candidacy for the degree. Under certain circumstances, upon submission of a written justification for extension from the department chairperson or dissertation committee director, the dean may extend tenure beyond seven years. A student whose period of graduate study is unduly prolonged or interrupted may be required to perform additional work.

Beyond the seven-year period of tenure, a student who has neither completed the requirements for the degree nor received an extension from the dean will no longer be considered a degree candidate. Tenure regulations are applicable to all degree students, regardless of date of first registration.

Transfer Credit

Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane University must be approved by the department concerned and by the dean. In general, up to 12 semester hours of transfer credit may be accepted toward a master's degree, and up to 24 semester hours of transfer credit may be accepted toward the Ph.D. degree.

To be considered for transfer credit, graduate work done at another institution or in another division of Tulane University must carry a grade of B or better and must have been completed no more than four years from the date of first registration for graduate work if applied toward a master's degree and no more than six years from the date of first registration for graduate work if applied toward a Ph.D. degree. Only in unusual cases, upon the recommendation of the chair of the student's department, may the dean approve for transfer credit courses taken earlier.

The decision concerning the acceptance of all transfer of credit to the record of a graduate student will not be reached until after the student has completed at least one semester of successful study in the School of Liberal Arts. After a semester (nine hours) of study at Tulane, the student should petition the department to recommend the transfer of credit to the School of Liberal Arts.

Tuition and Fees

Tuition and fees are due at the time of registration. Changes in charges for tuition, fees, housing, and meals will probably continue to occur, depending upon the costs incurred by the university to provide quality education. The university will make every effort to keep increases at a minimum and provide as much advance notice as possible. It should be noted that tuition never has covered more than a portion of the cost of education. The difference is made up from endowment and gifts to the university.

Refunds

The deadlines for the refund of 100, 75, 50, or 25 percent of tuition in any semester are given in the academic calendar. Refunds are made only when withdrawals are official. Additionally, full tuition is refunded only if the dean recommends the refund. University fees, including the student activity fee, are not refundable.

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.

Unified Code of Graduate Student Academic Conduct

The School of Liberal Arts expects students to conduct their academic endeavors with honesty and integrity. Activities covered by the Unified Code of Graduate Student Academic Conduct (https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final_0.pdf) include course work, examinations, and research. This code outlines individual responsibilities as well as procedures to be followed if there is a question concerning a student's academic honesty or integrity. These values are held in common by all departments and enforced by the sanctions of the Dean of the School of Liberal Arts. All students enrolled in the School of Liberal Arts are subject to these regulations and should be familiar with this code. Principles and activities not covered by this 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 School of Liberal Arts.

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Undergraduate

Newcomb-Tulane College Requirements

Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.
- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

School of Liberal Arts Undergraduate Requirements

A liberal arts education helps students develop and improve necessary skills of critical thought and analysis, while learning to express complex analytical arguments clearly, concisely, and coherently in written prose and oral presentations. The essence of a liberal arts education is that it combines both breadth and depth. Breadth assures that students have a basic exposure to the diverse subjects of the humanities, social sciences, and sciences, with their distinctive ways of defining issues, thinking about problems, assessing evidence and reaching conclusions. Breadth also ensures that students have some understanding of the fine arts and how such works might be understood. Depth requires students to gain a deeper understanding of a discipline and its modes of thought, with all the subtleties and complexities that this entails, while learning how difficult it is to attain anything approaching true mastery.

Students completing a BA or BFA degree in the School of Liberal Arts must complete a minimum of 120 credits, 66 of which are above the 1000-level with a cumulative grade point average of at least 2.000 and a major GPA of at least 2.000. Students completing majors in Anthropology, Economics, or Linguistics may elect to complete a BS or BA degree. For information on the BS requirements, consult the relevant departmental section of this catalog.

School of Liberal Arts Writing Intensive Requirement

Writing is the most important skill that a student masters in a liberal arts education. In order to assure that all of its students have achieved a high level of writing proficiency by the time they graduate, the School of Liberal Arts requires them to complete the Tier II writing requirement of the general core curriculum via a writing-intensive course within the School. Students may satisfy this requirement by taking a course that is designated “writing-intensive” in the course schedule. If a course is to satisfy the writing-intensive requirement, it must require

1. That writing equals at least 50% of the total assessment or 3500 words (15 pages) of expository, analytical writing, whether distributed among a number of short assignments or fewer, longer papers. Creative and technical writing assignments do not qualify for inclusion. Only School of Liberal Arts courses may be used to fulfill this requirement.
2. Sole authorship by an individual student.
3. That students will revise and resubmit their writing after instructor feedback.

Students are encouraged, but not required, to satisfy the writing-intensive requirement with a course in their major. Students may satisfy this requirement with a capstone course in the major, as long as the writing requirements of the course achieve the defined minimum for a writing-intensive course, or with a senior honors thesis. The S/U option may not be used to satisfy the writing requirement.

Majors

A major field of study gives each student the opportunity to explore a single area of inquiry in depth and to gain the self-confidence derived from mastery of a subject. Majors must be selected no later than the beginning of a student's fourth semester of college study. Students may elect to complete more than one major. They must complete all courses for each major. Three courses can overlap with additional majors. At least half of the course work required for majors must be completed at Tulane University.

Coordinate Majors

Some coordinate major programs also are available. These coordinate majors require a primary undergraduate major. Some coordinate majors restrict the choice of primary major. Students must complete all courses for each major. Three courses can overlap in the two majors.

Self-Designed Majors

A student with a 3.5 cumulative grade-point average may construct a major program by grouping courses from different academic departments. Such self-designed majors must include at least 10 courses, more than half of which must be at the 3000-level or above; no more than two courses below the 3000-level may be taken in any one department. A self-designed major cannot be a student's primary major. A student wishing approval of a self-designed major must prepare a proposal including the title of the major, proposed list of courses, rationale, and appropriate departmental approval. This proposal must be submitted for review to the school's Committee on Undergraduate Academic Requirements before the end of the student's sixth semester. As these proposals often require revision and resubmission, they should be submitted earlier than this deadline.

Minors

The School of Liberal Arts allows students to complete one or two minors. The minor is optional and designed to give structure to the study of a secondary field of interest chosen by the student. Students who elect to complete the requirements for a minor must earn a grade point average of at least 2.000 in courses counting toward that minor. No courses counting toward the student's first minor will count toward the student's second minor. Individual departments may have additional restrictions on major-minor overlap. Students should consult the department listings for additional information.

Internships

Some departments offer internships for academic credit as part of the major. An internship combines a relevant academic component with experiential learning. The academic component may, for example, consist of a term paper, a number of short papers, or discussions of a number of books. Internships ordinarily are open only to those students completing a major in the department that will award the credit. Students participating in internships register for Internship Studies (course numbers 4560, 4570) within the appropriate department after having made initial arrangements with a professor who will sponsor the internship. Registration is completed in the academic department sponsoring the internship. A student may not take a salaried position outside the university while earning credit for an internship, except where such an arrangement is required by the cooperating organization for insurance purposes. If a student must take a salaried position for this reason, a letter to this effect from the cooperating organization must be filed with the chair of the sponsoring department prior to the end of the add period.

Only one internship may be completed each semester. Students may earn a maximum of six credits toward the degree from internships. The sponsoring professor will assign a grade for the internship at the close of the semester after evaluating its academic and experiential aspects. Internships offered through departments in the School of Liberal Arts are open only to juniors and seniors in good standing.

An alternative internship experience is offered to students through the office of the Dean of Newcomb-Tulane College. This internship was created to accommodate students seeking internships with organizations requiring that interns earn credit for their experience. INTR 1990 carries one credit, which will apply toward the degree but will not apply toward any proficiency, distribution, major, or minor requirement. Only one credit of INTR 1990 may be applied toward the degree. INTR 1990 must be taken on a satisfactory/unsatisfactory (S/U) basis and will count as one of the ten allowable (S/U) credits. Students who have completed fewer than 30 credits may not register for this course. Students desiring to register for INTR 1990 must receive approval from the associate dean of Newcomb-Tulane College.

Graduate

General Graduate School Requirements

A full description of Master's (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/masters-programs-requirements/) and PhD Degree (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/phd-program-requirements/) 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.

School of Liberal Arts Graduate Requirements

Master's Degree Requirements

Degree of Master of Arts

For the Master of Arts degree with thesis, the minimum course requirement is 24

semester hours plus thesis research. For the Master of Arts without thesis, the minimum course requirement is 30 semester hours. (Certain departments require a minimum of 36 hours). A reading knowledge of one modern foreign language pertinent to research in the discipline may be required by the department.

Degree of Master of Science
The requirements for this degree are generally the same as those stated for the Master of Arts degree, but some programs have variations. The Master of Science is only awarded in the School of Liberal Arts to students in the Economics PhD program who have completed the MS requirements but have not yet completed the dissertation and other requirements for PhD degree. See Courses of Instruction for specific information

Degree of Master of Fine Arts
The Master of Fine Arts degree is given through the Departments of Art, Music, and Theatre and Dance. The Department of Music requires a minimum of 30 semester hours; the Department of Art requires a minimum of 48 semester hours; and the Department of Theatre and Dance requires a minimum of 48 semester hours. A reading knowledge of a foreign language is not required. It is expected that most students will spend a minimum of two years of graduate study in fulfilling the requirements for the Master of Fine Arts degree but maybe longer for some programs. For variations in departmental requirements see the individual department website.

Thesis Requirements for Master's Degrees
The subject of the thesis for all master's degrees 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 a committee, normally consisting of a minimum of three faculty members in the department. The director of the thesis will serve as chair of the thesis committee. At the request of the director, a member of some other department may be added to the committee.

The original typescript of the thesis must be deposited with the Dean of the School of Liberal Arts. The thesis must be on thesis quality paper (100% cotton, acid-free). The title page must contain the subject of the thesis, the date on which it was submitted, the department, and the signature of the candidate, under which should be typed the candidate's full legal name. Signatures of each of the examining committee members, with the member's full legal name typed underneath, should also be listed in the lower right-hand corner. A full list of authorities and books consulted and a short biographical sketch must be appended.

The thesis must also be submitted electronically to ProQuest/UMI and to the Tulane Digital Repository for publishing and cataloguing in the Library of Congress.

The decision to copyright the thesis must be made at the time the student submits the dissertation to ProQuest / UMI. Copyright may be obtained through ProQuest/UMI and fees for the copyright can be paid at the time of on-line submission.

A basic style sheet for use in preparing theses is available on the School of Liberal Arts Graduate Programs website and on the Howard Tilton Library website under graduate resources. More detailed instructions for the preparation of the theses may be obtained from A Manual of Style, University of Chicago Press; the M.L.A. Style Sheet; or A Manual for Writers of Term Papers, Theses and Dissertations by Kate L. Turabian, available at the Tulane University Bookstore. The department chair will advise which guide is preferred.

Graduate students who are nearing the completion of their degree requirements should check the School of Liberal Arts website for deadline dates that apply for graduation and for the final submission date of theses for graduation.

Doctor of Philosophy Degree Requirements

Course Credit, Exams, Prospectus and Dissertation
Students undertaking work for the degree of Doctor of Philosophy should understand that this degree is awarded not for an accumulation of course credits only, but for superior attainment and accomplishment. Ordinarily the student is expected to finish the course requirements in two full years of graduate study. The student must demonstrate in independent study and research, as evidenced in the dissertation, the ability to carry out an original investigation in the chosen field. A minimum of one year full-time study in residence at Tulane University is required.

Admission to Candidacy
Admission to the School of Liberal Arts in a Ph.D. program does not constitute official admission to candidacy for

the Ph.D. To be admitted officially to candidacy for the Ph.D., a student must have completed course requirements, satisfied foreign language and research requirements, passed general examinations, and submitted a prospectus of the dissertation approved by the student's dissertation committee and the dean. The recommendation for admission to candidacy is made by the department and must bear the signatures of both the chair of the student's dissertation committee and the chair of the department. The recommendation for admission to candidacy must be submitted to the School of Liberal Arts no later than September 15 for those expecting to receive the degree in December of that year, or December 15 for those expecting to receive the degree in May of the following semester, or March 15 for those expecting to receive the degree in August. The admission to candidacy form is located on the School of Liberal Arts website.

Course Requirements
The minimum course requirements for the PhD are usually 48 semester hours; however, students should refer to the specific departmental requirements. Some departments/programs will require additional hours of course work.

Students ordinarily must complete the requirements for the Ph.D. degree within seven years from the date of matriculation in the School of Liberal Arts. Only in unusual cases, with the approval of the department chair and Dean of the School of Liberal Arts, will credit be approved for courses taken more than six years before first registration for graduate work.

Dissertation
The dissertation not only is an essential part of the candidate's degree work but is the appropriate culmination of the Ph.D. degree. The dissertation 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 determine the acceptability of the dissertation before it is submitted to the School of Liberal Arts in final form. (For deadline dates for the appropriate award of degrees, see Graduation Deadlines.) Acceptability, however, is not final approval. The candidate must defend the dissertation successfully before the degree is awarded. For details, see Final Examination.

The dissertation should be printed on 100 % cotton, acid-free paper. The title page of both the abstract and the dissertation must contain the subject of the dissertation, the date on which it was submitted, the department and the signature of the candidate, with the candidate's full legal name typed underneath. Signatures of the examining committee members should be listed in the lower right-hand corner; the full name of the committee chair and each member must be typed under the signature. A full list of authorities and books consulted and a short biographical sketch must be appended. A basic style sheet for use in preparing theses and dissertations is available on the School of Liberal Arts website and on the Howard Tilton Library website under graduate student resources. More detailed instructions for the preparation of the dissertation may be obtained from A Manual of Style, University of Chicago Press; the M.L.A. Style Sheet; or A Manual for Writers of Term Papers, Theses and Dissertations, by Kate L. Turabian. The department chair will advise which guide is preferred.

On or before the deadline date for dissertation submission, the student must hand into the School of Liberal Arts office the final, original copy of the dissertation (unbound), and one abstract of the dissertation (not more than 350 words), electronically submit the dissertation to ProQuest/UMI and to the Tulane Digital Repository for publishing and cataloguing in the Library of Congress and complete the on-line Survey of Earned Doctorates. More details and links to the appropriate websites for submission and survey completion are on the School of Liberal Arts graduation requirements web page.

The decision to copyright the dissertation must be made at the time the student submits the dissertation to ProQuest / UMI. Copyright may be obtained through ProQuest/UMI and fees for the copyright can be paid at the time of on-line submission.

Final Examination
All candidates must take a final examination for the Ph.D. degree. Normally this examination consists primarily of an oral defense of the dissertation, but it may be extended to include course material or any other relevant material at the discretion of the examining committee.

This examination should be scheduled after the dissertation is in its final form and reviewed and approved by the committee but before it is printed on the quality paper. The examination must be held before the deadline for submission of the dissertation to the School of Liberal Arts. The requirement for final examination will not be waived, unless the candidate and the department can establish a case of hardship in extremis, subject to review and approval of the dean and the Graduate Studies Committee.

The final examination committee is appointed by the department chair and approved by the dean; it must include the members of the dissertation committee but may include any other members of the Graduate Faculty, including members of other departments or other universities. Upon successful defense of the dissertation and passing of Final exam, the dissertation committee must send a defense of dissertation/recommendation for degree to the School of Liberal Arts Dean's Office.

General Examination
Upon meeting the foreign language requirement or requirements (and no earlier than the semester in which the normal course requirements for the Ph.D. are to be completed), the student shall undertake the general (preliminary) examination. Normally this examination is taken by the end of the second year of graduate study or at the beginning of the third year. A student who fails to take the test within a reasonable length of time will be advised by the department not to continue graduate study.

The test is a comprehensive examination over the student's field of study. It covers the student's subjects and courses and is a rigorous test of scholarly competence and knowledge. The examination also tests acquaintance with the scholarship in the field. Finally, the examination affords the examiners the basis for constructive recommendations on any subsequent program of studies to be undertaken by the student. It should be noted that in some departments cumulative examinations are used in lieu of the general or preliminary examination.

Language Requirements
Language requirements are set by the department or the program faculty. Most PhD programs require documented proficiency in at least one foreign language but some require two languages.

Prospectus
Until a student's prospectus has been approved by the prospectus committee and the dean, dissertation work has no official status. Normally, a student will not submit a prospectus until the student has completed course requirements, satisfied the foreign language and research requirements, and passed the general examination. Upon the recommendation of the department, however, the student may submit a prospectus any time after completion of one year of full-time residence. The student should check with the department and his/her prospectus committee regarding the content and format of his/her prospectus. After the prospectus has been approved by the department and the prospectus committee, a 3-5 page abstract of the prospectus should be submitted to the dean. The recommendation for approval of the prospectus form serves as the cover sheet and should accompany the abstract of the prospectus. The form is located on the School of Liberal Arts website. The abstract should be approximately three to five doubled-spaced typewritten pages. The introduction of the prospectus should contain a summary of earlier work on the problem. The body should include an orderly description of the plan for the investigation. The conclusion should clearly state the anticipated nature of the investigation results. Major sources of information should be indicated and a selective bibliography attached.

Prospectus and Dissertation Committee
A student should choose a dissertation topic or project in consultation with a tenured/tenure-track faculty member at Tulane University who will agree to direct the dissertation. With a topic or project agreed upon, a committee of at least three tenured/tenure-track faculty members at Tulane University, with the director as chair, will serve as a prospectus committee. If the

prospectus is approved by the prospectus committee and/or the home department or program, and approved by the dean's office, the prospectus committee will become the dissertation committee. The student's prospectus-dissertation committee must consist of a minimum of three tenured/tenure-track Tulane University faculty members, with at least two of these being members of the major department or program within the School of Liberal Arts. With the approval of the major department or program, the committee chair may appoint additional members from another department or school at Tulane University or from other institutions.

The responsibilities of the dissertation committee are specified below under Dissertation and Final Examination.

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- Political Science/ International Relations Major (p. 269)

- Portuguese Coordinate Major (p. 272)
- Russian Major (p. 251)
- Social Policy and Practice Coordinate Major (p. 323)
- Sociology Major (p. 272)
- Spanish and Portuguese Major (p. 273)
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- Studio Art, BA (p. 230)
- Studio Art, BFA (p. 231)
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Minors

- Africana Studies Minor (p. 286)
- Anthropology Minor (p. 219)
- Arabic Studies Minor (p. 316)
- Art History Minor (p. 227)
- Asian Studies Minor (p. 289)
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- Cinema Studies Minor (p. 236)
- Classical Studies Minor (p. 233)
- Economics Minor (p. 238)
- English Minor (p. 243)
- Environmental Studies Minor (p. 296)
- French Minor (p. 245)
- Gender and Sexuality Studies Minor (p. 299)
- German Studies Minor (p. 251)
- Greek Minor (p. 234)
- History Minor (p. 255)
- Italian Minor (p. 250)
- Japanese Language Minor (p. 291)
- Jewish Studies Minor (p. 256)
- Latin American Studies Minor (p. 301)
- Latin Minor (p. 235)
- Medieval and Early Modern Studies Minor (p. 315)
- Music Minor (p. 257)
- Music Science and Technology Minor (p. 257)
- Native American and Indigenous Studies Minor (p. 318)
- Philosophy Minor (p. 264)
- Political Science Minor (p. 268)
- Political Science/ International Development Minor (p. 269)
- Portuguese Minor (p. 273)
- Religious Studies Minor (p. 322)
- Russian Minor (p. 251)
- Sociology Minor (p. 272)
- Spanish Minor (p. 275)
- Strategy, Leadership & Analytics Minor (p. 324)
- Studio Art Minor (p. 229)
- Theatre Minor (p. 281)
- Urban Studies Minor (p. 324)
- US Public Policy Minor (p. 325)

Coordinate Majors

Coordinate majors require a primary undergraduate major. Some coordinate majors restrict the choice of primary major. Students must complete all courses for each major and a total of at least 18 different courses in the two majors.

- Cognitive Studies (p. 292)
- Digital Media (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/digital-media-production-coordinate-major/) Practices (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/digital-media-production-coordinate-major/)
- Portuguese (p. 272)
- Social Policy and Practice (p. 323)

Certificates

- Creative Industries Undergraduate Certificate (p. 292)
- Gender Based Violence Certificate (p. 297)
- Latin American Studies Certificate for Public Health Majors (p. 300)

Graduate

Programs

- Africana Studies and Art History, MA (p. 225)
- Anthropology, MA (p. 223)
- Anthropology, PhD (p. 223)
- Art History, MA (p. 227)
- Art Studio, MFA (p. 228)
- City, Culture, and Community, PhD (p. 291)
- Classical Studies, MA (p. 233)
- Computational Linguistics, MA (p. 305)
- Economics, PhD (p. 239)
- English, MA (p. 243)
- French/Francophone Studies, MA (p. 246)
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- Linguistics, MA (p. 311)
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- Music, MA (p. 260)
- Music, MFA (p. 261)
- Philosophy, MA (p. 264)
- Philosophy, PhD (p. 264)
- Policy Economics, MA (p. 241)
- Political Economy with Data Analytics, MA (p. 322)
- Political Science, MA (p. 270)
- Political Science, PhD (p. 271)
- Spanish and Portuguese, MA (p. 273)

- Spanish and Portuguese, PhD (p. 274)
- Spanish, MA (p. 275)
- Studio Art with a concentration in Africana Studies, MFA (p. 230)
- Theatre Design and Production, MFA (p. 279)

Graduate Certificates

- Creative Industries Certificate (Graduate) (p. 292)
- Gender and Sexuality Studies Certificate (Graduate) (p. 299)

Academic Awards

The Ann Royal Arthur Memorial Award in German was established in 1987 in memory of Professor Ann Arthur of the Department of Germanic and Slavic Languages. It is awarded to a student who has demonstrated a commitment to the study of German.

The Sidney Beyer Prize for Excellence in American History was established in 1976 by Joel Beyer in memory of his father and is awarded to a superior student of American History.

The Purvis E. Boyette Memorial Freshman Essay Award was established in 1988 in memory of Professor Purvis E. Boyette of the Department of English.

The Brazilian-American Cultural Institute Award for Excellence in Portuguese is given by the Portuguese government, on recommendation of the faculty, to a student who has excelled in the study of Portuguese.

The Victoria R. Bricker Award for Excellence in Linguistics

The Almir Bruneti Award for Excellence in Luso-Brazillian Studies

The Glendy Burke Medal was established in 1848 by Glendy Burke. This awarded for excellence in the field of speech.

The Louis Bush Medal

The Classical Studies Prize awarded for excellence in Latin, Greek, or the study of ancient history, culture or archaeology.

The Premio Clavileno is awarded for excellence in Spanish.

The Alice Raymond Scudder Coates Scholarship in Art is awarded to either a student in any area of concentration in art.

The Rusty Collier Memorial Award in Studio Art is awarded to an art major.

The Charles Till Davis Prize for Excellence in European History.

The Charles E. Dunbar, Jr. Fellowships in Political Science are awarded each year to two political science majors who have demonstrated academic excellence and an interest in public affairs.

The France-Amerique Award is given for exceptional achievement in the study of the French language.

The French Government Prize is given by the French government, on recommendation of the faculty, to a student who has excelled in the study of French.

The Juanita Gonzalez Prize in Ceramics is awarded to the outstanding undergraduate ceramist in the Department of Art.

The Bodo Gotzkowsky Award for Research and Travel in Germany.

The Shirley Weil Greengus Memorial Award for Achievement in Political Science is awarded to the senior majoring in political science who has the highest scholastic average in the major.

The Henry Award recognizes outstanding achievement in the study of French.

The Jose Hernandez Award in Spanish-American Literature, established in 1985, is awarded to a graduating senior for excellence in Hispanic studies. The student must have excelled in at least one advanced course in Spanish-American literature.

The Anne Butler Hess Award, established in 1964 by Mrs. Robert D. Hess in memory of her daughter, is awarded to the graduating senior who has shown the greatest proficiency in philosophy.

The Italian Government Prize is given by the Italian government, on recommendation of the faculty, to a student who has excelled in the study of Italian.

The Japan-Tulane Friendship Award was established in 1987 by Jack Aron and Japan Air Lines for the best dissertation, thesis, or research paper on Japanese affairs.

The Arden King Award for Excellence in Anthropology.

The Elizabeth H. and Frederick "Fritz" Krauss Award is awarded to the outstanding undergraduate student majoring in Jewish Studies

The T. Krumpelmann Award for Achievement in German.

The Jonathon Lorino Memorial Award

The Ephraim Lisitzky Memorial Award, established in 1989, is granted to a student of exceptional achievement in the study of Hebrew language and Jewish history, culture, and religion.

The Dan W. Mullin Memorial Award, established in 1970 by Mr. Albert Salzer, is awarded for excellence in technical theater production.

The Charles H. Murphy Prize in Political Economy was established by the Murphy Institute to recognize an outstanding student majoring in political economy.

The Ashton Phelps Award in Communication Studies is given on recommendation of the faculty for excellence in communication studies.

The Pi Sigma Alpha Award, established in 1963 by the Tulane chapter of Pi Sigma Alpha, is awarded annually to the senior who has done most to stimulate scholarship and intelligent interest in the subject of government.

The Russian Book Prize is presented by the Department of Germanic and Slavic Languages for excellence in Russian.

The Henry Stern Prize in Art History is awarded to the student who produces the best paper in the field of art history.

The Elizabeth Watts Award for Excellence in Physical Anthropology.

The Robert Wauchope Award for Excellence in Anthropology.

Department of Anthropology

Programs

Undergraduate

Majors

- Anthropology, BA (p. 219)
- Anthropology, BS (p. 221)

Minors

- Anthropology Minor (p. 219)

Graduate

- Anthropology, MA (p. 223)
- Anthropology, PhD (p. 223)

Anthropology Minor

Overview

Anthropology - the study of humanity in its broadest sense - is, according to Eric Wolf "the most humanistic of the sciences and the most scientific of the humanities." At Tulane, anthropology is divided into four subdisciplines: anthropological archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology. These subdisciplines or fields are interconnected. The minor is designed to be flexible in terms of each student's interests, but students must achieve a breadth of courses across at least two of the subdisciplines. Per Newcomb-Tulane College rules, no more than one course can count for both this minor and another major.

The anthropology minor requires five 3- to 4-credit hour ANTH classes, of which:

- at least 4 are at the 2000-level or above
- at least two anthropological subdisciplines are represented at the 2000+ level

Requirements

A minor in anthropology consists of at least five 3- to 4-credit hour ANTH classes.

The only curricular requirement is that of these five classes, only one can be at the 1000-level, and at least one 2000-level (or higher) class must come from a second anthropological subdiscipline (i.e., not all of a student's upper level classes can be drawn from a single anthropological subdiscipline). The anthropological subdisciplines at Tulane are anthropological archaeology, biological anthropology, sociocultural anthropology, and linguistic anthropology.

Anthropology, BA

Anthropology - the study of humanity in its broadest sense - is, according to the late cultural anthropologist Eric Wolf, "the most humanistic of the sciences and the most scientific of the humanities." At Tulane, anthropology is divided into four subdisciplines: anthropological archaeology, biological anthropology, anthropological linguistics, and socio-cultural or cultural anthropology. These subdisciplines or fields are interconnected. Anthropologists at Tulane often straddle the boundaries of the subdisciplines, and they collaborate with scholars from other departments and schools of the University. Anthropology is perhaps the world's oldest transdisciplinary field of study. At Tulane, anthropologists study topics as seemingly disparate as two million year-old fossil hominins in Africa, capuchin monkeys in Costa Rica, the impact of Islam in West Africa, Mayan hieroglyphic texts, political movements in Mexico, indigenous use of the environment in the Amazon, variations in spoken New Orleans English - and much more!

The roots of Tulane's Department of Anthropology date from 1924, when the Department of Middle American Research (now the Middle American Research Institute [MARI]) was founded on the Uptown Campus. Anthropology courses were first offered at Tulane during the 1938-1939 academic year, and by 1947, anthropologists were employed in a Department of Sociology and Anthropology. A separate four-field Department of Anthropology was established in 1968. In 2010, the Department and MARI moved into newly-renovated space in Dinwiddie Hall. The Department of Anthropology has since 1990 more than doubled in size and diversity of the faculty, and course offerings today reflect that growth.

Tulane's Department of Anthropology has long been known for its focus in the areas of archaeology, cultural anthropology, and linguistics of Mesoamerica (the region from Central Mexico to El Salvador), and the department retains that area of emphasis. In addition, today the geographical teaching and research interests of our faculty include, in addition to Mesoamerica, North America (especially the southeastern United States and the Gulf South); South America (especially the Andes and the Amazon); lower Central America and the Caribbean; West Africa; the South Asian subcontinent; Southeast Asia; and Europe.

Requirements

- At least one course above the 1000 level in each of the four major subdivisions of anthropology: anthropological archaeology, biological anthropology, linguistic anthropology, and socio-cultural anthropology.
- Students may take no more than two 1000-level courses (six credit hours) as electives to be counted towards the 30 credit hours required for degrees in anthropology.
- Five or six elective courses in anthropology.
- Newcomb-Tulane College requires all undergraduates to take a writing-intensive course to fulfill its undergraduate writing requirement. Some anthropology courses may have writing-intensive sections, but the additional credit hours earned through writing-intensive courses are not counted towards the 30 hours necessary for degrees in anthropology.

Four Major Subdivisions

Archaeology

Course ID	Title	Credits
ANTH 2340	Introduction to Archaeology	3
ANTH 2350	Architecture and Power in the Ancient World	3
ANTH 2360	Ancient Trade and Commerce	3
ANTH 3320	Archaeology of Gender	3

ANTH 3430	Archaeology of Cultural Landscapes	3
ANTH 3560	Environmental Archaeology	3
ANTH 4130	North American Prehistory	3
ANTH 4150	African Prehistory	3
ANTH 4410	Olmec and Maya Civilization	3
ANTH 4610	Ceramic Analysis	3
ANTH 4620	Lithic Analysis	3
ANTH 6100	South American Archaeology	3
ANTH 6130	Southeastern U.S. Prehistory	3
ANTH 6230	Archaeological Theory	3
ANTH 6240	Technical Analyses for Archaeology	3
ANTH 6430	Archaeology of Cultural Landscapes	3
ANTH 6810	Introduction to Maya Hieroglyphs	3

Biological Anthropology

Course ID	Title	Credits
ANTH 3120	Anthropology of Sex and Reproduction	3
ANTH 3140	Primate Ecology and Behavior	3,4
ANTH 3450	Methods of Observation in Behavioral Research	3
ANTH 3720	Adaptation and Human Variability	3
ANTH 3730	Principles of Forensic Anthropology	3
ANTH 3745	Bioarchaeology of Mummies	3,4
ANTH 3750	Bones, Bodies and Disease	3
ANTH 3755	Human Osteology	3
ANTH 3760	Primate Evolution and Adaptation	3
ANTH 4510	Species Concepts in Human Paleontology	3
ANTH 6020	The Neandertal Enigma	3
ANTH 6120	Anthropology of Sex and Reproduction	3
ANTH 6140	Primate Ecology and Behavior	3,4
ANTH 6480	Human Functional Morphology	3
ANTH 6500	Human Evolution	3
ANTH 6745	Bioarchaeology of Mummies	3

Linguistics

Course ID	Title	Credits
ANTH 3290	The Nature of Language	3
ANTH 3310	Historical Linguistics	3,4
ANTH 3330	Anthropology of Gender	3
ANTH 3400	Language and Culture	3
ANTH 3440	Dialect in America	3
ANTH 3441	Lexicography	3
ANTH 3520	Diaspora Yoruba	3
ANTH 3535	Native American Language and Linguistics	3
ANTH 3590	Introduction To Syntax	3
ANTH 3640	Phonology	3
ANTH 3650	Morphology	3
ANTH 3660	Discourse Analysis	3,4
ANTH 3670	Language & Acquisition	3
ANTH 3680	Language and Power	3
ANTH 3690	Language and Gender	3,4
ANTH 3780	Language Death	3
ANTH 4930	Languages of Louisiana	3,4
ANTH 6400	Language and Culture	3
ANTH 6415	Pidgins and Creoles	3
ANTH 6420	Linguistic Field Methods	3
ANTH 6700	Spoken Nahuatl	3
ANTH 6720	Spoken Yoruba	3
ANTH 6800	Spoken Yucatecan Maya	3
ANTH 6840	Beginning Kaqchikel (Maya) Language	3,4

Socio-cultural Anthropology

Course ID	Title	Credits
ANTH 2030	The Anthropology of Women and Men	3
ANTH 3060	Ethnology of South America	3
ANTH 3110	Cultures of Sub-Saharan Africa	3
ANTH 3160	Peoples of The Pacific	3
ANTH 3190	Economic Anthropology	3
ANTH 3195	Financial Lives	3,4
ANTH 3330	Anthropology of Gender	3
ANTH 3360	Anthropology of Cities	3
ANTH 3370	Locating Southeast Asia	3
ANTH 3395	Ethnography of Performance and Identity in New Orleans and French Louisiana	3
ANTH 3470	Many Faces of Islam	3
ANTH 3570/6570	Indigenous Movements in Latin America	3
ANTH 3580	The Politics of Fieldwork	3
ANTH 3700	Environmental Anthropology	3
ANTH 3710	Historical Ecology of Amazonia	3
ANTH 3770	Global Vietnam	3
ANTH 3850	The Four-Field Model	3
ANTH 4210	Seminar in Historical Ecology	3
ANTH 6060	Ethnology of South America	3
ANTH 6210	Development of Anthropological Theory	3
ANTH 6340	Medical Anthropology	3
ANTH 6395	Ethnography of Performance and Identity in New Orleans and French Louisiana	3
ANTH 6520	Ethnographic Methods	3
ANTH 6570	Indigenous Movements in Latin America	3
ANTH 6580	The Politics of Fieldwork	3
ANTH 6710	Historical Ecology of Amazonia	3
ANTH 6870	Kaqchikel Maya Culture	3

Additional Information

Given the diversity of topics of interest to anthropologists, anthropology majors are encouraged to take a variety of courses in the different anthropological subfields and in related disciplines, and they are encouraged to integrate anthropology coursework within pre-professional programs of study. Upon consultation with anthropology faculty advisors, students may count up to six credits (two courses) as electives towards the anthropology major from approved courses in other departments.

The subject matter of anthropology is such that most of the curriculum is not an explicitly ordered sequence. Few anthropology courses

at Tulane have specific prerequisites (exceptions, mostly linguistic courses, are noted in the catalog), and anthropology majors are expected to choose their courses from among all those with numbers less than 7000. The 6000-level courses are specifically designed for undergraduate as well as graduate students, and all junior and senior majors should choose freely from among these offerings.

Anthropology majors are eligible to apply for the 4+1 program in anthropology, based on consultation with advisors and other mentors. Students in the 4+1 program can earn B.A. or B.S. degrees in anthropology within four years, and M.A. degrees in anthropology based on an additional year of graduate coursework in anthropology taken during their fourth and fifth years. Requirements for this program are outlined on the departmental web site and in the anthropology majors handbook.

The anthropology department administers the Kenneth J. Opat Fund in Anthropology, reserved for the support of undergraduate research in anthropology. Students majoring in anthropology are encouraged to seek further information from their anthropology advisors about the use of this research fund.

Anthropology, BS

Anthropology - the study of humanity in its broadest sense - is, according to Eric Wolf "the most humanistic of the sciences and the most scientific of the humanities." At Tulane, anthropology is divided into four subdisciplines: archaeology, biological anthropology, linguistics, and socio-cultural anthropology. These subdisciplines or fields are interconnected. Anthropologists at Tulane often straddle the boundaries of the subdisciplines, and they collaborate with scholars from other departments and schools of the University. Anthropology is perhaps the world's oldest cross-disciplinary discipline, and at Tulane, anthropologists study topics as seemingly disparate as two million year-old fossil hominins, capuchin monkeys in Costa Rica, the impact of Islam in West Africa, Mayan hieroglyphic texts, political movements in Mexico, indigenous use of the environment in the Amazon, variations in spoken New Orleans English - and much more!

The roots of Tulane's Department of Anthropology date from 1924, when the Department of Middle American Research (now the Middle American Research Institute [MARI]) was founded on the Uptown Campus. Anthropology courses were first offered at Tulane during the 1938-1939 academic year, and by 1947, anthropologists were employed in the Department of Sociology and Anthropology. A separate four-field Department of Anthropology was established in 1968. In the last thirty years or so (1990-2020), the Anthropology Department more than doubled in size and diversity, and course offerings reflect that growth. In 2010, the Department and MARI moved into newly-renovated space in Dinwiddie Hall.

Tulane's Department of Anthropology has long been known for its focus in the areas of the archaeology, cultural anthropology, and linguistics of Mesoamerica (the region from Central Mexico to El Salvador). Today the teaching and research interests of our faculty have expanded, and in addition to Mesoamerica, they work in North America (especially the southeastern United States and the Gulf South); South America (especially the Andes, and the Amazon); lower Central America and the Caribbean; West Africa; the South Asian subcontinent; Southeast Asia; and Europe.

Requirements

Requirements

Thirty credit hours of approved coursework are required for a major in anthropology. Typically, this requirement can be satisfied by ten anthropology courses. Within the 30 credit hours required for a major in anthropology, students must fulfill the following requirements for a degree in anthropology:

- At least one course above the 1000 level in each of the four major subdivisions of anthropology: archaeology, biological anthropology, linguistics, and socio-cultural anthropology.
- Students may take no more than two 1000-level courses (six credit hours) as electives to be counted towards the 30 credit hours required for degrees in anthropology.
- Five or six elective courses in anthropology.
- Student who choose to receive the B.S. degree must have credit for two mathematics courses.
  - One calculus course, MATH 1210 Calculus I (4 c.h.) or equivalent; and
  - One statistics course MATH 1230 Statistics For Scientists (4 c.h.), or a higher level class in statistics, such as ANTH 6010 Quantitative Methods in ANTH (3 c.h.).
- Newcomb-Tulane College requires all undergraduates to take a writing practicum or a writing-intensive course to fulfill its undergraduate writing requirement. Some anthropology courses may have writing-intensive sections, but the additional credit hours earned through writing-intensive courses are not counted towards the 30 hours necessary for degrees in anthropology.

Four Major Subdivisions

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ANTH 3430	Archaeology of Cultural Landscapes	3
ANTH 3560	Environmental Archaeology	3
ANTH 4130	North American Prehistory	3
ANTH 4150	African Prehistory	3
ANTH 4410	Olmec and Maya Civilization	3
ANTH 4610	Ceramic Analysis	3
ANTH 4620	Lithic Analysis	3
ANTH 6100	South American Archaeology	3
ANTH 6130	Southeastern U.S. Prehistory	3
ANTH 6230	Archaeological Theory	3
ANTH 6240	Technical Analyses for Archaeology	3
ANTH 6430	Archaeology of Cultural Landscapes	3
ANTH 6810	Introduction to Maya Hieroglyphs	3

Biological Anthropology

Course ID	Title	Credits
ANTH 3120	Anthropology of Sex and Reproduction	3
ANTH 3140	Primate Ecology and Behavior	3,4

ANTH 3450	Methods of Observation in Behavioral Research	3
ANTH 3720	Adaptation and Human Variability	3
ANTH 3730	Principles of Forensic Anthropology	3
ANTH 3745	Bioarchaeology of Mummies	3,4
ANTH 3750	Bones, Bodies and Disease	3
ANTH 3755	Human Osteology	3
ANTH 3760	Primate Evolution and Adaptation	3
ANTH 4510	Species Concepts in Human Paleontology	3
ANTH 6020	The Neandertal Enigma	3
ANTH 6120	Anthropology of Sex and Reproduction	3
ANTH 6140	Primate Ecology and Behavior	3,4
ANTH 6480	Human Functional Morphology	3
ANTH 6500	Human Evolution	3
ANTH 6745	Bioarchaeology of Mummies	3

Linguistics

Course ID	Title	Credits
ANTH 3290	The Nature of Language	3
ANTH 3310	Historical Linguistics	3,4
ANTH 3330	Anthropology of Gender	3
ANTH 3400	Language and Culture	3
ANTH 3440	Dialect in America	3
ANTH 3441	Lexicography	3
ANTH 3520	Diaspora Yoruba	3
ANTH 3535	Native American Language and Linguistics	3
ANTH 3590	Introduction To Syntax	3
ANTH 3640	Phonology	3
ANTH 3650	Morphology	3
ANTH 3660	Discourse Analysis	3,4
ANTH 3670	Language & Acquisition	3
ANTH 3680	Language and Power	3
ANTH 3690	Language and Gender	3,4
ANTH 3780	Language Death	3
ANTH 4930	Languages of Louisiana	3,4
ANTH 6400	Language and Culture	3
ANTH 6415	Pidgins and Creoles	3
ANTH 6420	Linguistic Field Methods	3
ANTH 6700	Spoken Nahuatl	3
ANTH 6720	Spoken Yoruba	3
ANTH 6800	Spoken Yucatecan Maya	3
ANTH 6840	Beginning Kaqchikel (Maya) Language	3,4

Socio-cultural Anthropology

Course ID	Title	Credits
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ANTH 3010	Hunters and Gatherers	3
ANTH 3060	Ethnology of South America	3
ANTH 3110	Cultures of Sub-Saharan Africa	3
ANTH 3160	Peoples of The Pacific	3
ANTH 3190	Economic Anthropology	3
ANTH 3330	Anthropology of Gender	3
ANTH 3360	Anthropology of Cities	3
ANTH 3370	Locating Southeast Asia	3
ANTH 3395	Ethnography of Performance and Identity in New Orleans and French Louisiana	3
ANTH 3470	Many Faces of Islam	3
ANTH 3570	Indigenous Movements in Latin America	3
ANTH 3580	The Politics of Fieldwork	3
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ANTH 6870	Kaqchikel Maya Culture	3

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Anthropology, MA

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Tulane's Department of Anthropology has long been known for the archaeology, cultural anthropology, and linguistics of Mesoamerica (the region from Central Mexico to El Salvador). Today the teaching and research interests of our faculty have expanded, and in addition to Mesoamerica, they work in North America (especially the southeastern United States and the Gulf South); South America (especially the Andes and the Amazon); lower Central America and the Caribbean; West Africa; the South Asian subcontinent; Southeast Asia; and Europe.

We offer an M.A. degree to our current Tulane undergraduate students who by taking two 6000-level anthropology classes (six hours) while earning their B.A./B.S. degrees, are able to apply these six hours toward an M.A. degree. They then spend a fifth year taking 24 hours of anthropology classes to earn their M.A. degrees (30 hours total).

We also offer an M.A. degree to our Ph.D. students midway through their training for the doctorate.

Requirements

MA Degree for PhD Students

General Requirements for MA Degrees

1. Completion items 1-5 of the PhD program (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-phd/#requirementstext) requirements.
2. Students wishing to receive the MA degree must submit the appropriate application for graduate degree form to the Graduate Programs Office of the School of Liberal arts by deadlines specified for the semester of the award.

4 + 1 MA Program Degree requirements

1. Completion of the normal requirements for the BA (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-ba/) or BS (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-bs/) in Anthropology.
2. Completion of two Anthropology courses at the 6000 level or above. (Students must complete 126 credit hours at the undergraduate level, including 2 graduate-level anthropology courses beyond those required for the major.)
3. Completion of 24 additional credit hours of graduate level courses.
4. Language Competence Certification (as in item 2 in the PhD requirements (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-phd/#requirementstext))
5. Completion of one methods course.

Anthropology, PhD

Anthropology--the study of humanity in its broadest sense--is, according to Eric Wolf "the most humanistic of the sciences and the most scientific of the humanities." At Tulane, anthropology is divided into four subdisciplines: anthropological archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology. These subdisciplines or fields are interconnected. Anthropologists at Tulane often straddle the boundaries of the subdisciplines, and they collaborate with scholars from other departments and schools of the university. Anthropology is perhaps the world's oldest cross-disciplinary discipline, and at Tulane, anthropologists study topics as seemingly disparate as two million year-old fossil hominins, capuchin monkeys in Costa Rica, the impact of Islam in West Africa, Mayan hieroglyphic texts, political movements in Mexico, indigenous use of the environment in the Amazon, and variations in spoken New Orleans English--and much more!

The roots of Tulane's Department of Anthropology date from 1924, when the Department of Middle American Research (now the Middle American Research Institute [MARI]) was founded on the uptown campus. Anthropology courses were first offered at Tulane during the 1938-1939 academic year, and by 1947, anthropologists were employed in the Department of Sociology and Anthropology. A separate four-field Department of Anthropology was established in 1968. In the last thirty years or so (1990-2020), the anthropology department has more than doubled in size and diversity, and course offerings reflect that growth. In 2010, the Department and MARI moved into newly-renovated space in Dinwiddie Hall.

Tulane's Department of Anthropology has long been known for the archaeology, cultural anthropology, and linguistics of Mesoamerica (the region from Central Mexico to El Salvador). Today the teaching and research interests of our faculty have expanded, and in addition to Mesoamerica, they work in North America (especially the southeastern United States and the Gulf South); South America (especially the Andes and the Amazon); lower Central America and the Caribbean; West Africa; the South Asian subcontinent; Southeast Asia; and Europe.

The Ph.D. program at Tulane is competitive; all students admitted to the program receive a stipend and a tuition waiver for five years. If you

are interested in applying to the program, please contact the faculty member(s) with whom you are interested in working.

Requirements

Requirements for Graduate Degrees

All graduate studies in the Department of Anthropology are governed by the School of Liberal Arts: https://liberalarts.tulane.edu/academics/graduate-studies/resources (https://liberalarts.tulane.edu/academics/graduate-studies/resources/)

Requirements for the PhD in Anthropology

1. **Completion of a one-credit, team-taught introductory four-field course in anthropology (**Introduction to Anthropology ANTH 6001).
2. **Language competence certification.** This requirement may be fulfilled by:
   a. **Coursework**. Two options are possible 1) the student presents evidence of attaining an average of B or better grades in a one-year foreign language course taken at the junior or equivalent level (i.e., 5th and 6th undergraduate semesters) within three years of the date of first registration in the anthropology graduate program or 2) the student earns a B or better in a graduate summer language course sponsored by one of the corresponding units on campus (such as Center for Global Education, Stone Center for Latin American Studies, or Office of Study Abroad).
   b. **Examination**. The anthropology department administers language examinations once each semester. The examination date will be announced via e-mail. Students wishing to be examined respond to the announcement by specifying their subdiscipline of study (anthropological archaeology, biological anthropology, linguistic anthropology, or sociocultural anthropology) and the language in which they wish to be examined. Only languages in which Tulane faculty have expertise may be certified through this process.
   c. **Native fluency.** Native speakers of languages other than English may petition the Department of Anthropology to count either English or their native language as satisfying a foreign language requirement.
   d. **Petition.** Those with accredited language study elsewhere may petition the department.
3. **Completion of two methods courses.**
   a. Preferred options by subdiscipline. Other courses may be acceptable if approved by the faculty.
      i. Archaeology. ANTH 6010 Quantitative Methods in ANTH (3 c.h.), ANTH 7610 Ceramic Analysis (3 c.h.), ANTH 7560 Environmental Archaeology (3 c.h.), and ANTH 7100 Quantitative Methods Arc (3 c.h.)
      ii. Biological anthropology. ANTH 6010 Quantitative Methods in ANTH (3 c.h.), ANTH 7450 Methods of Observation in Behavioral Research (3 c.h.), ANTH 7750 Human Paleopathology (3 c.h.), ANTH 7510 Fossil Hominin Taxonomy and Systematics (3 c.h.). One of these courses must be in statistics. Other courses and courses in other departments may be taken if approved by the student's adviser.
      iii. Linguistic anthropology. ANTH 6010 Quantitative Methods in ANTH (3 c.h.), ANTH 6420 Linguistic Field Methods (3 c.h.), ANTH 6520 Ethnographic Methods (3 c.h.), ANTH 6580 The Politics of Fieldwork (3 c.h.)
      iv. Sociocultural anthropology. ANTH 6520 Ethnographic Methods (3 c.h.), ANTH 6580 The Politics of Fieldwork (3 c.h.), ANTH 6010 Quantitative Methods in ANTH (3 c.h.), ANTH 6420 Linguistic Field Methods (3 c.h.).
4. **Completion of training in grant, proposal or prospectus writing.** This may be fulfilled by satisfactory completion of:
   a. ANTH 7230 Research Design and Grant Writing (3 c.h.)
   b. Grant writing workshop or course taught elsewhere at Tulane University.
5. **Completion of coursework.** The department requires a minimum of 49 hours of coursework beyond the BA/BS degree, at least 15 hours of which must be taken at the 7000 level. The following coursework requirements pertain to archaeology and biological anthropology:
   a. Biological anthropology students specializing in skeletal biology or human paleontology must take a course in human gross anatomy.
   b. Biological anthropology students specializing in primatology must take three courses in a related field outside of the anthropology department, as determined in consultation with their adviser.
6. **Completion of academic service/professional training.**
   a. During the first two years of residency the student will receive professional training through a combination of research and teaching assistantships.
   b. At least one semester must be a teaching assistantship. Assignments for a given semester will be determined through consultation with one's adviser and the department chair.
   c. Once the student has completed coursework, they will be expected to teach one course as instructor of record in the Department of Anthropology as part of the stipend requirement. Assignments for a given semester will be determined through consultation with one's adviser and the department chair.
   d. Students are expected to complete six semesters of professional training, including one semester as instructor of record.
7. **Passing comprehensive examinations.** Bioanthropology, sociocultural anthropology and linguistics students will take an 8-hour written comprehensive examination administered over two consecutive days. Archaeology students will take a 9-hour examination over three consecutive days. These exams should be completed before the conclusion of the 6th semester of residency.
8. **Oral examination** (students in Archaeology, Linguistics and Sociocultural Anthropology ONLY).
   a. **Archaeology**: the oral exam will cover regional topics, methodologies, and theories, and answers on written comprehensive exams.
   b. **Linguistics**: the oral exam will cover the student's area of specialization.
   c. **Sociocultural**: the oral exam will cover the relevant ethnographic area(s), methodologies and theories.
9. **Submission, defense and approval of a prospectus outlining the proposed dissertation.** The student must petition the department chair for the formation of a dissertation prospectus committee. The student must distribute a copy of the prospectus to every

faculty member of the department three business days before the defense date.

10. **Completion of approximately one year of approved anthropological fieldwork.**
11. **Submission, defense and approval of a doctoral dissertation.** Students who intend to defend a dissertation must inform the department chair, in writing, of that intention during the first two weeks of the semester in which they wish the defense to be scheduled. Students must have a complete copy of their dissertation in the hands of their committee members one month before the scheduled defense date.

Transfer Credit Approval

Students may request transfer credit for graduate coursework done at other institutions, as indicated in the School of Liberal Arts Graduate Programs Handbook (https://liberalarts.tulane.edu/academics/graduate-studies/resources/).

Department of Art

Programs

Undergraduate

Majors

- Art History Major, BA (p. 226)
- Studio Art, BA (p. 230)
- Studio Art, BFA (p. 231)

Minors

- Art History Minor (p. 227)
- Studio Art Minor (p. 229)

Graduate

- Africana Studies and Art History, MA (p. 225)
- Art History, MA (p. 227)
- Art Studio, MFA (p. 228)
- Joint Degree in Studio Art and Africana Studies, MFA/MA (p. 228)
- Studio Art with a concentration in Africana Studies, MFA (p. 230)

Africana Studies and Art History, MA

A unique dual-discipline master's program, *Crossroads Cohort: Africana Studies at the Intersection of Art History and Practice* allows students to pursue an MA in art history and Africana Studies. In addition to being part of the general cohort of art history graduate students, Crossroads students comprise their own subfield cohort, taking dedicated courses together and collaborating to develop—with support of departmental funding—a capstone project such as a small exhibition, symposium, or public engagement program in their final year. Alongside their academic training, Crossroads Cohorts students will acquire professional skills and experience and expand their academic and professional networks through paid summer internships and meaningful activities such as cohort trips to see exhibitions or visit other universities and attending conferences. All Crossroads Cohort students will receive an annual tuition waiver, living stipend, and access to research and travel funding. The program accepts a minimum of three and a maximum of five students every other year.

Requirements

Course ID	Title	Credits
ARHS 7960	Crossroads Cohort: Black Studies Bootcamp	3
12 6000-level or above approved courses		**36**
Sample courses include		
ARHS 6874	Race and the Art of Empire	
ARHS 6875	Race and National Mythologies in American Art and Visual Culture	
ARHS 6876	Interracial Themes in Western Art and Visual Culture	
ARHS 6877 & ARHS 6878	Contested Vision Civil War I and Contested Vision Civil War II	
Summer AFRS Independent Study		3
Internship		3
Capstone 1		3
Capstone 2		3
Total Credit Hours		**51**

Model Schedule

Year 1

Fall		**Credit Hours**
ARHS Seminar		3
ARHS/AFRS Seminar		3
ARHS/AFRS Seminar		3
AFRS Seminar		3
	Credit Hours	**12**
Spring		
ARHS Seminar		3
ARHS/AFRS Seminar		3
AFRS Seminar		3
AFRS Seminar		3
	Credit Hours	**12**
Summer Session		
ARHS 7960	Crossroads Cohort: Black Studies Bootcamp	3
	Credit Hours	**3**

Year 2

Fall		
ARHS/AFRS Seminar		3
AFRS Seminar		3
Capstone		3
	Credit Hours	**9**
Spring		
ARHS/AFRS Seminar		3
AFRS Seminar		3

Capstone	3
Credit Hours	**9**
Summer Session	
AFRS/ARHS Internship	3
AFRS Independent Study	3
Credit Hours	**6**
Total Credit Hours	**51**

Art History Major, BA

The major in art history is designed to impart an understanding of the historical development and context of art. Majors are required to take 33 credits in art history, which must include two 1000-level survey courses and a minimum of nine advanced classes or 27 credits distributed among three broad areas. At least two courses should be in two of the following fields and at least one course in the other.

1. Ancient, Ancient American, Asian (before 1300), Medieval;
2. Renaissance, Baroque, Colonial Latin American, and Asian (early modern period);
3. American, African Diaspora, and Modern/Contemporary art.

At least three other courses must be seminars at the 6000-level. Internships in local museums, galleries and auction houses are available for academic credit. A one-credit writing practicum that satisfies the college intensive writing requirement is available with art history courses at the 6000-level.

Requirements

Art History Major Coursework Requirements

Course ID	Title	Credits
Any Two 1000-level ARHS Courses		**6**
ARHS 1010	Art Survey I: Prehistory through the Middle Ages	
ARHS 1020	Art Survey II: Renaissance to the Present	
ARHS 1030	Introduction to Asian Art	
ARHS 1040	Introduction to Ancient American Art: Self and Sacrifice	
ARHS 1050	Introduction to African Art	
Any 1000-level ARHS Special Topics Course may also count toward this requirement		
At least nine advanced level Art History courses (2000-level or above)		**27**
Three of the advanced Art History courses must be at the 6000 level		
Distribution Requirements for the Art History Major *		
Total Credit Hours		**33**

*Distribution Requirements for the Art History Major

Five of the nine advanced level courses should come from the following fields (two each from two fields and one from the third field):

Ancient, Ancient American, African, Asian (before 1300), and Medieval

Course ID	Title	Credits
ARHS 3111	Tombs and Temples: East Asian Art before 1300	3
ARHS 3112	Monks and Merchants: East Asian Art from Medieval to Contemporary	3
ARHS 3200	Early Christian and Byzantine Art	3
ARHS 3210	Art and Experience in the Middle Ages	3
ARHS 3220	Romanesque and Gothic Art	3
ARHS 3700	Art and Architecture of Ancient America	3
ARHS 3720	Aztec Art in Mexico Tenochtitlan	3
ARHS 3730	Collecting Maya Art: Praxis and Politics	3
ARHS 6210	Medieval Pilgrimages: Saints, Bones, and Art	3
ARHS 6220	Women and Gender in Medieval Art	3,4
ARHS 6230	Art and Architecture of Medieval Italy	3
ARHS 6750	Material Meaning in the Ancient Americas	3
ARHS 6871	Art of Death: Funerary Art and Ritual in Ancient China	3,4
CLAS 3120	Etruscans & Early Rome	3
CLAS 3160	The Aegean Bronze Age	3
CLAS 3170	Greek Art & Archaeology	3
CLAS 3180	Roman Art & Archaeology	3
CLAS 4170	Seminar: Greek Art & Archaeology I	3 or 4
CLAS 4180	Seminar: Greek Art & Archaeology II	3 or 4
CLAS 4190	Seminar: Greek Art & Archaeology III	3 or 4
CLAS 4200	Seminar: Roman Art & Archaeology I	4
CLAS 4210	Seminar: Roman Art & Archaeology II	3 or 4
CLAS 4220	Sem Roman Art & Archaeo III	3,4
CLAS 6170	Sem Greek Art & Archaeo I	3
CLAS 6180	Sem Greek Art & Archaeo II	3
CLAS 6190	Sem Greek Art & Archaeo III	3
CLAS 6200	Sem Roman Art & Archaeo I	3
CLAS 6210	Sem Roman Art & Archaeo II	3
CLAS 6220	Sem Roman Art & Archaeo III	3

Renaissance, Baroque, colonial Latin America, and Asian (early modern period)

Course ID	Title	Credits
ARHS 3230	Visual Culture in Golden Age Spain	3
ARHS 3240	Museums and Monuments in Rome	3
ARHS 3310	Early Renaissance Art	3
ARHS 3350	Renaissance & Baroque Architecture	3
ARHS 3360	Art and Desire at the Renaissance Courts	3
ARHS 3375	Leonardo's World	3
ARHS 3380	Italian Renaissance Art	3
ARHS 3410	Theaters of the Baroque	3
ARHS 3420	Van Eyck to Bruegel	3
ARHS 3430	Rubens to Rembrandt	3
ARHS 3710	Colonial Art of Latin America	3
ARHS 6040	Spaces of Art	3

ARHS 6310	Global Renaissance	3
ARHS 6320	Colonialisms in Latin American Art	3 to 4
ARHS 6330	Prints & Ways of Knowing	3 to 4
ARHS 6350	Landscape Theory (1450–1800)	3 or 4
ARHS 6375	Michelangelo and His Reception	3,4
ARHS 6410	Amsterdam and the Global Dutch Golden Age	3,4
ARHS 6420	Early Modern Copies	3,4
ARHS 6430	Jesuits and the Globe	3,4
ARHS 6870	Mapping the Renaissance	3,4

American, African Diaspora, and modern/contemporary art

Course ID	Title	Credits
ARHS 3510	Rococo To Romanticism	3
ARHS 3540	Impressionism and Post-Impressionism	3
ARHS 3600	American Art, 1700-1950	3
ARHS 3620	Contemporary Art Since 1950	3
ARHS 3650	Early Twentieth Century European Modernism	3
ARHS 3680	History of Photography	3
ARHS 3750	Global Contemporary Art	3
ARHS 3760	Modern Arts Latin America	3
ARHS 3770	Art in Latin America since 1950	3
ARHS 3780	Contemporary Art Latin America	3
ARHS 3790	Art and Architecture of Brazil	3
ARHS 3871	Introduction to African American Art and Visual Culture, c. 1700-1940	3
ARHS 3872	Art of the African Diaspora, c. 1925 to Present	3
ARHS 6050	Scandals of Modern Art	3,4
ARHS 6060	Capstone: Gender, Race & Body	3
ARHS 6090	Intersect Art & Science	3
ARHS 6525	Social Practice Art	3,4
ARHS 6530	Degas	3
ARHS 6540	Paris: Capital of the Nineteenth Century	3,4
ARHS 6550	Van Gogh	3
ARHS 6620	Reading Abstract Expressionism	3,4
ARHS 6640	Rauschenberg, Johns & Early Warhol	3-4
ARHS 6650	Postmodern Formations: Art Since 1980	3
ARHS 6660	Art Acquisitions, Collect Mgmt	3
ARHS 6874	Race and the Art of Empire	3,4
ARHS 6875	Race and National Mythologies in American Art and Visual Culture	3,4
ARHS 6876	Interracial Themes in Western Art and Visual Culture	3,4
ARHS 6877	Contested Vision Civil War I	3-4
ARHS 6878	Contested Vision Civil War II	4

Art History Minor

A minor in the History of Art consists of at least 21 credit hours of art history courses.

Requirements

Course ID	Title	Credits
Any Two 1000-level Art History Courses		**6**
ARHS 1010	Art Survey I: Prehistory through the Middle Ages	
ARHS 1020	Art Survey II: Renaissance to the Present	
ARHS 1030	Introduction to Asian Art	
ARHS 1040	Introduction to Ancient American Art: Self and Sacrifice	
ARHS 1050	Introduction to African Art	
Any 1000-level ARHS Special Topics Course May Also Count Toward This Requirement		
Five ARHS courses at the 2000-level or above		**15**
Total Credit Hours		**21**

Art History, MA

Since 1960, the MA program in the history of art at Tulane has prepared outstanding students for careers in research, teaching, and museum work. About a third of our graduates have continued toward their doctoral degrees either at Tulane or elsewhere. The program welcomes students who have majored in fields other than art history. The MA stipend is about $19,000 a year.

Requirements

Course ID	Title	Credits
Eight 6000 or 7000 level courses		24
Three of which should be with the student's faculty advisor or in the student's thesis area		
ARHS 6910	Independent Study (Fall and Spring of 2nd year)	6

Curriculum:

The MA requires 30 credit hours (8 courses), including 24 credits (8 courses) at the 6000 and 7000 levels, plus 6 credits of Independent Study for thesis research.

Distribution requirements call for art history MA students to take at least one class in each of the following three areas: 1) art of Ancient and Medieval Europe and Asia, the Ancient Americas; 2) art of Renaissance, Baroque, and 18th-c. Europe, Early Modern Asia, the Colonial Americas; 3) modern art of Europe, Asia, and the Americas, especially the U.S., Caribbean, Latin America, and the African diaspora. Students are also expected to take three classes with the regular faculty teaching in the area that most closely relates to their own research, and who will most likely be on their thesis committee.

The 7000-level courses are for graduate students only and are sometimes taught in tandem with 3000-level courses for undergraduates. The 6000-level courses are taken by juniors and seniors as well as graduate students. Both include seminars on special

topics. With the permission of their graduate advisor, students may take two courses outside the art history program.

Language Requirement:

Reading proficiency in at least one foreign language relevant to the student's work is required. French, German, Italian, Latin, and Spanish are especially useful for research in art history. The requirement is satisfied by passing a reading exam. Because reading knowledge of foreign languages is necessary for research in most art-historical fields, students are urged to take their language exam early.

Thesis:

An important step in the MA program is the writing of a thesis and its subsequent oral defense. The thesis may be the outgrowth of a seminar paper, or it may focus on a special interest of the student insofar as it falls within the area of competency of the faculty. Students work with their graduate advisors in selecting the appropriate topic, establishing the three-member thesis committee, and preparing the thesis prospectus by the end of the first year. One member of the thesis committee may be from another department or school in the university. While moderate in length and considerably more limited in scope than a doctoral dissertation, the MA thesis should demonstrate the student's ability to do research of publishable quality. The defense usually takes place a month before the end of the last semester.

Art Studio, MFA

Through the School of Liberal Arts, the Newcomb Art Department offers the MFA degree in an intensive, two-year residency program that emphasizes close interaction with faculty and peers, with concentrations in Ceramics, Digital Art, Glass, Painting, Photography, Printmaking, and Sculpture. Degree requirements focus on studio work but include two graduate level courses in the history of art, and four MFA seminar courses that rotate in theme between Creation & Context and Professionalism & Pedagogy.

Requirements

Sample Schedule, Master of Fine Arts, Studio Art

The Master of Fine Arts requires sixty-three (63) hours of graduate level courses. Two courses in Art History (6 hours) at the graduate level are required, as is attendance in the MFA seminar courses (12 hours) that are held each semester and rotate in theme between Creation & Context and Professionalism & Pedagogy. Of the remaining courses (45 hours) 30 hours must be in studio disciplines and are designed to meet individual needs and interests. These are mainly of a "workshop" or "atelier" nature. During the second year, all students are required to present a thesis exhibition in the Carroll Gallery and complete a written thesis contextualizing the exhibition. In addition, an oral examination is conducted by a faculty thesis committee.

Sample Schedule

Year 1		
Fall		**Credit Hours**
ARST 7010	Graduate Art Studio (Studio work)	3
ARST 7020	Graduate Art Studio (Studio work)	3
ARHS 7800	Canon in Crisis: Challenging the Tenets of Art Theory	3
ARST 7800	MFA Seminar (MFA seminar, rotating theme)	3
ARST 7810	Studio Art MFA Critique Class	3
	Credit Hours	**15**
Spring		
ARST 7030	Graduate Art Studio (Studio work)	3
ARST 7040	Graduate Art Studio (Studio work)	3
Art History Elective		3
ARST 7800	MFA Seminar (MFA seminar, rotating theme)	3
ARST 7810	Studio Art MFA Critique Class	3
	Credit Hours	**15**
Year 2		
Fall		
ARST 7400	Special Problems I (Studio work)	6
ARST 7410	Special Problems II (Studio work)	6
ARST 7800	MFA Seminar (MFA seminar, rotating theme)	3
ARST 7810	Studio Art MFA Critique Class	3
	Credit Hours	**18**
Spring		
ARST 7420	Special Problems II (Studio work)	3
ARST 7430	Special Projects (Studio work)	3
ARST 7450	Thesis Project (Exhibition and written thesis)	3
ARST 7800	MFA Seminar (MFA seminar, rotating theme)	3
ARST 7810	Studio Art MFA Critique Class	3
	Credit Hours	**15**
	Total Credit Hours	**63**

Frequently Asked Questions (https://liberalarts.tulane.edu/departments/art/academics/graduate/studio-art/faqs/) about applying to the MFA Program.

Joint Degree in Studio Art and Africana Studies, MFA/MA

Overview

A unique dual-discipline master's program, *Crossroads Cohort: Africana Studies at the Intersection of Art History and Practice* allows students to pursue an MFA in any studio discipline alongside graduate work in Africana Studies—earning an MA in Africana Studies at the same time as their Studio Art MFA. In addition to being part of the general cohort of MFA students in Studio Art, Crossroads students comprise their own subfield cohort consisting of practicing artists and art historians, taking dedicated courses together and collaborating to develop—with support of departmental funding—a capstone project such as a small exhibition, symposium, or public engagement program in their final year. Alongside their academic training, Crossroads Cohorts students will acquire professional skills and experience and expand their academic and professional networks through paid summer internships

and meaningful activities such as cohort trips to see exhibitions or visit other universities and attending conferences. All Crossroads Cohort students will receive an annual tuition waiver, living stipend, and access to research and travel funding. One to two Studio Artists (pursuing either an MA in Africana Studies or a concentration in Africana Studies) will be admitted every other year.

Requirements

In addition to all regular MFA coursework (for which the elective seminar must be AFRS/ARHS), students must complete:

Course ID	Title	Credits
ARHS 7960	Crossroads Cohort: Black Studies Bootcamp	3
Internship		3
Capstone 1		3
Capstone 2		3
One (1) course that counts toward Africana Studies		3
Three (3) courses at the 6000-level or above:		9
Two (2) seminars which are co-ops between AFRS and ARHS		
Sample courses:		
ARHS 6874	Race and the Art of Empire	
ARHS 6875	Race and National Mythologies in American Art and Visual Culture	
ARHS 6876	Interracial Themes in Western Art and Visual Culture	
ARHS 6877	Contested Vision Civil War I	
ARHS 6878	Contested Vision Civil War II	
One (1) additional Africana Studies course outside of art history		
Sample courses:		
AFRS 6050	Black Feminism and Social Movement in the United States	
AFRS 7450	Black Diasporic Culture	
Two (2) independent studies attached to Studio coursework supervised by AFRS faculty		6
Total Credit Hours		**30**

Model Schedule

Year 1

Fall		Credit Hours
ARST 7010	Graduate Art Studio	3
ARST 7020	Graduate Art Studio	3-6
ARHS 7800	Canon in Crisis: Challenging the Tenets of Art Theory	3
ARST 7810	Studio Art MFA Critique Class	3
AFRS Independent Study attached to Studio		3
	Credit Hours	**15-18**
Spring		
AFRS/ARHS Seminar		3
ARST 7030	Graduate Art Studio	3
ARST 7040	Graduate Art Studio	3-6
ARST 7810	Studio Art MFA Critique Class	3
ARST 7800	MFA Seminar rotating theme	3
AFRS Independent Study attached to Studio		3
	Credit Hours	**18-21**
Summer Session		
ARHS 7960	Crossroads Cohort: Black Studies Bootcamp	3
	Credit Hours	**3**
Year 2		
Fall		
ARST 7400	Special Problems I	6
ARST 7410	Special Problems II	6
ARST 7810	Studio Art MFA Critique Class	3
ARST 7800	MFA Seminar rotating theme	3
AFRS Independent Study attached to Studio		3
AFRS/ARHS Capstone		3
	Credit Hours	**24**
Spring		
ARST 7420	Special Problems II	3
ARST 7450	Thesis Project	3-6
ARST 7810	Studio Art MFA Critique Class	3
ARST 7800	MFA Seminar	3
AFRS Independent Study attached to Studio		3
AFRS/ARHS Capstone		3
	Credit Hours	**18-21**
Summer Session		
ARFS/ARHS Internship		3
AFRS Independent Study		3
	Credit Hours	**6**
	Total Credit Hours	**84-93**

Studio Art Minor

A minor in Studio Art allows for the pursuit of artistic making and thinking in a way that compliments and informs the student's primary fields of study, consisting of five courses in total. Students choose two courses from the following four options: any 1000-level course in a 2D area (digital art, drawing, painting, photography, printmaking), any 1000-level course in a 3D area (ceramics, digital fabrication, glass, sculpture), ARST 1050 Drawing I (4 c.h.), and ARST 2101 Sequence and Series (4 c.h.). The other two studio courses can be any ARST course *above* the 1000-level. One Art History course is also required; students can choose from any of the Art Department's diverse offerings in the history and study of art.

Note: No more than half of the required courses can be transferred into the program.

Requirements

A minor in studio art consists of eight courses:

Course ID	Title	Credits
Studio Art Foundations (Select any two of the following options) [1]		**8**

ARST 1050	Drawing I
ARST 2101	Sequence and Series
One 1000-level 2D ARST course or one 1000-level 3D ARST course	
AND	
Select one ARST course beyond the 1000-level	4
Select one ARST course beyond the 1000-level	4
Select one ARHS art history course	3
Total Credit Hours	**19**

[1] Take any 2 of the 4 courses listed (ARST 1050 Drawing I (4 c.h.); ARST 2101 Sequence and Series (4 c.h.); 1000-level 2D area; 1000-level 3D area).

Studio Art with a concentration in Africana Studies, MFA

Overview

A unique graduate program in Studio Art, *Crossroads Cohort: Africana Studies at the Intersection of Art History and Practice* allows students to pursue an MFA in any studio discipline alongside graduate work in Africana Studies—earning a graduate concentration in Africana Studies as part of their MFA in Studio Art. In addition to being part of the general cohort of MFA students, Crossroads students comprise their own subfield cohort, taking dedicated courses together and collaborating to develop—with support of departmental funding—a capstone project such as a small exhibition, symposium, or public engagement program in their final year. Alongside their academic training, Crossroads Cohorts students will acquire professional skills and experience and expand their academic and professional networks through paid summer internships and meaningful activities such as cohort trips to see exhibitions or visit other universities and attending conferences. All Crossroads Cohort students will receive an annual tuition waiver, living stipend, and access to research and travel funding. The program accepts one every other year. One to two Studio Artists (pursuing either an MA in Africana Studies or a concentration in Africana Studies) will be admitted every other year.

Requirements

In addition to regular MFA requirements (for which the elective seminar must be AFRS/ARHS), students must complete:

Course ID	Title	Credits
ARHS 7960	Crossroads Cohort: Black Studies Bootcamp	3
AFRS/ARHS Internship		3
Capstone 1		3
Capstone 2		3
One (1) AFRS course 6000-level or higher		3
Total Credit Hours		**15**

Model Schedule

Year 1

Fall		**Credit Hours**
ARST 7010	Graduate Art Studio	3
ARST 7020	Graduate Art Studio	3-6
ARHS 7800	Canon in Crisis: Challenging the Tenets of Art Theory	3
ARST 7810	Studio Art MFA Critique Class	3
	Credit Hours	**12-15**
Spring		
AFRS/ARHS Seminar		3
ARST 7030	Graduate Art Studio	3
ARST 7040	Graduate Art Studio	3-6
ARST 7810	Studio Art MFA Critique Class	3
ARST 7800	MFA Seminar rotating theme	3
	Credit Hours	**15-18**
Summer Session		
ARHS 7960	Crossroads Cohort: Black Studies Bootcamp	3
	Credit Hours	**3**

Year 2

Fall		
ARST 7400	Special Problems I	6
ARST 7410	Special Problems II	6
ARST 7810	Studio Art MFA Critique Class	3
ARST 7800	MFA Seminar rotating theme	3
AFRS/ARHS Capstone		3
	Credit Hours	**21**
Spring		
ARST 7420	Special Problems II	3
ARST 7450	Thesis Project	3-6
ARST 7810	Studio Art MFA Critique Class	3
ARST 7800	MFA Seminar rotating theme	3
AFRS/ARHS Capstone		3
	Credit Hours	**15-18**
Summer Session		
AFRS/ARHS Internship		3
AFRS Independent Study		3
	Credit Hours	**6**
	Total Credit Hours	**72-81**

Studio Art, BA

The Bachelor of Arts (BA) in Studio Art provides a comprehensive education in artistic production that trains creative individuals to be resilient problem solvers and critical thinkers, as well as preparing them for a career in the arts. Balancing academic rigor with experimental play in a program designed to allow for additional majors, the BA in Studio Art empowers students to approach their artistic practice with a deep understanding of its interconnectedness with society and the environment. Our undergraduate experience is characterized by small

class sizes, a commitment to individual mentorship, and support for distinctive expression across diverse forms and techniques. Students are encouraged to take courses in any medium or field of study relevant to their evolving practice utilizing state-of-the-art facilities in ceramics, digital art, glass, painting & drawing, photography, printmaking, and sculpture. Through creative project development, interdisciplinary research, and exposure to a wide range of artistic traditions, students emerge equipped with the skills to produce art that that shapes and reflects the world around us.

Requirements

Course ID	Title	Credits
ARST 1050	Drawing I	4
ARST 2060	Drawing II: Materials and Strategies	4
or ARST 2101	Sequence and Series	
Any 1000 Level ARST course		4
ARST Elective (https://catalog.tulane.edu/liberal-arts/art/1/) any level		4
ARST Elective (https://catalog.tulane.edu/liberal-arts/art/2/) beyond the 1000 level		4
ARST Elective (https://catalog.tulane.edu/liberal-arts/art/3/) beyond the 2000 level		4
ARST Elective (https://catalog.tulane.edu/liberal-arts/art/4/) beyond the 2000 level		4
ARST 5010	Studio Research *	3
ARST 5020	Senior Capstone Studio *	3
One Art History survey course, from:		3
ARHS 1010	Art Survey I: Prehistory through the Middle Ages	
ARHS 1020	Art Survey II: Renaissance to the Present	
ARHS 1030	Introduction to Asian Art	
ARHS 1040	Introduction to Ancient American Art: Self and Sacrifice	
ARHS 1050	Introduction to African Art	
One Art History course in modern or contemporary art history, from:		3
ARHS 3600	American Art, 1700-1950	
ARHS 3620	Contemporary Art Since 1950	
ARHS 3650	Early Twentieth Century European Modernism	
ARHS 3750	Global Contemporary Art	
ARHS 3760	Modern Arts Latin America	
ARHS 3770	Art in Latin America since 1950	
ARHS 3780	Contemporary Art Latin America	
ARHS 3790	Art and Architecture of Brazil	
ARHS 3872	Art of the African Diaspora, c. 1925 to Present	
ARHS 6525	Social Practice Art	
ARHS 6620	Reading Abstract Expressionism	
ARHS 6640	Rauschenberg, Johns & Early Warhol	
ARHS 6650	Postmodern Formations: Art Since 1980	
ARHS 6660	Art Acquisitions, Collect Mgmt	
Total Credit Hours		**40**

*During the senior year, Studio Art majors are required to take a 4-credit studio art course above the 2000-level each semester-- one in conjunction with ARST 5010 Studio Research (3 c.h.) in the fall and one in conjunction with ARST 5020 Senior Capstone Studio (3 c.h.) in the spring.

Studio Art, BFA

The Bachelor of Fine Arts (BFA) in Studio Art provides a unique and tailored education that trains creative individuals to be resilient problem solvers and critical thinkers, as well as preparing them for a career in the arts. Balancing academic rigor with experimental play, the program empowers students to approach their artistic practice with a deep understanding of its interconnectedness with society and the environment. Our undergraduate experience is characterized by small class sizes, a commitment to individual mentorship, and support for distinctive expression across diverse forms and techniques. Students are encouraged to take courses in any medium or field of study relevant to their evolving practice utilizing state-of-the-art facilities in ceramics, digital art, glass, painting & drawing, photography, printmaking, and sculpture. Through creative project development, interdisciplinary research, and exposure to a wide range of artistic traditions, students emerge equipped with the skills to produce art that shapes and reflects the world around us.

Note: For the BFA in Studio Art, students must fulfill all general requirements as described in the Liberal Arts curriculum including those of the Newcomb-Tulane College core with the following exception: one science with laboratory course is required in the Math and Natural Science distribution requirement of the core curriculum for B.F.A. degree-seeking students instead of one science with laboratory course plus an additional Math and Natural Science course.

Requirements

Course ID	Title	Credits
Studio Requirements		
ARST 1050	Drawing I	4
ARST 2060	Drawing II: Materials and Strategies	4
or ARST 2101	Sequence and Series	
ARST 1000-level: 3D Area (choose one)		4
ARST 1130	Ceramics I	
ARST 1170	Glass I	
ARST 1490	Sculpture I	
ARST 1000-level: 2D Area (choose one)		4
ARST 1250	Painting I	
ARST 1310	Photo I: Black & White	
ARST 1330	Photo I: Digital	
ARST 1350	Photo I: Analog and Digital	
ARST 1370	Printmaking I	
ARST 1550	Digital Arts I	
ARST Electives		
ARST Elective	#1- beyond the 1000 level	4
ARST Elective	#2- beyond the 1000 level	4
ARST Elective	#3- beyond the 2000 level	4
ARST Elective	#4- beyond the 2000 level	4
ARST Elective	#5- beyond the 2000 level	4

ARST Elective [#6- beyond the 2000 level]		4
Senior Year Coursework		
ARST 5010	Studio Research [Fall of Senior Year; taken in conjunction with ARST Elective #5]	3
ARST 5020	Senior Capstone Studio [Spring of Senior Year; taken in conjunction with ARST Elective #6]	3
6 Required Credits in Art History to include:		
One Survey Course:		3
ARHS 1010	Art Survey I: Prehistory through the Middle Ages	
ARHS 1020	Art Survey II: Renaissance to the Present	
ARHS 1030	Introduction to Asian Art	
ARHS 1040	Introduction to Ancient American Art: Self and Sacrifice	
ARHS 1050	Introduction to African Art	
One ARHS Elective From the Contemporary/Modern- 19th Century or Later Distribution Area:		3
ARHS 3600	American Art, 1700-1950	
ARHS 3620	Contemporary Art Since 1950	
ARHS 3650	Early Twentieth Century European Modernism	
ARHS 3750	Global Contemporary Art	
ARHS 3760	Modern Arts Latin America	
ARHS 3770	Art in Latin America since 1950	
ARHS 3780	Contemporary Art Latin America	
ARHS 3790	Art and Architecture of Brazil	
ARHS 3872	Art of the African Diaspora, c. 1925 to Present	
ARHS 6525	Social Practice Art	
ARHS 6620	Reading Abstract Expressionism	
ARHS 6640	Rauschenberg, Johns & Early Warhol	
ARHS 6650	Postmodern Formations: Art Since 1980	
ARHS 6660	Art Acquisitions, Collect Mgmt	
Total Credit Hours		**52**

Note: During the senior year, Studio Art majors are required to take a 4-credit studio art course above the 2000-level each semester- one in conjunction with ARST 5010 Studio Research (3 c.h.) in the fall and one in conjunction with ARST 5020 Senior Capstone Studio (3 c.h.) in the Spring.

Department of Classical Studies

Programs

Undergraduate

Majors

- Classical Studies Major, BA (p. 232)
- Greek Major, BA (p. 234)
- Latin Major (p. 235)

Minors

- Classical Studies Minor (p. 233)
- Greek Minor (p. 234)
- Latin Minor (p. 235)

Graduate

- Classical Studies, MA (p. 233)

Classical Studies Major, BA

The Department of Classical Studies combines literary and cultural studies, history, archaeology, art history, law, ancient political thought, philosophy, and the reception of classical antiquity to offer a program of study that is fundamentally interdisciplinary in character. Through investigation of the diverse cultures of the Greek, Roman, and ancient Mediterranean worlds, our students gain an understanding not only of various aspects of the ancient world but also of how the methodologies of different disciplines can work separately and together to widen and deepen our comprehension of human cultures in all periods. Moreover, our faculty are committed to engaging students in developing lifelong skills, including critical reading, evidence-based research, and effective writing.

Faculty in the department have expertise in Roman law, economy, and social history, Greek and Latin literature, Aegean Bronze Age archaeology, history and archaeology of the Hellenistic world, Roman art and archaeology, and ancient philosophy and science. The department offers general courses on Greek and Roman literature, culture, history, and archaeology, along with more in-depth courses on topics such as Knossos, Roman law, the archaeology of ancient Israel, race from antiquity to the US, early Christianity, ancient science, Etruscans and early Rome, ancient leadership, and Graeco-Roman Utopias and the Colonial Americas.

We invite you to explore our full course offerings and information about our major and minor programs. (https://liberalarts.tulane.edu/classical-studies/)

Requirements

Classical Studies (CLAS): 30* credits (10* courses) in CLAS, GREK, and/or LATN

- Three of these 3-credit-hour courses must be at the 4000 level.

Double majors: Only 27 credits (9 courses) are required for students with more than one major.

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Please note: LATN 2030 Intro to Latin Literature (4 c.h.) is only offered in the Fall semesters.

Tulane's Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/) has language-specific instructions for

placement testing, information about and registration for proficiency testing, links to presentation recordings, and more.

Students interested in teaching can earn certification in Latin through the Education (p. 442) program's offerings.

Students interested in pursuing graduate study in Classics should consult with their departmental adviser about the undergraduate preparation needed for graduate school.

Classical Studies Minor

The Department of Classical Studies combines literary and cultural studies, history, archaeology, art history, law, ancient political thought, philosophy, and the reception of classical antiquity to offer a program of study that is fundamentally interdisciplinary in character. Through investigation of the diverse cultures of the Greek, Roman, and ancient Mediterranean worlds, our students gain an understanding not only of various aspects of the ancient world but also of how the methodologies of different disciplines can work separately and together to widen and deepen our comprehension of human cultures in all periods. Moreover, our faculty are committed to engaging students in developing lifelong skills, including critical reading, evidence-based research, and effective writing.

Faculty in the department have expertise in Roman law, economy, and social history, Greek and Latin literature, Aegean Bronze Age archaeology, history and archaeology of the Hellenistic world, Roman art and archaeology, and ancient philosophy and science. The department offers general courses on Greek and Roman literature, culture, history, and archaeology, along with more in-depth courses on topics such as Knossos, Roman law, the archaeology of ancient Israel, race from antiquity to the US, early Christianity, ancient science, Etruscans and early Rome, ancient leadership, and Graeco-Roman Utopias and the Colonial Americas.

We invite you to explore our full course offerings and information about our major and minor programs. (https://liberalarts.tulane.edu/classical-studies/)

Requirements

Classical Studies (CLAS): 15 credits (5 courses) in CLAS, GREK, and/or LATN

- One of these 3-credit-hour courses must be at the 4000 level.

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Please note: LATN-2030 is only offered in the Fall semesters.

Tulane's Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/) has language-specific instructions for placement testing, information about and registration for proficiency testing, links to presentation recordings, and more.

Students interested in teaching can earn certification in Latin through the Education program's offerings.

Students interested in pursuing graduate study in Classics should consult with their departmental adviser about the undergraduate preparation needed for graduate school.

Classical Studies, MA

Classical Studies focuses on understanding the world of the ancient Mediterranean—including Greece, Rome, and surrounding cultures—by studying its languages, history, art, and archaeology. Our program focuses on developing skills in critical thinking, reading, and writing, and our students find that exploring the past invites new perspectives on the modern world while opening doors to the future.

Tulane's M.A. program in Classical Studies prepares students for further academic work in Ph.D. programs, for teaching in secondary schools, and for other types of careers. We emphasize building our graduate students' skills in Latin and Greek, while encouraging them to explore the ancient world through archaeology and ancient history. Our small, selective, and highly personalized program makes Tulane an excellent choice for those who are ready to engage deeply with the ancient Mediterranean in all its complexity.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies/) please visit our website.

Requirements

M.A. Program

Our M.A. program emphasizes preparation in Latin and Greek and can include coursework in ancient history, archaeology, philosophy, and ancient religion. The program typically requires two years for completion. In the first year, most students take three courses within the department per semester. In the second year, students might either take two courses per semester and work on the M.A. thesis or take three courses while substantially revising two earlier seminar papers into M.A. qualifying papers.

We offer our best qualified applicants a full tuition fellowship and annual stipend.

The requirements for the M.A. degree are:

- A minimum of 30 semester hours of graduate-level credit (typically 10 courses) completed with a minimum grade of B. Typically, students complete 12 – 16 courses during the two-year program.
- Two qualifying papers or an M.A. thesis, either of which must be defended before a committee of three faculty members.

- Satisfactory completion of a reading exam in a modern language (German, French, or Italian). We expect students without preparation in a modern language (excluding English) to enroll in undergraduate language courses as part of their M.A. coursework.

Traditionally, for each semester during their first year, students will take one Latin course, one Greek course, one classics course, and if required one modern language course. In their second year for each semester, students will take one Latin course, one Greek course, one classics course or thesis research, and if required one modern language course.

We encourage our students to travel abroad between the first and second years, either to academic programs like those led by the American School of Classical Studies at Athens or the American Academy in Rome, or to archaeological field projects. Funding is available for such travel to all graduate students in good standing.

How to Apply to the Masters Program:

Undergraduate majors in Classics, History, Art History, Archaeology, and related fields are invited to apply. We particularly welcome applications from students with backgrounds historically underrepresented in Classical Studies. If you have questions about expectations and/or your preparation, please contact the Director of Graduate studies.

- All applicants must complete the graduate studies application form and submit the application fee. The application form is available at the School of Liberal Arts website.
- Applicants must submit:
  - a statement of purpose (c. 500 words)
  - three (3) letters of recommendation
  - a writing sample of no more than 20 pages

Full consideration will be given to applications completed by February 1.

Greek Major, BA

The acquisition of ancient Greek provides first-hand access to the literature of the ancient Mediterranean world and the early medieval period. In addition, the study of this ancient language provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning. Reading Greek literature in the original language enables students to engage deeply with the intellectual world of ancient cultures and so to reflect on our own in a more informed fashion.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies/) please visit our website.

Requirements

Greek (GREK): 30* credits (10* courses) in CLAS, GREK, and/or LATN

- including at least 5 GREK courses (total)
- of which 2 GREK courses must be at the 4000-level

***Double majors**: Only 27 credits (9 courses) are required for students with more than one major.

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Please note: LATN-2030 is only offered in the Fall semesters.

Tulane's Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/) has language-specific instructions for placement testing, information about and registration for proficiency testing, links to presentation recordings, and more.

Students interested in teaching can earn certification in Latin through the Education program's offerings.

Students interested in pursuing graduate study in Classics should consult with their departmental adviser about the undergraduate preparation needed for graduate school.

Greek Minor

The acquisition of ancient Greek provides first-hand access to the texts of the ancient Mediterranean world and the early medieval period. In addition, the study of this ancient language provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies/) please visit our website.

Requirements

Greek (GREK): 15 credits (5 courses) in GREK, LATN, and/or CLAS

- including at least 3 GREK courses at or above the 3000 level
- of which 1 GREK course must be at the 4000 level

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Please note: LATN-2030 is only offered in the Fall semesters.

Tulane's Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/) has language-specific instructions for placement testing, information about and registration for proficiency testing, links to presentation recordings, and more.

Students interested in teaching can earn certification in Latin through the Education program's offerings.

Students interested in pursuing graduate study in Classics should consult with their departmental adviser about the undergraduate preparation needed for graduate school.

Latin Major

The acquisition of ancient Latin provides first-hand access to the literature of the ancient Mediterranean world and the early medieval period. In addition, the study of this ancient language provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning. Reading Latin literature in the original language enables students to engage deeply with the intellectual world of ancient cultures and so to reflect on our own in a more informed fashion.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies/) please visit our website.

Requirements

Latin (LATN): 30* credits (10* courses) in CLAS, GREK, and/or LATN

- including at least 5 LATN courses (total)
- of which 2 LATN courses must be at the 4000-level

***Double majors**: Only 27 credits (9 courses) are required for students with more than one major.

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Please note: LATN-2030 is only offered in the Fall semesters.

Tulane's Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/) has language-specific instructions for placement testing, information about and registration for proficiency testing, links to presentation recordings, and more.

Students interested in teaching can earn certification in Latin through the Education program's offerings.

Students interested in pursuing graduate study in Classics should consult with their departmental adviser about the undergraduate preparation needed for graduate school.

Latin Minor

The acquisition of ancient Latin provides first-hand access to the texts of the ancient Mediterranean world and the early medieval period. In addition, the study of this ancient language provides excellent training in logical analysis and a superior understanding of how languages function to convey meaning.

For more information about the Department of Classical Studies (https://liberalarts.tulane.edu/departments/classical-studies/), please visit our website.

Requirements

Latin (LATN): 15 credits (5 courses) in LATN, GREK, and/or CLAS

- including at least 3 LATN courses at or above the 3000 level
- of which 1 LATN course must be at the 4000 level

Language Requirement: Greek or Latin courses may be used to satisfy the Newcomb-Tulane College foreign language requirement. However, any courses used to satisfy the language requirement cannot also be counted toward the major or minor.

Please note: LATN-2030 is only offered in the Fall semesters.

Tulane's Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/) has language-specific instructions for placement testing, information about and registration for proficiency testing, links to presentation recordings, and more.

Students interested in teaching can earn certification in Latin through the Education program's offerings.

Students interested in pursuing graduate study in Classics should consult with their departmental adviser about the undergraduate preparation needed for graduate school.

Department of Communication

Programs

Undergraduate

Majors

- Cinema Studies Major (p. 236)
- Communication Major (p. 237)

Minor

- Cinema Studies Minor (p. 236)

Cinema Studies Major

Overview

The development of cinema over the course of the last centuries has consolidated audiovisual and institutional practices that continue to be the foundation for today's emergent moving image practices. The cinema studies faculty are committed to the multidisciplinary study of cinema in its global dimensions. Our teaching and research emphasize theoretical and historical approaches to cinema; the formal analysis of films; cinema's ties to new technologies from the nineteenth through the twenty-first centuries; and cinema's sociopolitical, economic, and environmental implications. In keeping with a liberal arts approach, cinema studies students will develop critical reading and writing skills and intellectual flexibility. Most centrally, students will acquire an ability to critically understand and analyze audiovisual material, a training that is essential to media literacy and being an active citizen in today's media-dominated world.

Requirements

A major in Cinema Studies involves the successful completion of ten Cinema Studies courses, seven of which should be at the 3000 level or above. All students working toward the major are required to take COMM 3150 Film Analysis (4 c.h.) followed by COMM 4860 Film Theory (4 c.h.) and one upper-level capstone seminar course. Capstone courses may be selected from regularly taught and special topics elective courses that include a capstone option. (This designation will be noted in the Schedule of Classes.) For capstone credit attached to this course, students should also enroll in CINE 5110 Capstone (0 c.h.). In addition to the required courses, students may select from the list of elective courses below. In the case of special topics courses, only cinema topics will count toward the CINE major or minor and approval of the Cinema Studies Coordinator is required. Cinema courses that are not listed below may be included with the prior approval of the Coordinator.

Course ID	Title	Credits
Required Courses		
COMM 3150	Film Analysis	4
COMM 4860	Film Theory	4
CINE 5110	Capstone (in conjunction with capstone option course)	0
Capstone Course		3
Elective Courses		
Select 7 from the following courses:		21
APMS 3330	Music For Film	
ASTA 3770	Chinese Cinema	
COMM 1150	Introduction to Cinema	
COMM 2400	Topics in Int'l Film Movements	
COMM 2500	Film and Society	
COMM 3270	Topics in Authors and Genres	
COMM 3520	Topics in Cinema and Politics	
COMM 3560	History of Animation	
COMM 3600	Documentary Film	
COMM 3750	Digital Cinema	
COMM 3800	Cine Reception & Cult Memory	
COMM 4150	Contemporary Hollywood Cinema	
COMM 4160	Contemporary Chinese Cinema	
COMM 4170	U.S. Film History	
COMM 4190	Intro to Latin American Film	
COMM 4300	Cultural Politics & Cinema	
COMM 4350	Gender and The Cinema	
COMM 4610	National Cinema Latin Am	
COMM 4810	Special Topics (capstone option when designated) [1]	
COMM 4820	Special Topics (capstone option when designated) [1]	
COMM 4830	Spectacular Cinema (capstone option)	
COMM 4840	Cinema, History, Archive (capstone option)	
COMM 4850	Cinema Technology Modernity (capstone option)	
COMM 5000	Honors Thesis	
COMM 6210	Seminar In Comm Studies [1]	
COMM 6220	Seminar In Comm Studies [1]	
DMPC 2001	Introduction to Digital Filmmaking	
DMPC 2002	Narrative Filmmaking	
ENLS 3640	Screenwriting	
ENLS 4100	Literature and Film	
FREN 3110	French Cinema	
FREN 4810	Special Topics [1]	
FREN 4820	Special Topics [1]	
GERM 3710	Intro To German Film	
GERM 3720	Weimar Cinema	
GERM 3730	Nazi Cinema	
HISE 3220	WWII In French Film	
HIST 3210	Visual History & Filmmaking	
ITAL 3300	Topics in Italian Literature and Cinema [1]	
ITAL 3330	Ital Lit In Translation [1]	
ITAL 4040	Topics in 19th & 20th Centery Italian Literature [1]	
ITAL 4440	Topics Lit/Cinema Transl (capstone option) [1]	
SOCI 2450	Society Through Cinema	
SPAN 4170	Intro to Spanish Film	
SPAN 4190	Intro to Latin American Film	
SPAN 4520	Topics in Spanish Cultural Studies [1]	
SPAN 6910	Special Topics [1]	
Total Credit Hours		**32**

[1] Only cinema topics will be considered and approval of the Cinema Studies Coordinator is required.

Cinema Studies Minor

Overview

The development of cinema over the course of the last centuries has consolidated

audiovisual and institutional practices that continue to be the foundation for today's
emergent moving image practices. The cinema studies faculty are committed to the
multidisciplinary study of cinema in its global dimensions. Our teaching and research emphasize theoretical and historical approaches to cinema; the formal analysis of films; cinema's ties to new technologies from the nineteenth through the twenty-first centuries; and cinema's sociopolitical, economic, and environmental implications. In keeping with a liberal arts approach, cinema studies students will develop critical reading and writing skills and intellectual flexibility. Most centrally, students will acquire an ability to critically understand and analyze audiovisual material, a training that is essential to media literacy and being an active citizen in today's media-dominated world.

Requirements

A minor in cinema studies requires the successful completion of six Cinema Studies courses, four of which would be at the 3000-level or above. All students working toward the minor are required to take COMM 3150 Film Analysis (4 c.h.) followed by COMM 4860 Film Theory (4 c.h.). In addition to the required courses, students may select from the list of elective courses below. In the case of special topics courses, only cinema topics will count toward the CINE major or minor and approval of the Cinema Studies Coordinator is required. Film courses that are not listed below may be included with the prior approval of the Director.

Course ID	Title	Credits
Required Courses		
COMM 3150	Film Analysis	
COMM 4860	Film Theory	
Elective Courses		
Select four of the following courses:		
APMS 3330	Music For Film	
ASTA 3770	Chinese Cinema	
COMM 1150	Introduction to Cinema	
COMM 2400	Topics in Int'l Film Movements	
COMM 2500	Film and Society	
COMM 3270	Topics in Authors and Genres	
COMM 3520	Topics in Cinema and Politics	
COMM 3560	History of Animation	
COMM 3600	Documentary Film	
COMM 3750	Digital Cinema	
COMM 3800	Cine Reception & Cult Memory	
COMM 4150	Contemporary Hollywood Cinema	
COMM 4160	Contemporary Chinese Cinema	
COMM 4170	U.S. Film History	
COMM 4190	Intro to Latin American Film	
COMM 4300	Cultural Politics & Cinema	
COMM 4350	Gender and The Cinema	
COMM 4610	National Cinema Latin Am	
COMM 4810	Special Topics (capstone option when designated) [1]	
COMM 4814	Special Topics [1]	
COMM 4820	Special Topics (capstone option when designated) [1]	
COMM 4830	Spectacular Cinema	
COMM 4840	Cinema, History, Archive	
COMM 4850	Cinema Technology Modernity (capstone option)	
COMM 5000	Honors Thesis	
COMM 6210	Seminar In Comm Studies [1]	
COMM 6220	Seminar In Comm Studies [1]	
DMPC 2001	Introduction to Digital Filmmaking	
DMPC 2002	Narrative Filmmaking	
ENLS 3640	Screenwriting	
ENLS 4100	Literature and Film	
FREN 3110	French Cinema	
FREN 4810	Special Topics [1]	
FREN 4820	Special Topics [1]	
GERM 3710	Intro To German Film	
GERM 3720	Weimar Cinema	
GERM 3730	Nazi Cinema	
HISE 3220	WWII In French Film	
HIST 3210	Visual History & Filmmaking	
ITAL 3300	Topics in Italian Literature and Cinema [1]	
ITAL 3330	Ital Lit In Translation [1]	
ITAL 4040	Topics in 19th & 20th Centery Italian Literature [1]	
ITAL 4440	Topics Lit/Cinema Transl (capstone option) [1]	
SOCI 2450	Society Through Cinema	
SPAN 4170	Intro to Spanish Film	
SPAN 4190	Intro to Latin American Film	
SPAN 6910	Special Topics [1]	

[1] Only film topics will be considered and approval of the Film Studies Director is required.

Communication Major

The Department of Communication offers a major which seeks to produce theoretically informed graduates with the necessary practical and analytical skills for successful professional careers, including the ability to: think critically and express ideas clearly and creatively; perform close textual analysis of various forms of communication (written, visual, nonverbal); analyze historical and contemporary forces behind cultural identities and relationships; and, finally, analyze the structures and institutions that inform the relationship between media, technology and society. The major consists of ten courses with a minimum of 30 credits.

Requirements

The major consists of ten courses with a minimum of 30 credits.

Course ID	Title	Credits
Introductory Courses		
One introductory course at the 1000 level		3

COMM 1150 Introduction to Cinema		
COMM 1250 Introduction to Television		
COMM 1350 Introduction to Cultural Studies		
COMM 1450 Introduction to Global Media		
COMM 1550 Introduction to New Media and Internet Studies		
COMM 1650 Introduction to Media Studies		
Required Core Courses [1]		
Identities and Relationships:		
COMM 3140	Cross-Cultural Analysis	3
Texts and Representation:		
Select one of the following:		3-4
COMM 3150	Film Analysis	
COMM 3250	Rhetorical Criticism	
COMM 3350	New Media Analysis	
Structures and Institutions:		
COMM 3160	Technology Analysis	3
or COMM 3260	Media Industry Analysis	
Additional Courses		
Select six elective courses in consultation with the Communication advisor [2]		18
Other Elective Options		
ASTA 3770	Chinese Cinema	
DMPC 3750	Media for Community Health and Well Being	
SLAM 2600	Introduction to Creative Industries	
SLAM 3060	Philanthropy and Social Change	
SLAM 3100	Digital Entrepreneurship	
Total Credit Hours		**30-31**

[1] Majors must complete three core courses, one in each area of the curriculum, preferably by the end of junior year.

[2] At least two of these courses must be 3000-level or above, and two must be 4000-level or above. In general, 1000- and 2000-level courses are introductory courses. 3000-level courses encourage applications of communication theory through research methods and service learning. Most 4000-level classes are courses that stress writing, creative production, or service learning. Students wishing to graduate with honors in Communication must take either the graduate seminar (COMM 6210 Seminar In Comm Studies (3 c.h.) or COMM 6220 Seminar In Comm Studies (3 c.h.)) or another 4000-level honors course and complete an honors project. Majors planning to study abroad should seek departmental advice as early as possible.

Department of Economics

Programs

Undergraduate

Majors

- Economics, BA (p. 238)
- Economics, BS (p. 239)

Minor

- Economics Minor (p. 238)

Graduate

- Economics, PhD (p. 239)
- Policy Economics, MA (p. 241)

Economics Minor

A minor in economics is to consist of a **minimum** of five economics classes. Students who complete ECON 1010 and ECON 1020 to fulfill a requirement in their major must take five additional economics courses to be eligible for a minor in economics, for a total of seven courses — i.e., 1010 and 1020, plus any five economics courses of their choice.

Those students whose major does **not** specifically require ECON 1010 and ECON 1020 must take a total of five economics courses: 1010 and 1020, plus any three courses offered in the department **except** ECON 3010, 3020, and 3230. The completion of ECON 3010 is strongly recommended even though it does not count toward the minor. In both cases certain other courses may count toward the minor; check with the department.

Requirements

A minor in economics consists of a minimum of five economics classes as follows:

Students who complete ECON 1010 Introduction to Microeconomics (3 c.h.) and ECON 1020 Introduction to Macroeconomics (3 c.h.) to fulfill a requirement in their major must take five additional economics courses to be eligible for a minor in economics, for a total of seven courses - i.e., ECON 1010 and ECON 1020, plus any five economics courses of their choice.

Those students whose major does not specifically require ECON 1010 Introduction to Microeconomics (3 c.h.) and ECON 1020 Introduction to Macroeconomics (3 c.h.) must take a total of five courses:

Course ID	Title	Credits
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
Select any three courses offered in the department [1]		9
Total Credit Hours		**15**

[1] Except ECON 3010 Intermediate Microeconomics (3 c.h.), ECON 3020 Intermediate Macroeconomics (3 c.h.), and ECON 3230 Econometrics (3 c.h.). The completion of ECON 3010 is strongly recommended even though it does not count toward the minor for these students.

Economics, BA

The B.A. in economics combines economic science with broad liberal arts training, providing an excellent background for postgraduate work in business, public policy, or law, and also for the student who will enter the labor force upon graduation.

Requirements

Students pursuing one of the economic majors are strongly encouraged to complete ECON 1010 Introduction to Microeconomics (3 c.h.) and ECON 1020 Introduction to Macroeconomics (3 c.h.) in their freshman year. They are also encouraged to complete ECON 3010 Intermediate Microeconomics (3 c.h.) and ECON 3020 Intermediate Macroeconomics (3 c.h.) by the end of their second year. Finally students are encouraged to complete an introductory course in statistics offered by the Department of Mathematics.

Course Work for the B.A. Degree

Course ID	Title	Credits
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ECON 3010	Intermediate Microeconomics (passed with a grade no lower than C-)	3
ECON 3020	Intermediate Macroeconomics (passed with a grade no lower than C-)	3
ECON 3230	Econometrics	3
Select five additional Economics Courses at the 3000 level or above [1]		15
Total Credit Hours		**30**

[1] Of these, at least two must be at the 4000 level or above. ECON 3890 Service Learning (1 c.h.), ECON 4570 Internship (1 to 3 c.h.), and ECON 5000 Honors Thesis (4 c.h.)* **do not count** toward this requirement.

Economics, BS

The B.S. in economics provides a rigorous quantitative background for advanced study in economics or for outstanding postgraduate programs in business. Those students enrolled in the School of Business wishing to emphasize economics should consult their economic advisers.

Requirements

Students pursuing one of the economic majors are strongly encouraged to complete ECON 1010 Introduction to Microeconomics (3 c.h.) and ECON 1020 Introduction to Macroeconomics (3 c.h.) in their freshman year. They are also encouraged to complete ECON 3010 Intermediate Microeconomics (3 c.h.) and ECON 3020 Intermediate Macroeconomics (3 c.h.) by the end of their second year. Finally students are encouraged to complete an introductory course in statistics offered by the Department of Mathematics.

Course Work for the B.S. Degree

Course ID	Title	Credits
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ECON 3010	Intermediate Microeconomics (passed with a grade no lower than C-)	3
ECON 3020	Intermediate Macroeconomics (passed with a grade no lower than C-)	3
ECON 3230	Econometrics	3
ECON 4410 or ECON 4610	Topics-Mathematical Econ Game Theory	3
Select four additional Economics Courses at the 3000 level or above [1]		12
MATH 1210	Calculus I	4
MATH 1220	Calculus II	4
Total Credit Hours		**38**

[1] Of these, at least one must be at the 4000 level or above. , ECON 3890 Service Learning (1 c.h.), ECON 4570 Internship (1 to 3 c.h.), and ECON 5000 Honors Thesis (4 c.h.)* **do not count** toward this requirement.

Note(s):

We recommend that students who wish to pursue graduate studies in economics take additional courses in mathematics, including MATH 2210 Calculus III (4 c.h.) , MATH 3070 Intro To Probability (3 c.h.), and MATH 3090 Linear Algebra (4 c.h.).

Economics, PhD

Tulane University's Economics Department offers a Ph.D. program in Economics. This Ph.D. program gives students distinctive training designed to make them attractive candidates for employment in universities, government, multilateral organizations, the private sector, and the non-profit sector. Our program is distinguished by three features:

Applied focus. The program is designed for students who are interested in using economic analysis to investigate real world problems. Students receive extensive training in the tools of economic analysis. These tools are an essential job skill for those who seek to evaluate public policies.

Interdisciplinary approach. The program breaks down the barriers to interdisciplinary graduate education by incorporating field coursework and research experiences with our prestigious cross campus partners. Our cross campus partners include the Freeman School of Business, the Stone Center for Latin American Studies, the School of Public Health and Tropical Medicine, the Cowen Institute for Public Education Initiatives, the Department of Political Science, and the Murphy Institute of Political Economy. Students will acquire the practical interdisciplinary knowledge necessary for innovative research and careful policy analysis.

Small, highly selective program with a high faculty-to-student ratio. This facilitates closer interaction between students and faculty, who are dedicated to research at the frontiers of their fields. Importantly, students have the opportunity to undertake joint research projects with faculty, as part of the training. Generous fellowships are available and are awarded on the basis of academic merit and potential for scholarship. Accepted students receive funding for five years, conditional on satisfactory progress through the program.

Requirements

Curriculum

The degree of Ph.D. in economics requires 48 credit hours, passage of preliminary examinations within the first two years of study, a

dissertation prospectus, a dissertation proposal, and a final dissertation defense.

The course of study in the first year includes:

- microeconomics (two semesters)
- econometrics (two semesters)
- macroeconomics (one semester)
- applied econometric methods for policy analysis (one semester)

In their second and third years, students will complete field courses in economics and in partner schools. Interdisciplinary fields of study have been designed so that students can draw from the expertise of faculty in Economics as well as our partner schools. The fields of concentration are:

- Health, education, and human capital
- Public economics and public policy
- Development, inequality, and poverty.

While student research may ultimately focus on a single field of concentration, students will take classes spanning multiple concentrations and will be encouraged to explore synergies between multiple areas.

Student Milestones, Required Examinations, and Monitoring of Progress to Degree

There are six program milestones: (1) Preliminary Examination, (2) Field Paper, (3) Choosing a Dissertation Advisor and Committee, (4) the Dissertation Prospectus Defense (Admission to Candidacy), (5) the Dissertation Proposal Defense, and (6) the final Dissertation Defense itself. Satisfactory performance in the Ph.D. program is defined as maintaining at least a B average, obtaining no grade lower than a B-, and meeting these six milestones on time.

1. **The Preliminary Examination**: is taken during the summer of the first program year. Failing the micro theory and/or econometrics portion(s) of the exam entitles a student to retake the failed portion in January of year II. Failing a second time is cause for dismissal. Students who fail a second time and are otherwise in good standing are typically allowed to continue in the program through the fourth semester. Satisfactory performance in 36 credit hours of approved graduate courses allows them to earn the degree of M.S. in Economics.
2. **Field Paper**: In year II, students should choose a **Field Paper Chair** and, together with this Chair, form a Field Paper Committee. The Committee must have at least three faculty members on it, including the Chair. The Chair and at least one other Committee member must be tenured or tenure-track professors of Tulane University's Department of Economics. The third Committee member must be a tenured or tenure-track faculty member of Tulane University, from Economics or another discipline. Additional members from Tulane or other academic institutions may be added at the Chair's discretion. The student is to have a Field Paper proposal approved by the Committee by May 15 of program year II. The Field Paper is then written during the second summer. A full draft of the paper is to be handed in to the Chair by August 15, and a final version of the paper is due to the full Committee for approval by September 15.
3. **Dissertation Committee**: The Field Paper Chair and Committee structure often evolve naturally into Dissertation Advisor and Dissertation Committee. However, this two-step structure also provides a natural opportunity to modify or entirely change the supervision of a student. It is expected that the Dissertation Committee will be formally constituted by December 15 of program year III. While there is no formal paperwork concerning this step, it is expected that the student will notify the Director of Graduate Studies via email, with copies to his Dissertation Committee members and to the Chair of the Department of Economics.
4. **3rd Year Prospectus Defense**: With the Field Paper approved, the remainder of the Fall III semester is spent coming up with dissertation topics and choosing a Dissertation Committee. In order to aid the process of research topic development, third-year students are required to take ECON-7980, "Research Methods," a class in which ideas are developed and presented on a weekly basis. Spring III is spent refining a dissertation prospectus under consultation with the Dissertation Committee, with the goal of a formal **3rd Year Dissertation Prospectus Defense** by May 15 of year III. Successful 3rd Year Prospectus defense and satisfactory completion of the requisite coursework advances the student to Ph.D. Candidate status. It is the student's responsibility to (i) schedule the defense with her/his Committee, (ii) obtain signatures for and submit to the Dean the "Approval of Dissertation Prospectus" and "Admission to Candidacy" forms, and (iii) give one copy to the Director of Graduate Studies and one copy to the Office Manager. A link to the required forms appears below.
5. **4th Year Dissertation Proposal Defense**: Economics dissertations typically consist of three research papers. Years IV and V are entirely devoted to writing the dissertation. Students will be going on the job market in the fall of year V and job applications typically require submitting at least one fully polished dissertation paper to prospective employers by mid-October. With this objective in mind, the **4th Year Dissertation Proposal Defense** should take place no later than May 15 of program year IV. The 4th Year Proposal must consist of at least one fully developed paper and well-developed drafts of the rest of the dissertation. A successful 4th Year Dissertation Proposal Defense implies certification by the Dissertation Committee that (a) a fully polished paper will be ready by the October job market deadline and (b) that it is feasible to complete the entire dissertation within the remaining Program year.
6. **Oral Defense:** It is expected that the PhD in Economics will be earned in five years. Once the dissertation has been completed, the School of Liberal Arts requires an Oral Defense of the dissertation. In order for the degree of PhD in Economics to be completed the student must organize an oral defense of her/his dissertation, have the Dissertation Committee members sign the Oral Defense Approval Form, turn in a copy of the completed Form to the Economics Department Director of Graduate Studies, and submit the original signed form to the SLA Graduate Programs office immediately following the Defense. Students are responsible for knowing the SLA deadlines for degree application and also knowing the requirements for digital submission of their dissertation. These guidelines can be found under the heading "Directions for Completion of Graduation Requirements and Submission of Doctoral Dissertation" at this website: https://liberalarts.tulane.edu/academics/graduate-studies/graduating-students (https://liberalarts.tulane.edu/academics/graduate-studies/graduating-students/).

***A NOTE ON RESIDENCE REQUIREMENTS**: Students should expect to complete the PhD program in five years and yet they will typically finish taking classes in the first half of that time. The dissertation-writing phase thus accounts for at least half of the program. This is a very important, formative time when students mature as professional economists. They interact with the faculty, learn to teach and perform research by working with faculty members as RA's or TA's, present their own work in workshops and seminars, travel to conferences, participate in departmental seminars, and meet with visiting speakers. Students who choose to leave during this period typically never complete the PhD degree. It is therefore expected that all PhD students will remain in residence in New Orleans during this very important and formative period. Leaving New Orleans without obtaining explicit written approval from the student's dissertation advisor and from the Director of Graduate Studies will constitute grounds for terminating financial support permanently. Any such written approval must be obtained by the end of the first month of the semester before the intended absence.*

Policy Economics, MA

The Master of Arts in Policy Economics at Tulane University integrates economic analysis and quantitative methods in a program of study designed for practitioners. Successful students will be prepared to enter the job market with a set of analytical skills designed for economic policy analysis. Whereas a Ph.D. in economics is a research degree, the M.A. in Policy Economics provides a curriculum of applied analysis and quantitative techniques better suited for the practitioner of economics.

This program provides students with a deep and broad exposure to the analytical methods of modern economics that can be applied to policy settings, without requiring the advanced mathematics training that is only essential to academic researchers. The program builds on the strengths of the bachelor's degrees in Economics at Tulane by increasing the required number of economics courses and expanding their rigor and depth. In courses offered jointly with the undergraduates, M.A. students are held to higher academic standards and are generally assigned supplementary research work. Successful students can expect to complete at least seven applied projects in the course of earning the M.A. degree.

Requirements

Masters Program Sample Course Schedule

Internal Applicants (4 + 1)

Internal applicants (4 + 1) must must satisfy all remaining bachelor's degree requirements in their senior year in the undergraduate program. In satisfying these requirements, they may take at most 4 6000-level courses in economics (12 credit hours) that will also count towards the degree of M.A. in Policy Economics. The remaining 24 credit hours must be taken after graduation from their undergraduate program. ONLY 6 credit hours can count towards BOTH undergraduate and graduate degree. In addition, up to 6 additional credit hours taken while an undergraduate that do NOT count toward the undergraduate degree/ are taken in excess of hours required for undergraduate degree can be applied for credit toward the graduate.

Year 1		**Credit Hours**
ECON 6230	Econometrics	3
Select three Masters Electives [1]		9
	Credit Hours	**12**
Year 2		
Select eight Masters Electives [2]		24
	Credit Hours	**24**
	Total Credit Hours	**36**

[1] Masters Electives are 6000-level economics courses.
[2] With the approval of the Director of Graduate Studies, courses in other departments may also serve as Masters Electives.

External Applicants

M.A. students not in the B.A./M.A. or B.S./M.A. track can complete the program in either 3 or 4 semesters. In the first year they should enroll in ECON 6230 Econometrics (3 c.h.). In addition, they will take 11 Masters Electives during their course of study.

Department of English

Programs

Undergraduate

Major

- English Major (p. 241)

Minor

- English Minor (p. 243)

Graduate

- English, MA (p. 243)

English Major

The English Major at Tulane University offers a rich curriculum in which students learn to read, write, and think creatively and critically. In addition to coursework in diverse literatures, the English Department's curriculum offers classes in such areas as film, television, graphic novels, hip hop, standup comedy, new media, environmental studies, queer studies, cultural studies, gender studies, critical race studies, postcolonialism, digital humanities, archival research, philosophy, creative writing, and theory.

Our majors receive extensive training in writing, speaking, and critical thinking throughout the curriculum and become adept at close reading, argumentation, complex and inventive thinking, interpretation, analysis, and research. The courses we offer also invite students to approach their world with a sense of empathy, civic engagement, inclusion, and justice, both through reading literature and through service-learning experiences that allow students to collaborate with local community members, such as those in schools and prisons.

The course of study for the Major provides our students with experience in textual analysis, substantial instruction in writing, an understanding of literature and literary history in relation to systems

of power, and the freedom to tailor coursework according to individual interests. As an English major, you can aim for breadth of study, taking courses in a variety of fields, or you can aim for depth of study, taking a number of courses within a particular field. Students may also opt for a Creative Writing Concentration by taking at least 4 creative writing courses among their electives.

Requirements

The course of study for the English Major provides students with training in literary analysis and critical thinking, substantial instruction in writing, an understanding of literature and literary history in relation to systems of power, and the freedom to tailor coursework according to individual interests.

Majors complete a minimum of 10 courses, which must include:

THE GATEWAY COURSE (ENLS 2000 Literary Investigations): This course introduces majors to the discipline of literary studies, with an emphasis on close reading and analysis, theoretical approaches, research, and writing.

1 SURVEY COURSE (ENLS 2010 Intro To British Literature I, ENLS 2020 Intro To British Literature II, ENLS 2030 Intro To American Literature, or ENLS 2040 Intro To Anglophone Literature): Our survey courses provide our majors with some understanding of literary and cultural history. By covering hundreds of years of literature, the courses make larger movements and shifts visible and provide a crucial context for understanding content in 4000- and 5000-level courses.

1 CAPSTONE ENLS 5010 Capstone Seminars (4 c.h.) or ENLS 4990 Senior Honors Thesis (3 c.h.) and ENLS 5000 Senior Honors Thesis (4 c.h.).

(ENLS 5010 Capstone Seminars): Usually taken during the senior year, capstones are seminar-style courses (small class size; discussion-driven) that focus on a specialized field of study and culminate in a substantial research paper.

ENLS 4990 Senior Honors Thesis (3 c.h.) and ENLS 5000 Senior Honors Thesis (4 c.h.): Completed during the senior year over the course of two semesters, the English Honors Thesis is written under the direction of a faculty member.

Students who complete an English honors thesis do not need to take the Capstone, though they are welcome to do so for elective credit toward the Major. The Capstone also satisfies the SLA/Newcomb-Tulane Writing Intensive requirement.

7 ELECTIVES: In consultation with their major advisors, majors use electives to design their own course of study. Some majors opt for breadth, taking a variety of courses; others aim for depth, focusing on writing or a particular field of literature. There are some guidelines—see below for information about course level and distribution requirements. Students may also use electives to earn a Creative Writing Concentration (https://liberalarts.tulane.edu/departments/english/creative-writing-concentration/).

- 3 of these electives must be courses at or above the 4000 level
- 1 elective may be at the 2000 level
- Students may take more than one Capstone Seminar, in which case the additional Capstone would count as one of the 3 required courses at or above the 4000 level
- Students may complete an Internship (approved by the Department) for elective credit. (An internship does not substitute for one of the 3 courses at or above the 4000 level.)

DISTRIBUTION REQUIREMENTS: Majors must take at least one course in each of the following three areas that are central to literary study. Because these three areas have some fundamental inseparability, one course may satisfy up to two distribution requirements. These distribution requirements may be satisfied by a survey, an elective, or a capstone.

- Literature before 1800
- American or Anglophone literature (i.e., not British)
- Non-dominant perspectives / non-canonical literature with an emphasis on race (including intersectional approaches to gender, sexuality, class, or disability) and on the analysis and critique of unequal systems of power (look here (https://liberalarts.tulane.edu/departments/english/english-major/) for information about approved courses)

Requirements

Course ID	Title	Credits
Gateway Course		
ENLS 2000	Literary Investigations	3
Survey Course		
Select one of the following:		3
ENLS 2010	Intro To British Literature I	
ENLS 2020	Intro To British Literature II	
ENLS 2030	Intro To American Literature	
ENLS 2040	Introduction to Anglophone Literature	
Electives		
Select three upper division electives (any ENLS courses at the 4000 level or higher)		9
Select three additional upper division electives (any ENLS courses at the 3000 level or higher)		9
Select one additional elective (any ENLS course at the 2000 level or higher)		3
Capstone [1]		**4-7**
ENLS 5010	Capstone Seminars	
Or		
ENLS 4990 & ENLS 5000	Senior Honors Thesis and Senior Honors Thesis	
Distribution requirements **Can be satisfied by surveys, electives, or capstone**		
1 course in literature before 1800 (British or American literature)		
1 course in American or Anglophone literature (i.e., not British)		

1 course in non-dominant perspective with an emphasis on race.	
Total Credit Hours	**31**

[1] Typically taken in the senior year

English Minor

The English Minor is a flexible minor available to all Tulane undergraduates who are keen to develop their writing, reading, and critical thinking skills and to explore literature and its historical and cultural contexts. The English Minor is excellent preparation for the many careers that require effective writing, nimble communication, and critical and inventive thinking.

Requirements

Minors complete a minimum of 5 courses, which must include:

THE GATEWAY COURSE (ENLS 2000 Literary Investigations): This course introduces majors and minors to the discipline of literary studies, with an emphasis on close reading and analysis, theoretical approaches, research, and writing.

4 ELECTIVES: English Minors use 4 electives to design their own course of study.

- 3 of these electives must be upper division courses (any ENLS course at the 3000, 4000, or 5000 level)
- 1 elective may be at the 2000 level
- Students may complete Internships (approved by the Department) for elective credit
- At least 1 elective must be in literature before 1800

English, MA

M.A. Programs

Introduction

The Department of English offers two Master's degree programs: a one-year, two-semester 4+1 M.A. program for Tulane undergraduate English majors, and a three-semester external M.A. program for English or Literature majors with B.A. degrees from Tulane or from other institutions. Each has its own admission requirements and its own timetable to completion.

Students who have earned M.A. degrees in our programs have gone on to doctoral programs and law schools. They have embarked on careers as journalists as well as editors at magazines and publishing houses. Several of our graduates now teach in public and private secondary schools. We have graduates who work on staff as museum curators and in rare book libraries. But some of our graduates go on to careers not directly related to the degree. They chose to pursue the M.A. in order to challenge themselves, to continue the study of literature they enjoy, and to acquire a credential that adds value to their employment profile.

4+1 M.A. Program

The 4+1 M.A. program in English serves Tulane English majors who are interested in pursuing careers or further education in literary studies, museum studies, library science, secondary teaching, and publishing, to name a few of the areas to which our students gravitate. The program begins in the student's senior year and continues for one additional year (the "+1" year) towards completion of the M.A. degree.

During the "+1" year, tuition is approximately one-third the cost of regular undergraduate tuition, not including fees. Regular tuition applies to the senior year. More information on "+1" year tuition is available on the School of Liberal Arts' Applying to an SLA Graduate Program (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/) page.

Undergraduate scholarships do not transfer to the "+1" year.

How to Apply to the 4+1 Program

Applications are made online at https://applygrad.tulane.edu/apply (https://applygrad.tulane.edu/apply/). Consult the English Department website's graduate program pages for the application deadline.

Application check list:

1. Completed online application form and a $30 application fee, payable online
2. Application cover letter
3. Writing samples totaling 10-20 pages on topics in literary or cultural studies
4. Unofficial transcript from Tulane University
5. Names and electronic contact information of two English Department faculty members (preferably not Creative Writing instructors) who will electronically submit letters of recommendation on your behalf

External M.A. Program

We accept highly qualified students with B.A. degrees in English or Literary Studies from excellent undergraduate institutions. The external M.A. Program has the same curricular requirements and opportunities as the 4+1 program.

We accept up to two courses of graduate work completed at other universities for transfer credit toward the M.A. degree. Although the program is designed to be completed in three semesters, students are permitted to complete it in four semesters.

The tuition for the program is approximately one-third of undergraduate tuition, not including fees. More information on tuition is available on the School of Liberal Arts' Applying to an SLA Graduate Program (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/) page.

How to Apply to the External M.A. Program

Applications are submitted online through Tulane's School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/) at its Graduate Admissions Application Portal page. Consult the English Department website's graduate program pages for the application deadline.

Via the portal, please submit the following materials:

1. Completed online application form and a $30 application fee, payable online

2. Statement of purpose
3. Names and electronic contact information of three persons (preferably academic instructors) who will electronically submit letters of recommendation on your behalf
4. An unofficial transcript from each university attended
5. Writing samples totaling 10-20 pages on topics in literary or cultural studies

Applicants will be notified of the department's decision on their application by the Office of Graduate Programs in Tulane's School of Liberal Arts.

Professor Melissa Bailes, Director of Graduate Studies
Department of English
Phone: (504) 865-5160
E-mail: mbailes@tulane.edu

Requirements

The 4+1 M.A. Course of Study

The program is designed so that students can complete the program in one year by taking two required graduate courses in their undergraduate senior year: ENLS 7050 Bibliography & Research Method in the fall term, and ENLS 7890 Fundamentals: Literary Theory (3 c.h.) in the spring term.

These two senior-year courses each count as an upper-level elective course in the student's undergraduate English major, and they count as well toward the student's credit hour total for undergraduate graduation. (Both courses concurrently count toward the student's M. A. degree.)

In the second, "+1" year, students are expected to take four courses in each semester.

A typical course of study for an entering student in the 4+1 program would be:

Year 1		
Fall		**Credit Hours**
ENLS 7050	Bibliography & Research Method	3
	Credit Hours	**3**
Spring		
ENLS 7890	Fundamentals: Literary Theory	3
	Credit Hours	**3**
Year 2		
Fall		
Select four seminars/proseminars		12
	Credit Hours	**12**
Spring		
Select four seminars/proseminars		12
	Credit Hours	**12**
	Total Credit Hours	**30**

Students may take up to two graduate courses in other Tulane departments for transfer credit towards the English M.A. degree. Student must petition the English Department's Director of Graduate Studies to have an extra-departmental course approved for M.A. credit. No graduate courses are offered during the summer term.

The External M.A. Course of Study

The external M.A. program requires 10 courses. No M.A. thesis is required. Students typically take three or four courses per term. There are two required methodology courses, which students usually complete in their first year: ENLS 7050 Bibliography & Research Method (3 c.h.) (usually offered in fall) and ENLS 7890 Fundamentals: Literary Theory (3 c.h.) (usually offered in spring).

A typical course of study for an entering student in the external M.A. program would be:

Year 1		
Fall		**Credit Hours**
ENLS 7050	Bibliography & Research Method	3
Select two graduate seminars/proseminars		6
	Credit Hours	**9**
Spring		
ENLS 7890	Fundamentals: Literary Theory	3
Select two graduate seminars/proseminars		6
	Credit Hours	**9**
Year 2		
Fall		
Select four graduate seminars/proseminars		12
	Credit Hours	**12**
	Total Credit Hours	**30**

Department of French and Italian

Programs

Undergraduate

Majors

- French Major (p. 244)
- Italian Major (p. 249)

Minors

- French Minor (p. 245)
- Italian Minor (p. 250)

Graduate

- French/Francophone Studies, MA (p. 246)
- French/Francophone Studies, PhD (p. 247)

French Major

The major in French is designed to provide students with the necessary skills to communicate effectively in French both orally and in writing. The French program further seeks to familiarize students with the most influential literary, philosophical, critical, and cinematographic works in French, properly understood within their cultural and historical context; to introduce them to the major social and political developments that

have shaped the Francophone world, including North Africa, Sub-Saharan Africa, Asia, and the Caribbean; and to provide them with an understanding of the structure of the French language, attitudes towards its use, and the variation it displays across time, geographical space, and social groups.

Students may also explore Louisiana Creole and Louisiana French in linguistics classes and fieldwork. The junior year and semester abroad programs are integral to the majors in French and are also encouraged for non-majors.

Placement

To simplify the registration process for French language classes, students do not need to take a placement test and can simply place themselves based on the guidelines provided on the Language Learning Center website.

Requirements

A total of 10 or 11 courses, 32-35 credit hours, are required.

Course ID	Title	Credits
Five required courses:		
FREN 2030	Intermediate French [1]	4
FREN 2040	Advanced French [1]	3
FREN 3210	Topics in French and Francophone Literature	3
FREN 4010	French Short Story (Writing Intensive)	4
FREN 5950	Special Topics in French (capstone course requiring a final paper/ Spring only) [2]	3
Select two of the following:		**6**
FREN 3060	Business French	
FREN 3140	French Phonetics	
FREN 3170	French Pop Culture	
FREN 3180	French for World Affairs	
FREN 3250	Topics in French Society & Institutions	
FREN 3350	The Secrets of French Grammar	
FREN 3710	Revitalizing French in Louisiana	
FREN 4400	Sustainable Development in the Francophone World	
Electives		**9-12**
Four electives at the 4000 or 6000 level (12 credit hours) are required for single majors		
Three electives at the 4000 or 6000 level (9 credit hours) are required for double majors		
Total Credit Hours		**32-35**

[1] Students who completed FREN 3150 prior to Spring 2024 are permitted to substitute FREN 3150 for FREN 2040.

[2] The Senior Seminar is offered in the spring semester only. It is required of all French majors, even those who are double majors. In other words, the Capstone experience is a requirement of the major.

Electives

- Two of the advanced electives must be literature courses.
- For one of the advanced electives, students may substitute a 3000-level course taught in English by the Department (e.g. FREN 3110 French Cinema (3 c.h.)) OR an advanced course in a related field (e.g. a course in French Art, French History, French Politics).
- A senior thesis written for Honors in French can count as one of these electives.
- 5000-level courses taken abroad that have been approved as counting toward the FREN major are generally included among the Group III electives.

Nota Bene

- FREN 4560 Internship (1-3 c.h.) and FREN 4570 Internship (1-6 c.h.) (Internship Studies) do not count toward the major. The typical Internship involves 60 hours of work, carries 1 credit hour and is graded on an S/U basis.
- In order to complete the major, the student must have taken at least five French courses taught on this campus.

French Minor

The minor in French is designed to provide students with the necessary skills to communicate effectively in French both orally and in writing. The French program further seeks to familiarize students with the most influential literary, philosophical, critical, and cinematographic works in French, properly understood within their cultural and historical context; to introduce them to the major social and political developments that have shaped the Francophone world, including North Africa, Sub-Saharan Africa, Asia, and the Caribbean; and to provide them with an understanding of the structure of the French language, attitudes towards its use, and the variation it displays across time, geographical space, and social groups.

Students may also explore Louisiana Creole and Louisiana French in linguistics classes and fieldwork. The junior year and semester abroad programs are integral to the majors in French and are also encouraged for non-majors.

Placement

To simplify the registration process for French language classes, students do not need to take a placement test and can simply place themselves based on the guidelines provided on the Language Learning Center website.

Requirements

A total of 6 courses and 20 credits, is required.

Course ID	Title	Credits
Four required courses:		
FREN 2030	Intermediate French [1]	4
FREN 2040	Advanced French [2]	3
FREN 3210	Topics in French and Francophone Literature	3
FREN 4010	French Short Story (Writing Intensive)	4
Select one of the following:		**3**

FREN 3060	Business French	
FREN 3140	French Phonetics	
FREN 3170	French Pop Culture	
FREN 3250	Topics in French Society & Institutions	
FREN 3350	The Secrets of French Grammar	
FREN 3710	Revitalizing French in Louisiana	
FREN 3180	French for World Affairs	
FREN 4400	Sustainable Development in the Francophone World	
Select one elective of the following:		**3**
One French course at the 4000/6000-level		
French literature in translation course		
French cinema in translation course at the 3000-level course		
Total Credit Hours		**20**

[1] Students who place higher than FREN 2030 will be required to replace this requirement with a 3000-level or higher elective course.

[2] Students who completed FREN 3150 prior to Spring 2024 are permitted to substitute FREN 3150 for FREN 2040.

French/Francophone Studies, MA

In New Orleans and Louisiana, French is a living language. In no other state in the Union – in no other city – is French culture so integrally built into the social fabric and its heritage still so vitally in play. The strong appeal of our program both nationally and internationally demonstrates that place matters: students who choose Tulane understand the compelling logic of pursuing their passion in a city so thoroughly steeped in its Francophone past. Located in what is often referred to as "the northernmost city of the Caribbean," Tulane is at the crossroads of the two Americas and the larger Atlantic world, and in proximity to Haiti and the French Antilles. With the cultural history of French in our city and region, a living tradition of *Francophonie*, and the presence and activities of the French Consul General, our city is an ideal place for French study.

The Department of French and Italian offers a 4+1 M.A. in French and Francophone studies for Tulane undergraduate students. As a student in Tulane's 4+1 M.A. in French and Francophone studies, you will be part of the recovery and rediscovery of New Orleans's French-speaking world. You will be contributing to the preservation of the cultural memory of French colonization and immigration from France, Canada, and the Caribbean, and of the city's historic linguistic and ethnic diversity.

The 4+1 M.A. in French and Francophone studies is designed to establish a comprehensive knowledge of French and Francophone literature as well as an acquaintance with linguistics, literary theory, and the techniques of literary scholarship.

Only current Tulane undergraduate students may apply to the 4+1 M.A. in French and Francophone studies. The Department does not offer a terminal M.A. in French and Francophone studies for non-Tulane undergraduates.

The 4+1 M.A. in French and Francophone studies may also be combined with a DIPLÔME DE FRANÇAIS PROFESSIONNEL awarded by the Paris Chamber of Commerce in the following fields:

- AFFAIRES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-business/)
- RELATIONS INTERNATIONALES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-international-relations/)
- TOURISME – HÔTELLERIE – RESTAURATION (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-tourism-hotel-industry/)

Requirements

Undergraduate Tulane Students who major in French are eligible to apply for the 4+1 M.A. in French and Francophone studies, a 5-year combined B.A. and M.A. program in French, if they maintain a grade point average of at least 3.0. The 4+1 M.A. in French and Francophone studies may be combined with a **DIPLÔME DE FRANÇAIS PROFESSIONNEL** awarded by the Paris Chamber of Commerce in the following fields:

- AFFAIRES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-business/)
- RELATIONS INTERNATIONALES (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-international-relations/)
- TOURISME – HÔTELLERIE – RESTAURATION (https://liberalarts.tulane.edu/departments/french-italian/academics/certificate-in-tourism-hotel-industry/)

Students may apply to enter this program beginning in the Fall semester of their junior year, and applications will be accepted through the Fall semester of their senior year.

Coursework

Students in the 4+1 M.A. program will complete the normal undergraduate French major comprising 33 hours (15 hours of core courses and 18 hours of advanced courses). In their senior year (4th year), students will take 6 credits in French at the 6000 or 7000 level. These 6 credits will then also be counted towards the 33 hours required for the 4+1 M.A. in French and Francophone studies.

BA Degree with Major in French

33 hours of course work

- 15 hours of core courses
- 18 hours of advanced courses, of which 6 will be taken during the senior year. (In exceptional cases, and depending on the rotation of course offerings, one or more courses taken in the junior year may be counted among these 6 hours.)

Note: French majors doing the regular B.A. are not required to take 6000-level courses. 4+1 candidates will take 2 courses at the 6000 or 7000 level in their 4th year.

4+1 MA in French and Francophone studies
In their fifth year, students will take 4 courses in the Fall semester and 3 courses in the Spring semester. All course work should be taken within the Department of French and Italian.

The M.A. Paper

Students will write and defend an original research paper worth 6 credits, written under supervision of a faculty member and a second reader. It may be an expanded version of a course paper, and in its final form should be between 20 and 30 pages in length. At least one member of the M.A. committee must be a tenure-line faculty member. In the event that neither of the first two readers is a tenure-line faculty member, a third, tenure-line faculty member will be added to the committee. In all cases the first reader will be a faculty member whose institutional appointment includes the expectation of research. The revised paper is to be submitted to the first reader by March 1st. The defense must take place no later than the first week of April. The supervising professor and a second faculty reader will participate with the student in an oral defense of the paper. The defense will be open to the departmental faculty.

Language Requirement

Before the end of the Spring semester of their fifth year, all students in the 4+1 M.A. program will be expected to demonstrate reading competence in one of the following languages: Arabic, Creole (both taught within the department), Spanish, Italian, Latin, German, or medieval Occitan. The department will consider students' petitions to have other languages accepted, but acceptance will depend upon the student making a case for the usefulness of this language to his or her research.

Diplômes de Français Professionnel

If a 4+1 MA in French and Francophone studies will open the door to increased career prospects, a *Diplôme de français professionnel* will give you the accreditation necessary to make these prospects a reality.

Recognized by companies and organizations worldwide and adapted to the modern business and cultural world, a *Diplôme de français professionnel* will enable you to demonstrate the level of competency required by your future employers. They will also allow you to connect with international and French-speaking professionals and will help you on your path to becoming a successful global citizen.

Designed and offered by the Paris Ile-de-France Chamber of Commerce and Industry, the *Diplômes de français professionnel* are calibrated to coincide with the different levels of the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe, with diplomas ranging from level elementary (A2) to proficient (C2).

Candidates obtain a diploma upon completion of an exam, which is conceived based on real-life professional situations and is adapted to today's economy. To prepare for the exam, students will be offered, depending on interest expressed, study skill workshops or individual sessions. They will also be given practice exams to take.

In order for the department to gauge student interest in each particular *diplôme*, please declare your interest early during the semester by sending an email to Professor Sojic: asojic@tulane.edu (cmignot@tulane.edu).

Filing for the Degree

Students must inform the School of Liberal Arts of their desire to participate in graduate ceremonies. The Graduate Director will be asked to confirm, by audit, that candidates have completed their degree requirements. Students must also complete a departmental form available from the Graduate Director, called the 4+1 M.A. Checklist (see Graduate Handbook appendix).

To apply, please go to: https://applygrad.tulane.edu/apply/

French/Francophone Studies, PhD

From Old French to Louisiana Creole, from codex to hypertext, graduate study at Tulane fosters a comprehensive and integrative approach to French and Francophone Studies. With an international faculty covering a broad range of research and teaching interests, our program allows students to choose from a rich array of courses and encourages them to approach the study of language, literature and civilization through transhistorical and cross-cultural perspectives. This kind of comparative engagement provides students with intellectual depth and interdisciplinary dynamism.

Students at Tulane have unique opportunities for exploring the French, Creole, and Cajun cultures of Louisiana. Our location affords us a privileged vantage point from which to observe other situations of localized or marginalized languages and cultures in their relationship to broader, often hegemonic forces: France's regional languages (Occitan, Breton, Alsatian, etc.) in conflict with the official language revered as an inviolable symbol of national unity; immigrant cultural practices (such as the wearing of the veil) in conflict with French cultural norms; creole languages stigmatized as corrupt forms of the standard, etc. In our various fields of research, a focus on the local provides both a revealing lens through which to view the global and a healthy check on universalizing theories of culture and language.

The program's areas of strength include Francophone, Afro-Caribbean, and Mediterranean studies, medieval and early modern studies, cultural studies and cultural history, critical theory, political theory, gender studies, film theory, creole linguistics, European and African philosophy, performance studies and poetics.

Financial support includes full tuition remission and a stipend for up to five years of Ph.D. study (four years for students entering with the M.A. degree). The stipend is approximately $26,000.

To apply, please go to: https://applygrad.tulane.edu/apply/

Requirements

The Ph.D. builds on a solid core of course work in French and Francophone Studies and includes as well a concentration in an interdisciplinary subfield that may be fulfilled entirely or in part through courses taken in other departments or programs. The degree is interdisciplinary and integrative, drawing on diverse fields for a broad methodological base.

Course Work

Students must complete a minimum of 54 credit hours, including transfer work and work already presented for the M.A. degree. For students entering with a B.A., it is expected that course work will be completed by the beginning of the third year of study. Students

will graduate with a Ph.D. in French and Francophone Studies and a concentration in one of five integrated areas:

- Visual cultures and technologies – Courses in film, urbanism, new media, performance
- European studies – Courses in human rights; political, cultural and institutional histories; Islam in Europe; medical anthropology; and ethno-psychiatry
- Francophone colonial and post-colonial studies – Courses in Atlantic, Caribbean and African area studies; Creole(s) and creolization; Arabic and Islamic studies
- Language and identity – Courses in theory, philosophy, ethics and law, minority languages and identities, world languages and literatures
- Linguistics – Courses to include Survey of French Linguistics (FREN 6070), History of the French Language (FREN 6210), Field Research on French in Louisiana (FREN 6110), Special Problems in French Linguistics (FREN 6910), Translation Theory and Practice (FREN 6160), and courses in the Linguistics program (any course with an LING prefix).

Students entering the program with the M.A. should declare their concentration at the end of their second semester on campus. B.A. students who will be continuing on to the Ph.D. should inform the Graduate Director of their choice of concentration when completing the M.A degree.

Concentration in one of the four subfields will be constituted by successful completion of two graduate courses on topics related to the subfield. Students are also expected to demonstrate knowledge of their chosen field of concentration in the Ph.D. qualifying exams. One or both of the required courses may be taken in correlate departments or programs. Each semester, students at the Ph.D. level are allowed to take at most one course outside the Department of French and Italian.

French 6050 ("Teaching French") and French 6150 ("Critical Theory") are required of all students and must be taken in the first semester that they are offered after the student enters the program.

Beyond the 3 credits of 7000-level courses required for the M.A., doctoral candidates who begin the program with a B.A. must complete two additional 7000-level courses (that is, 6 credits of seminar-level courses). Students entering the program with an M.A. from another institution must complete two 7000-level courses in the Tulane program.

During the course of their graduate study, Ph.D. students cannot take more than 3 hours (1 course) in independent study. Independent studies courses are approved only in exceptional cases; students are encouraged to fulfill their course requirements through regularly scheduled courses.

Ph.D. Qualifying Exams

For students entering the program with a B.A., two of three written Ph.D. preliminary exams will be taken in the Spring semester of the student's third year, no later than two weeks before the end of classes. The specific date will be determined on an annual basis by the Graduate Advisor. The third, self-designed, exam will be taken in the second full week of classes of the Fall semester of the student's fourth year.

Students entering the program with an M.A. will take their first two exams in the Spring semester of their second year, no later than two weeks before the end of classes. The specific date will be determined on an annual basis by the Graduate Advisor. These students will take the third, self-designed, exam in the second full week of classes of the Fall semester of their third year.

In the first week of the Fall semester prior to the semester in which the student plans to take the first two exams, they must notify the Director of Graduate Studies. The Director of Graduate Studies will then contact the student's prospective dissertation advisor, who will serve as head of the examining committee and will select two additional readers.

Students will sit for three written examinations and an oral examination. The oral examination will normally take place in the week following the first two written exams. All three written exams are take-home and open-book. The questions for the written exams normally will be made available to the student on a Friday morning at 9:00 a.m., and the answers must be submitted electronically to the examining committee by 5:00 p.m. of the following Monday. It is expected that the answers be both synthetic and analytical, and that they demonstrate familiarity with the primary and secondary texts on the reading list independently of recourse to lengthy quotation and paraphrase. All sources consulted must be duly cited.

For each written exam, the student will answer either one or two questions. Students will normally write from 3500 to 4200 words (i.e., 10 to 12 pages in 12-point Times New Roman font with one-inch page margins) for each exam. If an exam consists of two separate questions, the 10 to 12 pages should be divided more or less evenly between them.

The first written examination will cover a particular century. The second written examination will cover either a century or one of the four sub-fields listed above. The third, self-designed, written examination will be based on a reading list composed by the student in close consultation with their prospective dissertation director. The reading list for the self-designed exam should not significantly overlap with the reading list for either of the other two written exams and should be considered a blueprint for the dissertation bibliography.

The oral examination will last for approximately one hour, the first twenty minutes of which will consist of the student's analysis of a literary text. The analysis should not be read but presented extemporaneously from a copy of the primary text along with an outline or notes prepared ahead of time by the student. The remainder of the oral exam will cover the same material that was initially tested on the two written exams.

The passage for textual analysis is chosen by the committee head in a conversation with the student in the semester prior to the examination semester. The student will not know ahead of time the precise work from which the text for analysis will be drawn, but will be provided with the text immediately upon his or her completion of the written exams.

For all preliminary exams, the language of examination will be alternately French and English. The first exam will be written in one of those two languages and the second exam will be written in the other. The self-designed exam is to be written in the same language as the dissertation. The opening portion of the oral exam (the textual analysis and subsequent questions or comments pertaining to the analysis) will be presented in French. The remaining portion of the

oral exam will be conducted primarily in French, but examiners may also ask questions in English, particularly when the reading material being tested is in English. When students announce their intention to sit for the Ph.D. exams, they should remember to inform the Director of Graduate Studies of their choice of language for each of the written exams.

All examinations will be evaluated on a Pass/Fail basis, and a failed exam may be re-taken only once, normally within two to three weeks of the original exam. Students must pass all four exams, written and oral, in order to be admitted to candidacy. They will be informed of the result of the oral examination immediately following that exam, and they will learn of the committee's decision regarding the first two written exams, including any need for re-takes, only after all sections of the exam (both oral and written) have been completed. Once the student has passed the self-designed exam, s/he will meet with the members of the examining committee to discuss the answer(s) to the exam and obtain guidance for writing the prospectus.

Defense of the dissertation prospectus

The dissertation prospectus should be defended by December 15 of the semester in which the student sits for the self-designed exam. The prospectus is approximately 10 to 15 pages in length, including a supporting bibliography that convincingly lays the ground for subsequent dissertation research. The student should be familiar with the works listed in the bibliography and be able to explain their relevance to the research project. After summarizing the prospectus, the student will answer questions from the faculty. The prospectus is to be approved by the dissertation director (first reader) and by two other professors serving as second and third readers. All committee members and all full-time faculty of the Department of French and Italian are invited to attend the prospectus defense, which is to be held during the academic year, but not during semester finals or between semesters. The prospectus must be submitted to readers no less than two weeks before the date of the defense, with a copy left in the conference room for other faculty to read.

Upon successful defense of the prospectus, the student should ask readers to sign the form provided by the School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/resources (https://liberalarts.tulane.edu/academics/graduate-studies/resources/)).

Reading knowledge examinations

Students must demonstrate by examination reading competence in a second foreign language (beyond the language presented for the Master's) that is pertinent to their field of study. Students normally choose from among Arabic, Creole, Spanish, Italian, Latin, German, and medieval Occitan, but they may petition to have another language accepted if they can clearly demonstrate that it will be of significant use in their research.

Language competence may be demonstrated by passing an examination administered by the department at Tulane in which the language is taught by standardized (ETS) examination, by official record of competence demonstrated elsewhere at the graduate level, or by satisfactory performance in a 6000- or 7000-level course taught in the language.

In the summer, the Graduate School may offer reading-competence courses in languages for which there is adequate demand. Satisfactory performance on an exam given at the end of the course fulfills the reading-competence requirement for the degree. However, students may, if they wish, opt to take one of the external exams (as listed in the paragraph above) rather than sit for the in-course examination.

As an alternative to demonstrating competence in this second foreign language (actually a fourth language, beyond French, English, and a third language for the M.A.), students may elect to do advanced coursework in the same language in which they demonstrated competence for the M.A. Successful completion of a graduate course requiring reading, speaking, writing, and lectures in that language will be accepted by the department in lieu of an examination in an additional language.

Students who wish to conduct research in the early periods, as well as those who wish to pursue topics in other fields requiring special linguistic competence, are strongly urged to consult with faculty members in the relevant fields so that they may plan which languages to study.

Defense of the dissertation

The oral defense of the dissertation, held after the dissertation has been approved by all three committee members (or, if necessary, by two out of the three), will be open to all members of the committee and to all full- time faculty of the Department of French and Italian.

Italian Major

A major in Italian consists of nine courses beyond ITAL 2030 Intermediate Italian (4 c.h.)/ITAL 2040 Intermed Ital Romnc Lang (4 c.h.) and introduces students to Italian literature, culture and thought.

Requirements

The student is required to take the following courses:

Course ID	Title	Credits
ITAL 3130	Advanced Conversation and Composition	3
ITAL 3250	Italian Language through History and Culture	3
Select four courses devoted to literature or related field at the 4000- or 6000-level (may include one course taught in English upon consultation with the Italian Undergraduate Advisor)		12
Select three electives *		9
Total Credit Hours		**27**

Additional Information

In order to take a 4000-level course taught in Italian a student must have successfully completed a 3000-level course taught in Italian or have received a 4000-level placement.

The junior year and semester abroad programs are integral to the major in Italian and are also encouraged for non-majors.The student can count courses taken abroad towards the major only with prior approval by the Italian Undergraduate Advisor.

At least five of the courses counting towards the Italian major must be completed in residence. At least one of the courses completed in

residence towards the major must be an Italian 4000- or 6000-level course.

* Electives
  - May include internships.
  - May include one course taught in English upon consultation with the Italian Undergraduate Advisor.

Italian Minor

A minor in Italian consists of SIX courses or 18 credits above ITAL 2030 Intermediate Italian (4 c.h.).

Requirements

A minor in Italian consists of SIX courses or 18 credits above ITAL 2030 Intermediate Italian (4 c.h.).The student is required to take the following courses including:

Course ID	Title	Credits
ITAL 3130	Advanced Conversation and Composition	3
ITAL 3250	Italian Language through History and Culture	3
Four electives in literature or related field *		12
Total Credit Hours		**18**

Additional Information

- In order to take a 4000-level course taught in Italian a student must have successfully completed a 3000-level course taught in Italian or have received a 4000-level placement.
- Students are encouraged to participate in a study abroad program approved by the department. The student can count courses taken abroad towards the minor only with prior approval by the Italian Undergraduate Advisor.
- At least three of the courses counting towards the Italian minor must be completed in residence.

* Electives
  - May include internships.
  - May include one course taught in English upon consultation with the Italian Undergraduate Advisor.

Department of Germanic and Slavic Studies

Programs

Undergraduate

Majors

- German Studies Major (p. 250)
- Russian Major (p. 251)

Minors

- German Studies Minor (p. 251)
- Russian Minor (p. 251)

German Studies Major

German Studies provides students with a wide range of opportunities to explore culture, literature, and language of the German-speaking countries. Such studies may fulfill the language requirement, serve as part of the general education, or lead to an in-depth course of study as a German Studies major, double major, or minor. The study of German prepares students for academic careers in fields such as history, art history, religion, philosophy, political science, literature, and music as well as for professional careers that emphasize the international aspects of business, law, economics, finance, government, science, engineering, and education.

Requirements

The major in German Studies consists of a total of 30 credits or ten courses beyond GERM 2030 Intermediate German (4 c.h.), with 4 Foundational courses (12 credits) and 6 Advanced courses (18 credits).

All German studies majors complete three advanced courses, one 4000/6000-level course, one Advanced Undergraduate Seminar and one Senior Seminar. The three advanced courses may include up to two courses taught in English at the 3000-level (providing there is a significant reading and writing requirement in German) and/or up to two electives at the advanced level in a related field outside the department, e.g., courses in German art, history, music, philosophy, and politics.

A student entering Tulane without any prior German knowledge could take beginning language classes his/her first three semesters, and then take an average of two courses for the next five semesters.

Course ID	Title	Credits
Group I. Foundational Courses		
GERM 3050	Advanced Grammar & Composition	3
Select three courses of the following:		9
GERM 3160	Readings In German Literature	
GERM 3250	German Lang & Culture I	
GERM 3260	German Lang & Culture II	
GERM 3270	German Literature & Culture 1871-present	
Group II. Advanced Courses		
GERM 4800	Advanced Undergrad Sem	3
GERM 6800	Advanced Undergraduate Seminar	3
Select one other 4000-level or 6000-level course		3
Select three courses of the following:		9
Up to two GERM 3000-level courses taught in English [1]		
Up to two electives at the advanced level in a related field outside the department [2]		
Any other 4000-level or 6000-level course [3]		
Total Credit Hours		**30**

[1] Providing there is a significant reading and writing requirement in German. (e.g. GERM 3440 Representing Holocaust (3 c.h.), GERM 3510 Ger Cult & Civilization (3 c.h.), GERM 3530 Rehearsing Revolution (3 c.h.), GERM 3540 Marx, Nietzsche, & Freud (3 c.h.),

GERM 3550 Germ Lit In Translation (3 c.h.), GERM 3660 Love, Death & Sexuality (3 c.h.), GERM 3670 Grimm: Devel German Fairy Tale (3 c.h.), GERM 3710 Intro To German Film (3 c.h.), GERM 3720 Weimar Cinema (3 c.h.)).

[2] e.g. courses in German art, history, music, philosophy, and politics

[3] e.g. , GERM 4410 The German Novelle (3 c.h.), GERM 4430 German Drama (3 c.h.), GERM 4710 Special Topics (3,4 c.h.), GERM 4720 Special Topics (3 c.h.), GERM 6030 Survey of German Lit I (3 c.h.), GERM 6040 Survey of German Lit II (3 c.h.), GERM 6150 Studies In 19th Cen Lit. (3 c.h.), GERM 6180 Age of Goethe & Schiller (3 c.h.), GERM 6910 Independent Study (3 c.h.),).

German Studies Minor

German Studies provides students with a wide range of opportunities to explore culture, literature, and language of the German-speaking countries. Such studies may fulfill the language requirement, serve as part of the general education, or lead to an in-depth course of study as a German Studies major, double major, or minor. The study of German prepares students for academic careers in fields such as history, art history, religion, philosophy, political science, literature, and music as well as for professional careers that emphasize the international aspects of business, law, economics, finance, government, science, engineering, and education.

Requirements

The minor in German Studies consists of five courses above GERM 2030 Intermediate German (4 c.h.).

Course ID	Title	Credits
GERM 3050	Advanced Grammar & Composition	3
Select one 4000-level course		3
Select the remaining three courses from advanced language, literature, or culture courses in consultation with the designated departmental advisor		9
Total Credit Hours		**15**

One course taught in the department in English at the 3000-level is allowed (providing there is a significant reading and writing requirement in German).

Russian Major

Russian Studies Major

The Russian Major is housed in our Department and is designed to provide students with the necessary skills to communicate effectively in Russian both orally and in writing. The Russian program also seeks to familiarize students with influential literary, critical, and cinematographic works in Russian, studied within their cultural and historical context. Furthermore, the program introduces students to various ethnicities, their histories and roles in shaping today's Russia. Finally, it provides them with an understanding of key social and political trends and challenges defining the Soviet and the post-Soviet era.

Requirements

The Russian major requires 27 credits (nine courses) beyond Russian 2030. Courses taught in English, such as Tolstoy and Dostoevsky or courses on Russian art, count toward the major. Students may also petition for permission to use two courses outside the department (e.g. in Russian history or Russian politics) toward the major. The department generally accepts transfer credit toward the major from summer and semester study at accredited U.S. and Russian universities. No more than four courses can be counted toward major if the student spends an entire year abroad, and no more than 3 courses for one semester abroad.

Course ID	Title	Credits
RUSS COURSES (Choose 7 Courses)		**21**
RUSS 2040	Intermediate Russian II	
RUSS 3030	Masterpieces Russ Lit I	
RUSS 3040	Masterpieces Russ Lit II	
RUSS 3250	Advanced Russian Grammar	
RUSS 3330	Oral Discussion	
RUSS 3450	Tolstoy/Dostoevsky-Trans	
RUSS 3530	Survey of Russian Art	
RUSS 3700	Russian Poetry	
RUSS 3780	Soviet Jewish Experience	
RUSS 4810	Special Topics	
RUSS 4820	Special Topics	
RUSS 4910	Independent Study	
RUSS 4920	Independent Study	
RUSS 4990	Honors Thesis	
RUSS 5000	Honors Thesis	
RUSS 5110	Capstone Component: RUSS 4810	
Elective courses outside the Department (Choose 2 Courses) [1,2]		**6**
HISE 1510	Napoleon in Russia 1812	
HISE 2250	Russia Since 1825- Present	
HISE 3250	Russia at War, 1939-1945	
HISE 3260	Putin's Russia	
HISE 3270	Lit/Soc In Russ To 1917	
HISE 3280	Lit/Soc In Russ To 1991	
HISE 6510	The Russian Revolution:1900-24	
HISE 6511	Stalin's Russia, 1924-1953	
HISE 6512	Stalins Shadow: Soviet 1953-91	
Total Credit Hours		**27**

[1] Russian-Related courses with department advisor approval.

[2] Study Abroad courses with department advisor approval.

Russian Minor

The Russian Minor is housed in the Department of Germanic and Slavic Studies and is designed to provide students with the necessary skills to communicate effectively in Russian. The Russian program also seeks to familiarize students with influential literary, critical, and cinematographic works in Russian, studied within their cultural and historical context. Furthermore, the program introduces students to various ethnicities, their histories and roles in shaping today's Russia.

Finally, it provides them with an understanding of key social and political trends as well as challenges defining the Soviet and the post-Soviet eras.

Requirements

The Russian Minor requires 15 credits (five courses) beyond RUSS 2030. Russian Minors are required to take at least two courses taught in Russian language (including Russian 2040) and three courses taught in English, such as Masterpiece of Russian Language I and II, Tolstoy and Dostoevsky, Soviet Jewish Experience or courses on Russian art and film. Students may also petition for permission to use one course outside the department (e.g. in Russian history or Russian politics) toward the minor. The department generally accepts transfer credit toward the minor from summer and semester study at accredited U.S. and Russian universities. No more than three courses can be counted toward the minor if the student spends an entire year abroad, and no more than 2 courses for one semester abroad.

Course ID	Title	Credits
RUSS COURSES (Choose 4 courses)		**12**
RUSS 2040	Intermediate Russian II	
RUSS 3030	Masterpieces Russ Lit I	
RUSS 3040	Masterpieces Russ Lit II	
RUSS 3250	Advanced Russian Grammar	
RUSS 3330	Oral Discussion	
RUSS 3450	Tolstoy/Dostoevsky-Trans	
RUSS 3530	Survey of Russian Art	
RUSS 3700	Russian Poetry	
RUSS 3780	Soviet Jewish Experience	
RUSS 4810	Special Topics	
RUSS 4910	Independent Study	
RUSS 4920	Independent Study	
RUSS 4990	Honors Thesis	
RUSS 5000	Honors Thesis	
RUSS 5110	Capstone Component: RUSS 4810	
Elective courses outside the Department (Choose 1 Course) [1,2]		**3**
HISE 1510	Napoleon in Russia 1812	
HISE 2250	Russia Since 1825- Present [1]	
HISE 3250	Russia at War, 1939-1945	
HISE 3260	Putin's Russia	
HISE 3270	Lit/Soc In Russ To 1917	
HISE 3280	Lit/Soc In Russ To 1991	
HISE 6510	The Russian Revolution:1900-24	
HISE 6511	Stalin's Russia, 1924-1953	
HISE 6512	Stalins Shadow: Soviet 1953-91	
Total Credit Hours		**15**

[1] **Russian-Related courses with department advisor approval.**
[2] **Study Abroad courses with department advisor approval.**

Department of History

Programs

Undergraduate

Major

- History Major (p. 252)

Minor

- History Minor (p. 255)

Graduate

- History, MA (p. 255)
- History, PhD (p. 255)

History Major

The history major requires all students to take a minimum of 30 credits or ten courses (excluding one-credit courses). The major aims to assure that all students have taken at least one course in four areas of the world (United States, Europe, Latin America, Middle East, Asia and Africa). It also aims to assure some exposure by all students to history prior to 1800, when there is much less evidence for making historical judgments than in the modern era, as well as requiring at least one course from the modern era. Apart from these distribution requirements, students are free to pursue their interests in one or more areas of history in as much depth as they choose.

All history majors are required to take three seminars. The aim of these seminars is to train students how to understand the contingency of historical interpretation to frame historical questions, to learn to use primary sources to find the evidence necessary to develop historical analysis, and to write papers in clear and coherent prose. All history majors must take two of the department's 6000-level Advanced Seminars. At least one of these Advanced Seminars must be taken during a student's Junior or Senior year. All 6000-level seminars have, as one of their central requirements, a major research paper that incorporates analytical, research and writing skills. Finally, students must take a third seminar at either the 3000 or the 6000 level. The department suggests, but does not require, that students take a 3000 level seminar before taking an Advanced Seminar.

Requirements

The History major consists of ten courses totaling at least 30 credits, excluding one-credit courses.

- All majors must take at least three seminars, including two Advanced Seminars at the 6000 level (**students who declared their majors prior to 2021 AND have completed a Methods Seminar need only take one Advanced Seminar**). The third seminar may be at the 3000 or 6000 level. Seminars must be taken at Tulane.
- At least one Advanced Seminar must be taken during a student's junior or senior year.
- Students must take at least one pre-1800 course and at least one post-1800 course.
- Students must take at least one course in four of the following seven areas: Africa (HISB), Asia (HISC), Europe (HISA and HISE),

Latin America (HISL), Middle East (HISM), History (HIST) and United States (HISU).

- No more than three (3) 1000 level courses may count toward the major.
- Courses that do not have a letter grade cannot count toward the major.
- A maximum of two courses from other departments can count towards the major.

Advanced Seminars

Advanced seminars - numbered 6000 to 6999 - are open to sophomores, juniors and seniors, and also to graduate students. Sophomores may require permission from the course instructor to enroll in a 6000-level seminar.

Pre-1800 Course Options

Ancient and Medieval History (HISA)

- All HISA courses are included under Ancient and Medieval History with the exception of HISA 3230 Great Capts Alexander-Patton (3 c.h.)
- The following courses in Classical Studies can be counted toward the history major, as European history courses prior to 1800:

Course ID	Title	Credits
CLAS 1010	The Rise of Rome	3
CLAS 2320	Ancient Greek Religion	3
CLAS 3090	Law & Society In Ancient Rome	3
CLAS 4080	Sem Anc Society & Econ	3

African History (HISB)

Course ID	Title	Credits
HISB 1300	African Hist To 1800	3
HISB 4250	Topics in the History of the Atlantic Slave Trade	3

Ancient History (HISA)

Course ID	Title	Credits
HISA 1020	After Rome: The Early Medieval World	3
HISA 1030	Medieval Europe 1100-1450	3
HISA 1500	Special Topics	3
HISA 1910	Special Topics	3
HISA 2000	Cities Empires and Gods	3
HISA 2001	Warring States of Greece	3
HISA 2002	Rome the Imperial Republic	3
HISA 2020	The High Roman Empire	3
HISA 2030	Byz & Early Med Civilization	3
HISA 2310	Medieval England	3
HISA 2350	Medieval Italy	3
HISA 2360	History of Christianity, From the Jesus Movement to the Reformation	3
HISA 2910	Special Topics	1-3
HISA 3000	Historical Methods:	1
HISA 3020	Anatolian Civilization	3
HISA 3070	Topics Medieval & Renais Hist	3
HISA 3100	Spec Topics Greek Hist	3
HISA 3110	Spec Topics Roman Hist	3
HISA 3170	Medieval Spain	3
HISA 3230	Great Capts Alexander-Patton	3
HISA 3250	Jews, Christians, Muslims	3 or 4
HISA 3910	Special Topics	1-3
HISA 3970	Spec offr: Ancient Med	3
HISA 4140	The Crusades 1095-1291	3
HISA 4150	The Age of the Vikings	3,4
HISA 4200	Dante's Worlds: The Divine Comedy and History	4
HISA 4910	Special Topics	1-4
HISA 6000	Select Topics Greek History	3,4
HISA 6010	Sem Sel Topic Roman Hist	3,4
HISA 6050	The Italian Renaissance	3
HISA 6060	Later Medieval Spain	3,4
HISA 6090	Sem Sel Topics Byzan Hist	3,4
HISA 6190	Special Topics: Mediev+Ancient	3
HISA 6230	Medieval Cities	3
HISA 6250	Medieval Religious Culture	3 to 4
HISA 6270	Women&Gender Middle Ages	3
HISA 6910	Special Topics	1-4

Asian History (HISC)

Course ID	Title	Credits
HISC 2010	History of China to 1800	3

Modern Europe (HISE)

Course ID	Title	Credits
HISE 1210	Eur & Wider World To 1789	3
HISE 2160	Europe in the 18th Century	3
HISE 2240	Rus Rulers & Tyrants, 900-1825	3
HISE 2320	Early Modern England	3
HISE 2410	Spain, 1369-1716	3
HISE 2420	The Age of Reformation	3
HISE 3230	The French Revolution	3
HISE 3300	Death Disease Destitution	3
HISE 4140	Household Gender Sexuality	3
HISE 6050	The Italian Renaissance	3
HISE 6100	Ren & Ref 1450 to1660	3
HISE 6330	Imperial Spain 1469-1659	3
HISE 6350	Crime/Punish Hanov Engln	3
HISE 6370	Seminar Early Mod Englnd	3
HISE 6660	Private Violence, Public Consequences	3-4

Latin America (HISL)

Course ID	Title	Credits
HISL 2100	Latin Am Independence Movement	3
HISL 2760	Colonial Mexico	3
HISL 2810	Colonial Brazil	3
HISL 3710	Colonial Latin America	3

HISL 2929	Piracy in the Americas, 1500-1750	3
HISL 4630	Sex/Gender Colonial Latin Amer	3
HISL 4840	Piracy in the Americas to 1750	3

Middle East (HISM)

Course ID	Title	Credits
HISM 2200	Pre-Modern Islamic World	3
HISM 6140	Islam & W Med World, 1000-1900	3

United States (HISU)

Course ID	Title	Credits
HISU 1410	US Hist - Colonization to 1865	3
HISU 1800	Early New Orleans	3
HISU 2400	Women & Gender US Hist to 1865	3
HISU 2510	Atlantic World	3
HISU 2520	Early America to 1800	3
HISU 6420	American Revolutions	3

Post-1800 Course Options

African History (HISB)

Course ID	Title	Credits
HISB 1310	Africa Since 1800	3
HISB 2130	History of Southern Africa	3
HISB 2140	History of Eastern Africa	3
HISB 3240	Human Rights/Genocide-Africa	3
HISB 3250	Archiving Africa	3
HISB 4210	Hist of Development in Africa	3
HISB 4250	Topics in the History of the Atlantic Slave Trade	3
HISB 6070	Gender in African History	4
HISB 6110	Slavery/Emancipation in Africa	4

Asian History (HISC)

Course ID	Title	Credits
HISC 2020	History of China since 1800	3
HISC 6210	The PRC: China under Communism	3
HISC 6310	China Revolution 1900-1949	3
HISC 6410	Empire and Rebellion in China	3
HISC 6610	Seminar on Modern Japan	3

Modern Europe (HISE)

Course ID	Title	Credits
HISE 1220	Emerg Cont World 1789-	3
HISE 1510	Napoleon in Russia 1812	3
HISE 2170	Europe in the 19th Century	3
HISE 2210	Modern Germany	3
HISE 2220	France in the Tropics	3
HISE 2230	France since 1789	3
HISE 2250	Russia Since 1825- Present	3
HISE 2260	Paris Since Antiquity	3
HISE 2430	Modern Spain since 1700	3
HISE 3270	Lit/Soc In Russ To 1917	3
HISE 3250	Russia at War, 1939-1945	3-4
HISE 6601	Jewish Life & Culture Ctr Euro	3
HISE 6600	Photography & Historical Imagi	3-4
HISE 6520	Immigr & Identity in France	3,4
HISE 2500	Memories of Violence 20th Cent	3
HISE 3260	Putin's Russia	3-4
HISE 3280	Lit/Soc In Russ To 1991	3
HISE 3190	The Spanish Civil War	3
HISE 3220	WWII In French Film	3-4
HISE 3290	Origins WWII 1919-1939	3
HISE 3513	Hist of Jews in Russ 1772-2000	3
HISE 4140	Household Gender Sexuality	3
HISE 6140	Rev-Napol Eur 1789-1815	3
HISE 6380	Sem Mod British History	4
HISE 6420	Readings In Holocaust	3
HISE 6510	The Russian Revolution:1900-24	3,4
HISE 6511	Stalin's Russia, 1924-1953	3,4
HISE 6512	Stalins Shadow: Soviet 1953-91	3
HISE 6660	Private Violence, Public Consequences	3-4

Latin America (HISL)

Course ID	Title	Credits
HISL 2770	Modern Mexico	3
HISL 2790	Central America	3
HISL 2820	Modern Brazil	3
HISL 2840	History of Argentina	3
HISL 3200	History of Voodoo	3
HISL 3720	Mod Lat Amer. & Carib.	3
HISL 3800	Caribbean Revolutions	3
HISL 4740	Caribbean Cultural History	3
HISL 4780	Women in Latin Am History	3
HISL 6600	Peasants, Rebellion & the State	3
HISL 6610	Latin American Modernity	3
HISL 6850	U.S.- Latin American Relations	3

Middle East (HISM)

Course ID	Title	Credits
HISM 2210	History of Modern Middle East since 18th Century	3
HISM 3220	Arab/Israeli Conflict	3
HISM 6060	Sem:Modern Middle E & N Africa	3

United States (HISU)

Course ID	Title	Credits
HISU 1420	US Hist 1865 To The Present	3
HISU 2100	History of Medicine in the US	3
HISU 2200	History of Digital Revolution	3
HISU 2410	Women & Gender Since 1861	3
HISU 2480	Louisiana History	3
HISU 2500	Legal Hist US Gender Sex	3
HISU 2605	Twentieth Century America	3
HISU 2620	The New South, 1865-Present	3

HISU 2630	US Foreign Relations Pre-WWII	3
HISU 2640	US Foreign Rltns Since WWII	3
HISU 2650	US Immigration: Law & Politics	3
HISU 2670	American Environmental History	3
HISU 2680	Working in America	3
HISU 2700	Modern African-American	3
HISU 2900	The Digital Revolution, From Ada to Zuckerberg	3
HISU 3220	Autobio & Southern Identity	3
HISU 3260	America on Trial	3 to 4
HISU 3300	Katrina and Popular Memory	3
HISU 3541	Reproductive Health in the US	3
HISU 3642	US War in Vietnam	3
HISU 4500	Civil War & Reconstruction	3
HISU 4694	Creation of Jazz in NOLA	3
HISU 3830	The Fifties	3
HISU 6260	New Directions in Womens Hist	3-4
HISU 6270	American Disasters	3,4
HISU 6350	History of Gender Based Violence in the United States	3,4
HISU 6510	Recent US 1945 To Presnt	3
HISU 6540	African-American Culture	3
HISU 6630	U S Labor and Migration	3
HISU 6840	United States Empire	3
HISU 6850	U.S. Latin American Relations	3

History Minor

In order to receive a history minor, students must complete six courses, including two seminars. Students working toward a history minor are encouraged to take a range of courses but are free to pursue their own academic interests. It is expected that by taking six history courses students will develop both research and writing skills, including working with primary and secondary sources.

Requirements

The History Minor consists of six courses distributed as follows:

- No more than one course at the 1000-level.
- At least one 3000-level seminar.
- At least one Advanced Seminar numbered 6000-6999.
- Courses that do not have a letter grade cannot count toward the major or minor.

History, MA

Please note that we do not offer a terminal M.A. degree outside of the 4+1 program and the Tulane Employee M.A.

The 4+1 Program in History

The 4+1 in History offers current Tulane students and recent grads the opportunity to earn an M.A. degree through our accelerated M.A. program. The program is designed for History majors or those who have taken at least 6 credits of 6000- or 7000-level History courses.

Applicants must meet the following eligibility requirements:

- Have taken at least 6 credits (2 courses) at the 6000 or 7000 level
- Have a minimum GPA of 3.33 in their History courses
- Provide a letter of recommendation from a current Tulane History Department faculty member who will agree to work with the student through completion of the M.A.

Please note that applicants do not need to take the GRE, nor is there a language requirement. Tulane graduates can apply up to two years after completing their undergraduate degree.

Applications are accepted on a rolling basis, but priority evaluations is given to students who submit all required materials by April 1.

Requirements

The M.A. degree is earned with a minimum of 30 credits of coursework. Six credits (2 courses) of applicable 6000- or 7000-level History courses taken as an undergraduate will count toward the degree. Students must then earn a further 24 credits (8 courses), including HIST 7001 - Seminar in Historical Practice, during the M.A. year. Students may choose to pursue a thesis or non-thesis option to complete the program; the non-thesis option requires a comprehensive exam administered by two faculty members. Students must maintain a GPA of 3.33 to remain in good standing in the program.

History, PhD

The Ph.D. in History is a highly selective program. It is both small enough to ensure plenty of faculty-student engagement and large enough to allow students to pursue research within broad chronological, geographic and thematic fields. We encourage students to develop the widest possible range of methodological skills in dealing with historical sources. The faculty in the Department of History have broad teaching and research interests, with particularly strong major fields in United States history (especially the U.S. South), Latin American history; Modern Europe; and Europe from the medieval era to the Renaissance. In addition, minor fields are offered in a variety of geographic, transnational and thematic fields.

Requirements

To obtain a Ph.D. degree, students must complete a minimum of forty-eight credits of course work and other requirements as specified below. Students earn their M.A. degree while working towards the Ph.D. degree.

- Complete required historiography and methodology courses:
  HIST 7001 Seminar in Historical Practice (3 c.h.) - taken in the fall of Year 1
  HIST 7003 Historiography & Methods I (3 c.h.) - normally taken as an independent study summer of Year 1
  HIST 7005 Historiography & Methods II (3 c.h.) - normally taken as an independent study summer of Year 2
- Complete required writing courses:
  HIST 7006 Intermediate Historical Writing (3 c.h.) - normally taken as an independent study summer of Year 1
  HIST 7007 Advanced Hist. Writing (3 c.h.) - normally taken as an independent study summer of Year 2

- Complete a further 30 credits (10 courses) of coursework, including at least three 7000-level seminars in addition to the required seminar HIST 7001 Seminar in Historical Practice (3 c.h.). *Independent studies do not count as seminars*. Courses taken outside of the department of history require approval of the advisor.
- Demonstrate proficiency in two languages (one language for students whose first field is United States or Britain from 1500).
- Complete six semesters of TA and/or RA service.
- Develop and teach a one-semester undergraduate course.
- Complete HIST 7008 Prof. Deve. and Documentation (3 c.h.), leading to the successful compilation and defense of the portfolio.
- Write an acceptable dissertation, and defend this in an oral examination.

Department of Jewish Studies

Programs

Undergraduate

Major

- Jewish Studies Major (p. 256)

Minor

- Jewish Studies Minor (p. 256)

Jewish Studies Major

The major consists of at least 30 credits in Jewish studies courses, Hebrew courses, or courses in related fields. The major must include JWST 1010 and JWST 1020 as well as courses in each of the following periods:

•Pre-modern: At least two courses required from JWST 2100, 3140, 3150, 3500, 3520, 3530, 3540, 3590, 3600, 4110, 4250, 4350.

• Modern: At least two courses required from JWST 3100, 3210, 3220, 3330, 3340, 3440, 3750, 4150, 4210, 4300, 4420, 4670.

Additional JWST courses (and those in other departments) also fulfill the requirements for Pre-Modern and Modern courses.

At least one course must be at the 4000 level or above. Courses taken to fulfill Tulane's foreign language proficiency requirement may not count toward the major.

Additional courses require departmental approval for substitution (ex: CLAS and RLST).

Requirements

The major consists of at least 30 credits in Jewish Studies courses, Hebrew courses, or courses in related fields. The major must include JWST 1010 and JWST 1020 as well as courses in each of the periods below.

Course ID	Title	Credits
JWST 1010	Introduction to Jewish Civilization: Foundations	3
JWST 1020	Intro to Jewish Civ:Modern Era	3
Pre-modern (at least 2 courses):		
JWST 2100	Intro To Hebrew Bible	3
JWST 3140	Selected Readings Hebrew Bible	3
JWST 3150	Second Temple Judaisms	3
JWST 3500	Goldn Age Spansh Jewry I	3,4
JWST 3520	Goldn Age Span Jewry II	3
JWST 3530	Jewish Middle Ages	3
JWST 3540	Jewish Renaissance to Age Reas	3
JWST 3590	Greek Philo & Jewish Tht	3
JWST 3600	Women In Hebrew Bible	3
JWST 4110	Rabbinic Judaism	3
JWST 4250	Dead Sea Scrolls	3
JWST 4350	Rashi, Halevi, Maimonide	3
Modern (at least 2 courses):		
JWST 2700	Jews and American Pop Culture	3
JWST 3100	Select Topics	1-3
JWST 3130	Jewish Comics and Graphic Novels	3
JWST 3210	American Jewish History	3
JWST 3220	Arab/Israeli Conflict	3
JWST 3330	Jewish Music	3
JWST 3340	Early Amer. Jewish Hist.	3
JWST 3440	Holocaust In Film & Lit	3
JWST 3750	Jewish ID in Modern Literature	3
JWST 4120	Sexuality in Jewish Culture	3,4
JWST 4150	Women,Judiasm,Jewish Cul	3
JWST 4210	American Jewish Movements	3
JWST 4300	Conflict In Cult & Lit	3
JWST 4420	Topics Jewish Lit/Histor	3
JWST 4500	The History of Zionism	3
JWST 4670	Israeli Jewish & Arab Israeli	3
ENLS 4324	The Jewish People: From Racial Other to White Americans	3

Additional JWST courses (and those in other departments) also fulfill the requirements for Pre-Modern and Modern courses. At least one course must be at the 4000 level or above. Courses taken to fulfill Tulane's foreign language proficiency requirement may not count toward the major. Additional courses require departmental approval for substitution (ex: CLAS and RLST).

Jewish Studies Minor

A minor in Jewish Studies consists of 15 credit hours in 5 courses.

Requirements

A minor in Jewish Studies consists of 15 credit hours in 5 courses.

Requirements include:

- Only two 1000 level courses may count towards the minor; however, students are not required to take a 1000 level course for the minor. NOTE: Department approval may be given allowing multiple 1000 level courses to apply to the minor.
- Up to two HBRW courses past the 2030 level may count toward the minor. No courses used to satisfy the University's language

requirement may be used as credits toward the minor. Hebrew courses are not required to complete the minor.

- At least one course should be at the 4000 level or above (CLAS 3140 accepted substitute).
- All 3000 or 4000 level coursework for the minor must be taken in residency at Tulane; courses taken abroad do not count toward this requirement.
- Additional courses require departmental approval for substitution (ex: CLAS and RLST).

Department of Music

Programs

Undergraduate

Majors

- Music, BA (p. 258)
- Music, BFA (p. 259)

Minors

- Music Minor (p. 257)
- Music Science and Technology Minor (p. 257)

Graduate

- Music, MA (p. 260)
- Music, MFA (p. 261)

Music Minor

The Minor in Music is a flexible program that gives students grounding in performance, theory, and musicology while allowing them to cater to their particular music study interests. By choosing from a variety of core courses and electives, students can design their own pathway in Performance, Composition, Musicology, Ethnomusicology, Black American Music, Musical Theatre, or other areas.

Requirements

Course ID	Title	Credits
Core		
MUSC 2030	Comparative Music History: Listening and Music in Cross Cultural Perspective	3
MUSC 2040	Music, Culture, and Society	3
Theory		**7-8**
Depending on music theory placement during the first week of classes, students will take either:		
MUSC 1000	Fundamentals of Theory	
MUSC 1510 & APMS 1090	Music Theory I and Musicianship Lab I	
OR		
MUSC 1510 & APMS 1090	Music Theory I and Musicianship Lab I	
MUSC 1520 & APMS 1100	Music Theory II and Musicianship Lab II	
Electives		**4**
4 credits in APMS or MUSC electives		
Total Credit Hours		**17-18**

Music Science and Technology Minor

Tulane's Music Science and Technology Minor Curriculum allows students to explore intersections between music, engineering, production, and computer programming, with a focus on the creative applications of technology in the creation of music. The program encourages creativity in technical research and in composition for various media and performance. Area objectives include developing innovative approaches to the scientific and artistic study of music composition, performance, and media, undertaking multidisciplinary research relevant to the creation and perception of music, and fostering an interdisciplinary culture between members of the fine arts, engineering, and science communities on campus.

Our students undertake projects in music signal processing, sound synthesis and analysis, computer/electro-acoustic music composition, intermedia, music performance systems design, electronic music history, and music perception. Our expanding computer music composition facilities include a dedicated teaching laboratory with eight student computer workstations. The music department maintains an up-to-date composition studio featuring professional level microphones, monitors, and controllers with 8.1 channel surround sound capabilities.

Requirements

Course ID	Title	Credits
Required Courses		**8-9**
MUSC 1000	Fundamentals of Theory (*)	
OR		
MUSC 1510 & APMS 1090	Music Theory I and Musicianship Lab I (*)	
*Dependent on how the student tests in music theory in the first week of classes in the first year.		
APMS 2218	Composition	
APMS 3213	Composition	
Plus 4 of the following:		**11-13**
MUSC 1510 & APMS 1090	Music Theory I and Musicianship Lab I	If taking MUSC 1000 for credit in the minor
MUSC 1520 & APMS 1100	Music Theory II and Musicianship Lab II [1]	
MUSC 2300	Computer Apps In Music [1]	
MUSC 2310	Electronic Music History	
APMS 2210 & APMS 3210	Voice/Vocal Jazz and Voice/Vocal Jazz (Sequence taken over 2 semesters)	
APMS 2320	Music Recording Techniques I	
APMS 3340	The Creative Soundscape	
MUSC 4400	Music & Dsp [1]	
MUSC 4401	Music and DSP II - Creative Sampling Techniques	

MUSC 4410	Music Performance System	
MUSC 4420	Algorithmic & Comp Music	
MUSC 4950	Spec Topic In Musicology (Different topics may be repeated)	
4 credits in APMS ensemble credit Choose from courses numbered APMS 2171 to APMS 2187		
Total Credit Hours		**19-22**

Music, BA

The Bachelor of Arts (BA) in Music provides a unique general education that trains creative individuals to work in areas such as general performance or compositional techniques, musicology, ethnomusicology and music theory, becoming proficient in academic musical critique and general musical creativity. Courses in musicology and ethnomusicology provide the cultural and historical context needed for proper musical interpretation and creation and are also core courses for developing critical musical skills. Courses in music theory provide a core understanding of the basic principles of musical structures and musicianship that set the stage for musical experimentation and innovation as well as provide the tools for solid analytical skills for musical critique. Our undergraduate experience is characterized by small class sizes, personalized mentorship, and a menu of choices for one's artistic production.

Requirements

Students pursuing the B.A. in Music must either take or test out of MUSC 1000 Fundamentals of Theory (3 c.h.) in their first semester of the program.

Course ID	Title	Credits
Music Studies (4 Courses)		
MUSC 2030	Comparative Music History: Listening and Music in Cross Cultural Perspective	3
MUSC 2040	Music, Culture, and Society	3
And Two of the Following:		**6**
MUSC 1080	Music of the Mexico-US Border	
MUSC 1090	Intro To Popular Music	
MUSC 1900	Music in New Orleans (Optional Service Learning Component Available)	
MUSC 1901	Sound Studies	
MUSC 2016	Music, Sound and Climate Change	
MUSC 2164	Women Die in Opera	
MUSC 2290	Hist Amer Popular Music	
MUSC 2310	Electronic Music History	
APMS 2320	Music Recording Techniques I	
MUSC 2410	American Music	
MUSC 2420	World Musics	
MUSC 2800	Intro To Music Business	
MUSC 3200	Listening to Art Music	
MUSC 3310	Topics: Musics Latin Amr	
MUSC 3320	Musical Theatre In Amer	
MUSC 3330	Jewish Music	
MUSC 3340	History of Jazz	
MUSC 3360	The Latin Tinge: Jazz and Latin American Music in New Orleans and Beyond	
MUSC 3430	Blues In American Life	
MUSC 3440	Black Music, Black Lives	
MUSC 3450	Music & Politics	
MUSC 3460	Music, Religion, Spirit	
MUSC 3480	Music and Gender	
MUSC 3700	Contemporary Music Industry	
MUSC 4270	Indigenous media and sound in Latin America	
MUSC 4330	Music of the Latin American Outlaws	
MUSC 4900	Intro New Orleans Jazz	
MUSC 4950	Spec Topic In Musicology	
Music Theory		
MUSC 1510 & APMS 1090	Music Theory I and Musicianship Lab I	4
MUSC 1520 & APMS 1100	Music Theory II and Musicianship Lab II	4
Plus One of the Following:		**4**
MUSC 2010 & APMS 2090	Music Analysis I and Musicianship Lab III [1]	
MUSC 2530 & APMS 2200	Black American Music Theory and Black American Music Lab	
Ensemble/Lessons (Take 4 Semesters)		**4**
APMS 2173	Instrumental Ensemble	
APMS 2174	Tulane-Newcomb Choir	
APMS 2175	TU Opera Workshop Prod & Desig	
APMS 2181	Percussion Ensemble	
APMS 2182	Concert Band	
APMS 2183	Marching Band (Optional Service Learning Component Available)	
APMS 2184	Big Jazz Band	
APMS 2185	Jazz Combo	
APMS 2186	Orchestra (Optional Service Learning Component Available)	
APMS 2187	Musical Theatre Workshop	
Electives - Choose any other 2 courses from Music Studies Or:		**4-7**
MUSC 2020 & APMS 2100	Music Analysis II and Musicianship Lab IV	
APMS 2210	Voice/Vocal Jazz	
APMS 2218	Composition	
APMS 2220	Instrument	
APMS 2221	Piano/ Jazz Piano	
APMS 2222	Piano Class	
APMS 2225	Guitar	
APMS 2228	Drums	
APMS 2230	Composition for Electronic Media I	
MUSC 2300	Computer Apps In Music	
APMS 3020	Counterpoint (18th Cen)	
APMS 3130	Tech of Instru Conduct	
APMS 3210	Voice/Vocal Jazz	
APMS 3211	Instrument	

APMS 3212	Piano.Jazz Piano
APMS 3213	Composition
APMS 3230	Composition for Electronic Media II
APMS 3330	Music For Film
APMS 3340	The Creative Soundscape
APMS 3450	Music & Musicians in Community
APMS 3500	Improvisation
APMS 3510	Jazz Arrangements
APMS 4040	Orchestration
MUSC 4400	Music & Dsp
MUSC 4401	Music and DSP II - Creative Sampling Techniques
MUSC 4410	Music Performance System
MUSC 4420	Algorithmic & Comp Music
APMS 4950	Spec Top In Music Theory
Total Credit Hours	**32-35**

Music, BFA

The Bachelor of Fine Arts (BFA) in Music provides a unique and tailored education that trains creative individuals to excel in performing a musical instrument of their choice, in voice performance, or in other specialized areas of performance, including: music and technology, performance, composition, musical theater, and Black American Music. Courses in musicology and ethnomusicology provide the cultural and historical context needed for proper musical interpretation and creation. Courses in music theory provide a core understanding of the basic principles of musical structures and musicianship that set the stage for musical experimentation and innovation. Our undergraduate experience is characterized by small class sizes, personalized mentorship, and a menu of choices for one's artistic production. Pathways towards a specialization are suggested on the department website and should be guided by a department advisor.

Note: For the BFA in Music, students must fulfill all general requirements as described in the Liberal Arts curriculum including those of the Newcomb-Tulane College core with the following exception: one science with laboratory course is required in the Math and Natural Science distribution requirement of the core curriculum for B.F.A. degree-seeking students instead of one science with laboratory course plus an additional Math and Natural Science course.

Requirements

Course ID	Title	Credits
Music Studies (3 courses)		
MUSC 2030	Comparative Music History: Listening and Music in Cross Cultural Perspective	3
MUSC 2040	Music, Culture, and Society	3
Plus One of the Following:		**3**
MUSC 1080	Music of the Mexico-US Border	
MUSC 1090	Intro To Popular Music	
MUSC 1900	Music in New Orleans	
MUSC 1901	Sound Studies	
MUSC 2016	Music, Sound and Climate Change	
MUSC 2164	Women Die in Opera	
MUSC 2290	Hist Amer Popular Music	
MUSC 2310	Electronic Music History	
MUSC 2410	American Music	
MUSC 2420	World Musics	
MUSC 3200	Listening to Art Music	
MUSC 3310	Topics: Musics Latin Amr	
MUSC 3320	Musical Theatre In Amer	
MUSC 3330	Jewish Music	
MUSC 3340	History of Jazz	
MUSC 3360	The Latin Tinge: Jazz and Latin American Music in New Orleans and Beyond	
MUSC 3440	Black Music, Black Lives	
MUSC 3450	Music & Politics	
MUSC 3460	Music, Religion, Spirit	
MUSC 3480	Music and Gender	
MUSC 4270	Indigenous media and sound in Latin America	
MUSC 4330	Music of the Latin American Outlaws	
MUSC 4900	Intro New Orleans Jazz	
MUSC 4950	Spec Topic In Musicology	
Music Theory (3 courses with labs)		**12**
MUSC 1510 & APMS 1090	Music Theory I and Musicianship Lab I	
MUSC 1520 & APMS 1100	Music Theory II and Musicianship Lab II	
Plus One of the Following		
MUSC 2010 & APMS 2090	Music Analysis I and Musicianship Lab III [1]	
MUSC 2530 & APMS 2200	Black American Music Theory and Black American Music Lab	
Musical Proficiency	**See Table Below for Details**	**14**
Ensemble Requirement	**See Options Below**	**4**
Take a minimum of four semesters of ensemble		
Electives (2 Courses from the List Below) *		**4-6**
APMS 2210	Voice/Vocal Jazz	
APMS 2218	Composition	
APMS 2220	Instrument	
APMS 2221	Piano/ Jazz Piano	
APMS 2225	Guitar	
APMS 2228	Drums	
APMS 2230	Composition for Electronic Media I	
MUSC 2300	Computer Apps In Music	
APMS 2320	Music Recording Techniques I	
MUSC 2800	Intro To Music Business	
APMS 3020	Counterpoint (18th Cen)	
APMS 3130	Tech of Instru Conduct	
APMS 3210	Voice/Vocal Jazz	
APMS 3211	Instrument	
APMS 3212	Piano.Jazz Piano	
APMS 3213	Composition	
APMS 3230	Composition for Electronic Media II	
APMS 3330	Music For Film	

APMS 3340	The Creative Soundscape
APMS 3450	Music & Musicians in Community
APMS 3500	Improvisation
APMS 3510	Jazz Arrangements
MUSC 3700	Contemporary Music Industry
APMS 4040	Orchestration
MUSC 4400	Music & Dsp
MUSC 4410	Music Performance System
MUSC 4420	Algorithmic & Comp Music
APMS 4950	Spec Top In Music Theory
DANC 1810	Tap Dance I
DANC 1930	Ballet I
DANC 1950	Jazz Dance I
DANC 1970	Contemporary Dance I
DANC 2810	Tap Dance II
DANC 2930	Ballet II
DANC 2950	Jazz Dance II
THEA 2100	Fundamentals of Acting
THEA 3010	Acting II
Total Credit Hours	**43-45**

* For students in the performance pathway, the electives should consist of 4-6 credits of additional performance classes chosen from Ensembles or Lessons.

Musical Proficiency (Lessons)*

Course ID	Title	Credits
Beginner (Two semesters)		**4**
APMS 2210	Voice/Vocal Jazz	
APMS 2218	Composition	
APMS 2220	Instrument	
APMS 2221	Piano/ Jazz Piano	
APMS 2225	Guitar	
APMS 2228	Drums	
APMS 2230	Composition for Electronic Media I	
Intermediate (Two semesters)		**4**
APMS 3210	Voice/Vocal Jazz	
APMS 3211	Instrument	
APMS 3212	Piano.Jazz Piano	
APMS 3213	Composition	
APMS 3230	Composition for Electronic Media II	
Advanced (One Semester)		**3**
APMS 4230	Adv Voice/Recital Prep	
APMS 4231	Adv Instrument/ Recital Prep	
APMS 4232	Adv Piano/Recital Prep	
APMS 4233	Adv Composition/Recital Prep	
MUSC 4400	Music & Dsp	
MUSC 4401	Music and DSP II - Creative Sampling Techniques	
Senior Recital/Project (One Semester)		**3**
APMS 4300	Adv Comp/ Sr. Recital	
or MUSC 4410	Music Performance System	
or MUSC 4420	Algorithmic & Comp Music	

*Consult department for specific pathway advising or available instrument lessons.

Ensemble Requirement**

All BFA students must take 4 ensemble credits (4 semesters) from APMS 2171 Vocal Ensemble (1 c.h.)-APMS 2187 Musical Theatre Workshop (1 c.h.)
OR
MUSC 2020 Music Analysis II (3 c.h.) and APMS 2100 Musicianship Lab IV (1 c.h.)
OR
Either MUSC 4400 Music & Dsp (3 c.h.) or MUSC 4410 Music Performance System (3 c.h.) plus one semester of ensemble from APMS 2171 Vocal Ensemble (1 c.h.)-APMS 2187 Musical Theatre Workshop (1 c.h.).
For all **ensembles (courses numbered from APMS 2171 to APMS 2187): Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit.

Ensembles

Course ID	Title	Credits
APMS 2171	Vocal Ensemble	1
APMS 2172	Men's Chorus	1
APMS 2173	Instrumental Ensemble	1
APMS 2174	Tulane-Newcomb Choir	1
APMS 2175	TU Opera Workshop Prod & Desig	1
APMS 2181	Percussion Ensemble	1
APMS 2182	Concert Band	1
APMS 2183	Marching Band	1
APMS 2184	Big Jazz Band	1
APMS 2185	Jazz Combo	1
APMS 2186	Orchestra	1
APMS 2187	Musical Theatre Workshop	1

Music, MA

The Department of Music offers the **Master of Arts** degree in **Musicology and Composition.**

M.A. in Musicology with a concentration on New Orleans Music

The M.A. program allows students to take advantage of the unique musical culture of New Orleans while pursuing a rigorous curriculum in musicology. Study is focused on music and culture of the American South, the Caribbean, Latin America, Africa, and Europe and especially their interrelation in New Orleans. Methods of historical musicology, ethnomusicology, and musical theory are utilized in the interpretation and analysis of jazz, ragtime, classical, blues, funk, hip-hop, and other forms, while emphasizing the geographic and social context in which the music has been produced. Resources include the Hogan Archive of New Orleans Jazz, the Maxwell Music Library, the Louisiana Collection, the Amistad Research Center, the Stone Center for Latin American Studies, and the seemingly limitless possibilities of interacting with local musicians and institutions.

M.A. in Composition

Music composition is about creativity, imagination, communication and collaboration. It requires highly developed multilinear critical analytical skills, excellent organizational skills and a great deal of attention to detail. Music brings people from different backgrounds and communities together, enhances creativity, develops imaginations and helps you to make emotional connections with people. Several of our Music Composition program alumni have had highly successful and diverse careers as composers of abstract music and as faculty members and administrators at major institutions. Many others have successfully aligned their creative endeavors with interdisciplinary pursuits in areas such as multimedia, music for film, music therapy, music business, music and management, or entertainment law. Over the years, the Music Composition program has also graduated many alumni who have had highly successful careers in other diverse disciplines: from the sciences, to medicine, to finance, mathematics, and management.

If you have any questions about the following material please contact Prof. Sakakeeny (mattsak@tulane.edu) about Musicology or Prof. Dulaney (edulaney@tulane.edu) for questions on Composition or graduate studies.

Requirements

Musicology Candidates for the M.A. degree must complete 30 credit hours of at least 24 semester hours of course work (including MUSC 7030 Intro To Graduate Study (3,4 c.h.)), pass a reading knowledge examination in one modern foreign language (French, Spanish or other with approval) by the end of the first semester, write an acceptable thesis, and defend this thesis in an oral examination for an additional 6 semester hours. Candidates for the M.A. degree in musicology with a specialization in New Orleans music must take the following:

Course ID	Title	Credits
MUSC 6310	History/Music In The US	3
MUSC 6340	Seminar In Jazz	3
MUSC 7030	Intro To Graduate Study	3
MUSC 7060	Musical Cultures - New Orleans	3
MUSC 7930	Independent Study	3
Select the other musicology requirements		9
Thesis		6
Total Credit Hours		**30**

This program accepts students every other year, and the next admission period is for Fall 2021. In addition to the requirements on the official application, applicants must submit a writing sample for consideration. The sample may be brief, and undergraduate papers are acceptable, as long as the sample demonstrates fundamental research and writing skills. Questions may be directed to Prof. Sakakeeny (mattsak@tulane.edu) or Prof. Dulaney (edulaney@tulane.edu).

Candidates for the M.A. degree in Composition must complete 30 credit hours of at least 24 semester hours of course work (including MUSC 7010 Advanced Composition (3 c.h.), MUSC 7020 Advanced Composition (3 c.h.), MUSC 7040 Seminar Musical Analysis (3 c.h.)) and must present a recital of original works including a major, extended work (consult with Head of Composition for details) for an additional 6 semester hours.

Music, MFA

The Department of Music offers the **Master of Fine Arts** degree in **Performance** and **Musical Theatre**.

The Department of Music offers an MFA in Performance for graduate students receiving training from music professors who are professional artists and scholars. Performers have the advantage of training in an intense academic environment while sharpening music techniques and performance skills. This occurs through participation in large and small ensembles, as well as through varied solo performance opportunities. Our goal is for students to become well-rounded performers with essential instrumental or vocal technique who are able to make historically informed performance choices.

If you have any questions about the following material please contact Prof. Dulaney (edulaney@tulane.edu).

Requirements

Piano, Voice, Guitar, Other Instruments Candidates for the M.F.A. degree in performance must take 30 hours of course work:

Course ID	Title	Credits
Select 18 hours in music literature, theory, history, performance, or other appropriate areas		18
Select 12 semester hours of lessons in voice or in the specialized instrument		12
Total Credit Hours		**30**

In place of a thesis the candidate must perform a full-length recital of 90 minutes.

Candidates for the M.F.A. degree in Musical Theater must take **36 hours** of course work and must either perform a recital or choreograph or direct a major musical theater production. Performers must submit a headshot and resume to Michael McKelvey (mmckelve@tulane.edu), head of the Musical Theatre Program. The performers will be expected to audition live or with a video. The audition will include two songs and a monologue. Dance is optional.

Department of Philosophy

Programs

Undergraduate

Major

- Philosophy Major (p. 262)
- Philosophy Major with Concentration in Language, Mind, and Knowledge (p. 262)
- Philosophy Major with Concentration in Law, Morality, and Society (p. 263)

Minor

- Philosophy Minor (p. 264)

Tulane University

Graduate

- Philosophy, MA (p. 264)
- Philosophy, PhD (p. 264)

Philosophy Major

The Philosophy major provides a traditional course of study in philosophy.

Requirements

All students majoring in philosophy and not writing an honors thesis must complete a total of nine courses (27 credits) in philosophy. All students majoring in philosophy and writing an honors thesis must complete ten courses (31 credits). In this case, honors thesis work in PHIL 4990 Honors Reading (3 c.h.) and PHIL 5000 Honors Thesis (4 c.h.) counts for two courses and seven credits. (One of these seven credits is a writing requirement credit.) In addition to the standard major, the department offers two more specialized tracks within the major: Law, Morality, and Society; and Language, Mind, and Knowledge.

Honors Thesis

- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Standard Major

For the standard major in philosophy the specific course requirements are:

Course ID	Title	Credits
History of Philosophy		**6**
PHIL 2010	History of Ancient Phil	
PHIL 2020	History of Modern Phil	
Logic		
Select one of the following:		3
PHIL 1060	Critical Thinking	
PHIL 1210	Elementary Symbolic Logic	
PHIL 3040	Mathematical Logic	
Ethics		
Select one of the following:		3
PHIL 1030	Ethics	
PHIL 2600	Ethics In Business	
PHIL 3050	Moral Philosophy	
PHIL 3510	History of Ethics	
PHIL 3550	Medical Ethics	
PHIL 3560	Social & Polit Ethics	
PHIL 3570	Ethics of Abortion	
PHIL 3580	Ethical Theory	
PHIL 3650	Crime and Punishment	
PHIL 6050	Moral Philosophy	
PHIL 6130	Moral Psychology & Meta-Ethics	
PHIL 6250	Locke's Moral & Political Phil	
PHIL 6520	Environmental Ethics	
PHIL 6760	Mill's Util Liberalism	
Metaphysics/Mind/Epistemology		
Select one of the following:		3
PHIL 1020	Philosophies of The Self	
PHIL 1040	Beginning With Minds	
PHIL 2030	Minds, Machines & Experiences	
PHIL 2200	Matter and Consciousness	
PHIL 3120	Analytic Philosophy	
PHIL 3410	Theory of Knowledge	
PHIL 3150	Logical Empiricism	
PHIL 3420	Metaphysics	
PHIL 3740	Consciousness	
PHIL 3760	Interpreting Minds	
PHIL 3765	Imagination	
PHIL 3800	Language and Thought	
PHIL 6100	Skepticism	
PHIL 6010	Metaphysics of Mind	
PHIL 6105	Philosophy of Neuroscience	
PHIL 6120	Metaphysics	
PHIL 6150	Freedom & The Self	
PHIL 6170	Philosophy of Perception	
PHIL 6180	Mental Representation	
PHIL 6190	Philosophy of Mind	
Additional Requirements		
Four more courses beyond the above, for a total of 27 courses in the complete major. Two courses must be at the 6000 level. No more than three courses may be at the 1000 level.		12
PHIL 3640	Philosophy of Law	3
PHIL 3660	Anarchy	3
PHIL 6510	Theories of Economic Justice	3,4
PHIL 3750	Philosophy of Cognitive Science	3,4
Total Credit Hours		**39-41**

Additional Information

No more than three of the required nine courses can be at the 1000-level.

Philosophy Major with Concentration in Language, Mind, and Knowledge

Language, Mind & Knowledge (track)

The Philosophy Language, Mind & Knowledge (track) is designed for students primarily interested in the part of philosophy that lies on one of the most exciting of today's interdisciplinary interfaces, cognitive science. The Department is also associated with the Cognitive Studies Coordinate Major.

Requirements

All students majoring in philosophy and not writing an honors thesis must complete a total of nine courses (27 credits) in philosophy. All students majoring in philosophy and writing an honors thesis must complete ten courses (31 credits). In this case, honors thesis work in

PHIL 4990 Honors Reading (3 c.h.) and PHIL 5000 Honors Thesis (4 c.h.) counts for two courses and seven credits. (One of these seven credits is a writing requirement credit.) In addition to the standard major, the department offers two more specialized tracks within the major: Law, Morality, and Society; and Language, Mind, and Knowledge.

Honors Thesis

- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Concentration in Language, Mind, and Knowledge

Course ID	Title	Credits
History of Philosophy		
PHIL 2010	History of Ancient Phil	3
PHIL 2020	History of Modern Phil	3
Logic		
PHIL 1210	Elementary Symbolic Logic	3
Philosophy of Language, Mind, or Knowledge		
Select four of the following:		12
PHIL 1020	Philosophies of The Self	
PHIL 1040	Beginning With Minds	
PHIL 2030	Minds, Machines & Experiences	
PHIL 2200	Matter and Consciousness	
PHIL 3120	Analytic Philosophy	
PHIL 3150	Logical Empiricism	
PHIL 3410	Theory of Knowledge	
PHIL 3420	Metaphysics	
PHIL 3740	Consciousness	
PHIL 3750	Philosophy of Cognitive Science	
PHIL 3760	Interpreting Minds	
PHIL 3765	Imagination	
PHIL 3800	Language and Thought	
PHIL 3870	Mind In Evolution	
PHIL 4990	Honors Reading	
PHIL 5000	Honors Thesis	
PHIL 6010	Metaphysics of Mind	
PHIL 6100	Skepticism	
PHIL 6105	Philosophy of Neuroscience	
PHIL 6120	Metaphysics	
PHIL 6150	Freedom & The Self	
PHIL 6170	Philosophy of Perception	
PHIL 6180	Mental Representation	
PHIL 6190	Philosophy of Mind	
PHIL 6620	Philosophical Logic	
Additional Requirements		
Select one additional course at the 3000 level or above. At least two of these courses must be at the 6000 level.		6
Total Credit Hours		**27**

Additional Information

At least two of these courses must be at the 6000-level.

Philosophy Major with Concentration in Law, Morality, and Society

The Philosophy Law, Morality & Society (track) is designed to cater to students with a specific career interest in law, public policy or politics.

Requirements

All students majoring in philosophy and not writing an honors thesis must complete a total of nine courses (27 credits) in philosophy. All students majoring in philosophy and writing an honors thesis must complete ten courses (31 credits). In this case, honors thesis work in PHIL 4990 Honors Reading (3 c.h.) and PHIL 5000 Honors Thesis (4 c.h.) counts for two courses and seven credits. (One of these seven credits is a writing requirement credit.) In addition to the standard major, the department offers two more specialized tracks within the major: Law, Morality, and Society; and Language, Mind, and Knowledge.

Honors Thesis

- PHIL 4990 Honors Reading (3 c.h.)
- PHIL 5000 Honors Thesis (4 c.h.)

Concentration in Law, Morality, and Society

Course ID	Title	Credits
Political Philosophy		
PHIL 2110	Classics Ancnt Poli Phil	3
PHIL 2120	Classics Modrn Poli Phil	3
Critical Thinking or Logic Course		
Choose one of the following:		3
PHIL 1060	Critical Thinking	
PHIL 1210	Elementary Symbolic Logic	
PHIL 3040	Mathematical Logic	
Ethics, Political Philosophy or the Philosophy of Law		
Select 4 of the following:		12
PHIL 1030	Ethics	
PHIL 2600	Ethics In Business	
PHIL 3050	Moral Philosophy	
PHIL 3340	Humanity's Place in Nature	
PHIL 3510	History of Ethics	
PHIL 3550	Medical Ethics	
PHIL 3560	Social & Polit Ethics	
PHIL 3580	Ethical Theory	
PHIL 3640	Philosophy of Law	
PHIL 3650	Crime and Punishment	
PHIL 3660	Anarchy	
PHIL 4990	Honors Reading	
PHIL 5000	Honors Thesis	

PHIL 6050	Moral Philosophy	
PHIL 6130	Moral Psychology & Meta-Ethics	
PHIL 6150	Freedom & The Self	
PHIL 6510	Theories of Economic Justice	
PHIL 6250	Locke's Moral & Political Phil	
PHIL 6520	Environmental Ethics	
PHIL 6740	Contemporary Polit Phil	
PHIL 6750	Utilitarianism	
PHIL 6760	Mill's Util Liberalism	
Additional Requirements		
Select 1 additional course at the 3000 level or above. At least two courses must be at the 6000 level.		6
Total Credit Hours		**27**

Additional Information

At least two courses must be at the 6000-level.

Philosophy Minor

A minor in Philosophy consists of five Philosophy courses, three of which must be above the 1000 level.

Requirements

A minor in Philosophy consists of five philosophy courses, three of which must be above the 1000-level.

Philosophy, MA

Tulane offers a terminal MA degree in Philosophy. The program is intended for students who are eager to continue their study of philosophy, but do not feel ready to enter a PhD program. The MA program can help students develop a deeper and more comprehensive understanding of both contemporary issues in philosophy as well as the history of philosophy, and to prepare to seek admission into a competitive PhD program. It is also useful for students who have a strong interest in philosophy, but are unsure about whether they would like to commit to pursuing a PhD.

The philosophy department at Tulane offers a wide variety of courses, and is especially attractive for students wishing to pursue research in ethics, political philosophy, the history of philosophy, and philosophy of mind. For information about our faculty members, please see our faculty page (https://liberalarts.tulane.edu/departments/philosophy/people/fulltime-faculty/).

An undergraduate major in philosophy is desirable for graduate study in philosophy, but it is not essential. However, students admitted with insufficient background in ethics or logic or the history of philosophy may be required to take courses in these areas without graduate credit.

Transfer course credit for previous graduate work in philosophy is possible.

The terminal MA program is independent of the PhD program at Tulane. Subsequent admission to the PhD program at Tulane requires application through the normal channels. The program is intended to be completed within two years.

For information about the terminal MA program at Tulane, please contact the Director of Graduate Studies, Prof. Caroline Arruda.

The 4+1 Masters Degree Program

The Department also offers a program of study that allows Tulane undergraduates who graduate with a major in philosophy to receive an MA in Philosophy after one additional year. The program is intended primarily for students who are eager to continue their study of philosophy, yet either do not feel ready to apply for admission into a PhD program, or have no interest in doing so. The 4+1 program MA program helps students develop a deeper and more comprehensive understanding of both contemporary issues in philosophy as well as the history of philosophy, and to prepare to seek admission into a competitive PhD program. It is also useful for students who have a strong interest in philosophy, but are unsure about whether they would like to commit to pursuing a PhD. The philosophy department at Tulane offers a wide. A variety of courses, and is especially attractive for students wishing to pursue research in ethics, political philosophy, the history of philosophy, and philosophy of mind. For information about our faculty members, please see our faculty page. The 4 + 1 MA program is independent of the PhD program. Subsequent admission to the PhD program requires application through the normal channels.

Requirements

The terminal MA Degree may be earned in one of two ways.

- 30 Credit hours total which includes satisfactory completion of 24 hours of coursework (8 courses) and submission and defense of a thesis (6 credits). This route is not intended for candidates for the PhD.
- Satisfactory completion of 30 hours of coursework (10 courses) and passing one qualifying paper.

The 4+1 M.A. degree will be awarded to students who obtain either of the following:

Passing grades in 30 credit hours of graduate level courses (i.e., 6000-level and 7000-level). Passing grades in 24 credit hours of graduate level courses and a Master's thesis (6 credits). The first option will be encouraged in most cases. In order to satisfy either of these options, it will be necessary to carry over a number of courses from the undergraduate degree. The requirements for the Philosophy Major in the B.A. degree include two courses at the 6000-level. ONE AND ONLY ONE of those courses can count toward the 4+1 M.A. requirements. Up to 6 graduate-level credit hours taken while an undergraduate can count toward both the UG and GR degrees. In addition, up to 6 additional graduate hours taken while an undergrad but that do not count for credit toward the undergrad degree may be applied to the 4+1 MA. In other words, those are overload credits for the undergraduate degree.

Further details and information about the application process may be obtained from the Director of Graduate Studies, Prof. Caroline Arruda.

Philosophy, PhD

An undergraduate major in Philosophy is desirable for graduate study in philosophy, but it is not essential. However, students admitted with insufficient background in ethics or logic or the history of philosophy will be required to take courses in these areas without graduate credit.

Transfer course credit for previous graduate work in philosophy is possible.

There are two tracks in the Ph.D. Program, the standard track and the specialty track in Moral Philosophy.

The two tracks differ in the coursework requirements for them. Students may either take the standard Ph.D. track or the specialty Ph.D. track in moral philosophy, and may opt into or out of the specialty track at any time.

Requirements

The Ph.D. Degree (Standard track and Moral Philosophy track) has three components:

- Satisfactory completion of 48 hours (16 courses) of coursework in accordance with departmental distribution requirements (see below).
- Submission of one satisfactory Qualifying Paper. Students are subject to dismissal should the qualifying paper be deemed unacceptable.
- Presentation and defense of a Doctoral Thesis.

Students in the PhD program must submit all materials for any incomplete class grades by September 1 of the following year. For example, materials for any incomplete from courses during the 2019-2020 academic year would have to be submitted by September 1, 2020.

Students in the PhD program are subject to an annual review, described below.

Deadlines for the Qualifying Paper and Dissertation Progress are described below. No student may miss a deadline without a strong excuse presented to the Director of Graduate Studies (such as a documented medical or family emergency). A failure to meet one of these deadlines is cause to bring the issue of the student's performance before the department as a whole.

Distribution Requirement for Coursework (Standard Track)

The distribution requirement for coursework in the Standard track is as follows. Students must take at least one course in three of the following areas:

- Metaphysics
- Epistemology
- Philosophy of Mind
- Philosophy of Language
- Philosophy of Science

In addition, students are required to take three courses in the history of philosophy (at least one in Ancient as well as one in Modern), one course in Moral/Political/Legal Philosophy and one in Logic.

The distribution requirement in Logic may be waived if a student demonstrates graduate-level competence by passing an examination in this subject after joining the program.

Of the remaining eight courses, two may be taken in another department, with approval of the Philosophy Department Graduate Studies Committee.

Distribution Requirement for Coursework (Moral Philosophy Track)

The distribution requirement for coursework in the specialty track in Moral Philosophy is as follows. Students must take at least one course in three of the following areas:

- Metaphysics
- Epistemology
- Philosophy of Mind
- Philosophy of Language
- Philosophy of Science

In addition, students are required to take three courses in the history of philosophy (at least one being the History of Ethics or the History of Political Philosophy), and one in Formal Methods (which may include logic, game theory, rational choice theory, or another course in the methodological tools relevant to the student's philosophical work). The distribution requirement in Formal Methods may be waived if a student demonstrates graduate-level competence by passing an examination in this subject after joining the program. Of the remaining nine courses, six must be in moral and political philosophy, with at least one course each from four of the following subdisciplines:

- Political Philosophy
- Philosophy of Law
- Moral Psychology
- Agency and Responsibility
- Metaethics
- Normative Ethics
- Applied Ethics
- Feminist Ethics

Two of these courses may be taken in another department, with approval of the Philosophy Department Graduate Studies Committee. Students in this track are also expected to attend and participate regularly in Murphy Institute seminars and lectures in moral philosophy.

The Qualifying Paper

Purpose of the Qualifying Paper

The purpose of the project is to evaluate the student's ability to produce a "professional" quality paper. The paper may be the result of reworking a term paper from a course.Students are encouraged but not required to write the qualifying paper on the topic of their dissertation. The paper must represent new work written by the student. It is not allowed, for instance, simply to submit a previous MA thesis. Any old work must be substantially revised.

Quality

Students are subject to dismissal should the Qualifying Paper be deemed unacceptable. It is therefore important to approach the task of writing this paper with a sense of the quality of work that is expected and how this may be achieved. The qualifying paper should provide strong evidence that the student is willing and able to produce

publishable work. An acceptable paper will demonstrate ability to engage your own philosophical thinking in relation to the relevant literature and competence with that literature.

This might be achieved by:

- Presenting an argument dialectically among several writers and entering the discussion with your own view.
- Providing an illuminating account of a philosopher's argument(s) or contention(s)
- Interpreting a philosophic text in order to bring to light its argument or teaching
- Tracing the historical development of an idea that you analyze and evaluate

It is *not* acceptable to:

- Simply review several books or articles on a given topic
- Present different philosopher's claims or arguments and merely opt for one of them.

The Committee

The Qualifying Paper is evaluated by a committee consisting of three faculty members. The Director will be a faculty member agreed upon by the student, the Director of Graduate Studies (DGS), and the faculty member. The Second and Third Reader on the Committee will be assigned by the DGS in consultation with the Director.

The student is advised to make arrangements with the director of the paper about how the interchange between them shall work out as the composition of the paper progresses. Different professors may wish to do this in different ways. A general understanding between director and student should be reached before the summer vacation that precedes the year in which semester in which the paper is due. With the approval of the director, topics may be modified or changed.

Deadlines

The day two weeks before the last day of Spring semester classes is the target date for submitting a proposal for the Qualifying Paper to the DGS. For example, if the Qualifying Paper is due on October 1, 2019, the student should submit a proposal two weeks before the end of the Spring 2020 semester. The proposal should include a brief description of the project (at least several lines) and the name of the faculty member who has agreed to serve as director.

The Qualifying Paper must be submitted by October 1 during the student's third year (or second year if the student entered with a transferable MA degree).

It is expected that one or more drafts of the paper would have been submitted before the deadline and the final version would reflect responses to comments from members of the committee.

Evaluation

The members of the committee will evaluate the paper and independently submit to the DGS a judgment on it, with comments and justification for the judgment. Faculty must report grades for the Qualifying paper by November 15.

The original submission will be evaluated as "Pass," "Fail," or "Revise and Resubmit." Two "Fail" votes on the original submission results in a failed paper. Only one "Revise and Resubmit" or "Fail" vote is needed to force revisions, and in that case, the revised paper will be due on February 1. After that date a majority vote will decide whether the paper passes or fails. The final grade for the Qualifying Paper must be submitted by the faculty members by March 1.

A failed paper will result in dismissal from the doctoral program, subject to a review by the whole department.

The faculty committee members may not inform the student of his/her evaluation until the Director of Graduate Studies or the Philosophy Department faculty releases the information.

The Dissertation

Students should complete an "Admission to Candidacy" form to the DGS after completing all requirements but the dissertation.

Students should seek a dissertation supervisor and in consultation with that professor form a committee with two other faculty members.

Students must submit to the DGS the dissertation prospectus, along with a “Dissertation Prospectus Approval” form by October 1 of the 4th year (3rd year if the student entered with a transferable MA degree).

Students must submit to the DGS a dissertation chapter that shows significant progress beyond the Qualifying Paper by February 1 of the 4th year (3rd year if the student entered with a transferable MA degree).

Students must submit to the DGS an additional dissertation chapter that is different from the first one by February 1 of the 5th year (4th year if the student entered with a transferable MA degree).

For more information about graduation requirements see the Dissertation Guidelines at the Tulane Graduate Studies (https://liberalarts.tulane.edu/academics/graduate-studies/) website.

Annual Review

The Department will conduct an annual review at which faculty members review the progress of graduate students. The meeting will be held during the spring semester, typically around March 1, and at the meeting a warning might be issued to a student to either

1. end funding or
2. terminate a student from the program.

A student will be automatically dismissed from the program, subject to a review by the whole department, if

1. he or she failed the qualifying paper,
2. has a preponderance of B grades (or lower),
3. has two B- grades (or lower), or
4. a C+ grade (or lower) in their classes.

In addition, the department can vote to warn the student that

1. funding will be terminated or
2. the student will be dismissed from the program if – among other possible reasons –
   a. the student has three or more B grades (or lower),
   b. misses one of the deadlines stated above,

c. has a weak qualifying paper, or
d. shows insufficient progress in his or her dissertation.

The department has to state the cause for concern in the warning letter, and after being warned, students would have a semester to markedly improve their performance as well as present any evidence that might put their performance in a different light. Without this, the initial department vote would take effect after the semester is over, and either

1. the funding would be terminated, or
2. the student would be dismissed from the program.

Progress Requirements for Students Receiving External Fellowships

Students on a fellowship or leave for a year must show substantial evidence of work they have completed. This would typically be two chapters of the dissertation, or one chapter along with papers for publication or presentation, which should be submitted to the dissertation Director and Graduate Director. Further support in the program, such as continuation of the graduate stipend or adjunct teaching, will depend on meeting this requirement.

Summary of Deadlines

Coursework

September 1: all materials for any "Incomplete" grade from a course during the previous academic year are due

Qualifying Paper

- Two weeks before the last day of the Spring semester of the 2nd year (1st year if the student entered with a transferable MA): proposal for the Qualifying Paper due to the Director of Graduate Studies
- October 1 of the 3rd year (2nd year if the student entered with a transferable MA): Qualifying Paper due
- November 15: Faculty must report grades on the Qualifying Paper
- February 1 of the 3rd year (2nd year if the student entered with a transferable MA): revised Qualifying Paper due (if the original submission must be revised due to receiving one "Fail" grade or one or more "Revise and Resubmit" grades)
- March 1: Faculty must submit the final grade for the Qualifying Paper to the Director of Graduate Studies

Dissertation

- "Admission to Candidacy" form due to the Director of Graduate Studies upon the completion of all requirements for the Ph.D. except the Dissertation
- October 1 of the 4th year (3rd year if the student entered with a transferable MA): the Dissertation Prospectus, and a "Dissertation Prospectus Approval" form, due to the Director of Graduate Studies
- February 1 of the 4th year (3rd year if the student entered with a transferable MA): a Dissertation chapter that shows significant progress beyond the Qualifying Paper due to the Director of Graduate Studies
- February 1 of the 5th year (4th year if the student entered with a transferable MA): Additional Dissertation chapter due to the Director of Graduate Studies

Annual Review

- March 1: Annual Review of graduate students conducted by the faculty

Department of Political Science

Programs

Undergraduate

Majors

- Political Science Major (p. 267)
- Political Science/ International Development Major (p. 268)
- Political Science/ International Relations Major (p. 269)

Minors

- Political Science Minor (p. 268)
- Political Science/ International Development Minor (p. 269)

Graduate

- Political Science, MA (p. 270)
- Political Science, PhD (p. 271)

Political Science Major

Students majoring in political science are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflectional skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

Requirements

TO DECLARE A POLS, PSIR OR PSDV MAJOR and for information about undergraduate advising in Political Science, please go to: https://liberalarts.tulane.edu/departments/political-science/undergraduate-advising (https://liberalarts.tulane.edu/departments/political-science/undergraduate-advising/)

Please note, you cannot declare two political science majors. You must choose either POLS, PSIR or PSDV.

Course ID	Title	Credits
Required Courses		
POLS 2010	Scope/Methods Poli Sci	3
or PSDV 2010	Research Design and Methods for International Development	
Select at least three of the following:		9

POLA 2100	American Government (or a 4 or 5 on the A.P. American Government Exam)	
POLC 2300	Comparative Politics (or a 4 or 5 on the A.P. Comparative Politics Exam)	
POLI 2500	International Relations	
POLT 2700	Pol Thought In The West	
Statistics or Foreign Language Component		
Select one of the following:		3
MATH 1110	Probability & Statistics I (or other equivalent course) [1]	
Select one additional course (3 credits) beyond the SLA foreign-language requirements		
Electives		
Select at least six electives in political science [2]		18

[1] Political Science (POLS) majors who are double majors in Sociology or Psychology may satisfy this requirement through the successful completion of SOCI 3030 Intro To Research Design (3 c.h.), PSYC 3090 Univariate I & Lab (4 c.h.). Equivalent courses from other departments or schools may also satisfy this requirement for any student majoring in Political Science, as determined by the Department Chair or Undergraduate Studies Director.

[2] No more than four of these courses can be in any single subfield (POLA, POLC, POLI, POLT, or PSDV).

Pre-requisites

For all major tracks (POLS, POLI, & PSDV), students must have successfully completed POLS 2010 Scope/Methods Poli Sci (3 c.h.) **or** PSDV 2010 Research Design and Methods for International Development (3 c.h.) and the correlating introductory course in order to enroll in any course above the 3000-level. For example, students must complete POLA 2100 American Government (3 c.h.) in order to enroll in POLA 4000 or 6000-level courses. Faculty may choose to add other pre-requisites to any course and are encouraged to do so in any case in which they feel that doing so would improve student preparation for and performance in their own courses. Non-major juniors and seniors may enroll in courses at the 4000-level or above with the consent of the instructor. The Political Science department enforces all pre-requisites. Students must have successfully completed a pre-requisite the semester before registering for any class. The department reserves the right to drop students who are missing the pre-requisite from the course without notice.

Level of Coursework

- Students must successfully complete at least three courses at the 4000 or 6000 level.
  - An Honor's thesis in Political Science will count as one 4000-level elective
  - One Political Science independent study may count as a 4000-level elective but only if it is taken for 3 credits
- Students may count one Political Science internship course (POLS 4560 Internship (1,3 c.h.) Internship) toward the major requirements, however it will not count toward the three required 4000- or 6000-level electives.

Political Science Minor

Students minoring in political science are challenged to think creatively and analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflectional skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

Requirements

A minor in political science consists of six courses in political science, in at least two different subfields, with at least three courses at the 3000-level or above.

Political Science/ International Development Major

PSDV is the most inter-disciplinary Political Science major track. It focuses on the analysis of unequal political, social, and economic development around the world and what might be done to improve the livelihoods of people in the Global South as well as underprivileged communities in the United States. This track offers students an education firmly rooted in a social science framework that allows them to explore multiple meanings of international development. Coursework within the department introduces students to the history, theories, and methods of the field, allows them to deepen their knowledge of at least one world area (Latin America, Africa, Middle East, or Asia), and offers in-depth study of policy areas including poverty, migration, human rights, transitional justice, gender, foreign aid, food and agriculture, health, and environmental sustainability.

Majors are required to complete one level beyond minimum proficiency in a language other than English, as well as introductory macroeconomics and international political economy courses. In recognition of the interdisciplinary nature of international development, majors and minors must complete electives in other departments. Choices include courses in Anthropology, Architecture, Asian Studies, Communication, Evolutionary Biology, Earth Science, Economics, History, Philosophy, Public Health, Sociology, Social Work, and Theatre. The Department of Political Science strongly recommends that PSDV students take advantage of at least one study abroad opportunity while at Tulane. We also encourage students to seek relevant internship opportunities inside and outside of the United States.
This major prepares students to compete for Fulbright grants, study for professional and graduate degrees, and work for the U.S. government, international organizations, NGOs, foundations, and private firms.

Requirements

TO DECLARE A POLS, PSIR OR PSDV MAJOR and for information about undergraduate advising in Political Science, please go to: https://liberalarts.tulane.edu/departments/political-science/undergraduate-

advising (https://liberalarts.tulane.edu/departments/political-science/undergraduate-advising/)

Please note, you cannot declare two political science majors. You must choose either POLS, PSIR or PSDV.

Course ID	Title	Credits
Required Courses		
PSDV 2400	Intro to Internatl Development	3
One out of the following two:		
PSDV 2010	Research Design and Methods for International Development	3
POLS 2010	Scope/Methods Poli Sci	3
One out of the following two:		
POLC 2300	Comparative Politics	3
POLI 2500	International Relations	3
Choose One Course from the Following:		**3**
Any PSDV 3000- level course		
POLC 3200	African Politics	
POLC 3310	Politics of Central America	
POLC 3340	Middle East Comp Politics	
POLC 3350	Politics of Latin America	
POLC 3380	Asian Governments	
Economics Component		
ECON 1020	Introduction to Macroeconomics	3
POLI 3540	Internationl Political Economy	3,4
Foreign Language Component		
Students must complete one additional three-credit course beyond the SLA foreign-language requirements. Course must be taught in the target language.		3
Electives		
FIVE courses, at least TWO must be PSDV classes and at least TWO must come from outside of Political Science (see the approved list of classes in the checklist).		15

Pre-requisites

For all major tracks (POLS, POLI, & PSDV),students must have successfully completed POLS 2010 Scope/Methods Poli Sci (3 c.h.) and the correlating introductory course in order to enroll in any course above the 3000-level. For example, students must complete POLA 2100 American Government (3 c.h.) in order to enroll in POLA 4000 or 6000-level courses. Faculty may choose to add other pre-requisites to any course and are encouraged to do so in any case in which they feel that doing so would improve student preparation for and performance in their own courses. Non-major juniors and seniors may enroll in courses at the 4000-level or above with the consent of the instructor. The Political Science department enforces all pre-requisites. Students must have successfully completed a pre-requisite the semester before registering for any class. The department reserves the right to drop students who are missing the pre-requisite from the course without notice.

Level of Course Work

- Students must successfully complete at least three courses at the 4000 or 6000 level.
  - An Honor's thesis in Political Science will count as one 4000-level elective
  - One Political Science independent study may count as a 4000-level elective but only if it is taken for 3 credits
- Students may count one Political Science internship course (POLS 4560 Internship (1,3 c.h.) Internship) toward the major requirements, however it will not count toward the three required 4000- or 6000-level electives.

Political Science/ International Development Minor

Overview

PSDV is the most inter-disciplinary Political Science track. It focuses on the analysis of unequal political, social, and economic development around the world and what might be done to improve the livelihoods of people in the Global South as well as underprivileged communities in the United States. This track offers students an education firmly rooted in a social science framework that allows them to explore multiple meanings of international development. Coursework within the department introduces students to the history, theories, and methods of the field, allows them to deepen their knowledge of at least one world area (Latin America, Africa, Middle East, or Asia), and offers in-depth study of policy areas including poverty, migration, human rights, transitional justice, gender, foreign aid, food and agriculture, health, and environmental sustainability.

Requirements

A minor in political science with a concentration in international development (PSDV) consists of six courses, including PSDV 2400 Intro to Internatl Development (3 c.h.) and either ECON 1020 Introduction to Macroeconomics (3 c.h.) OR POLI 3450 Global War on Terrorism (3 c.h.), and four electives.

Course ID	Title	Credits
PSDV 2400	Intro to Internatl Development	3
ECON 1020	Introduction to Macroeconomics	3
or POLI 3540	Internationl Political Economy	
Select four electives *		12
Total Credit Hours		**18**

* **Rules for electives:**

- All of the electives must be 3000-level or above
- At least one must be PSDV
- At least one must be from another field of Political Science (POLA, PSIR, POLC, POLT)
- At least one must be from outside the department (contact department for approved list of electives)

Political Science/ International Relations Major

Students majoring in the political science major with the international relations concentration (PSIR) are challenged to think creatively and

analytically about historically and currently relevant topics. Through participation in lectures, seminars, internships, and independent studies, our students develop critical reasoning, communication, data analysis, and reflectional skills.

Many graduates go on to obtain advanced degrees in law, business, public policy, political science, and public administration. Others apply their degree to relevant career employment, pursuing work in political campaigns, lobbies, non-profit foundations, think tanks, corporations, public relations firms, news organizations, government, and international organizations.

Requirements

TO DECLARE A POLS, PSIR OR PSDV MAJOR and for information about undergraduate advising in Political Science, please go to: https://liberalarts.tulane.edu/departments/political-science/undergraduate-advising (https://liberalarts.tulane.edu/departments/political-science/undergraduate-advising/)

Please note, you cannot declare two political science majors. You must choose either POLS, PSIR or PSDV.

Course ID	Title	Credits
Required Course:		
POLS 2010	Scope/Methods Poli Sci	3
or PSDV 2010	Research Design and Methods for International Development	
Three Courses from the following:		**9**
POLA 2100	American Government (or a 4 or 5 on the A.P. American Government Exam)	
POLC 2300	Comparative Politics (or a 4 or 5 on the A.P. Comparative Politics Exam)	
POLI 2500	International Relations	
PSDV 2400	Intro to Internatl Development	
POLT 2700	Pol Thought In The West	
Economics Component [1]		
PSIR majors must successfully complete ONE of the following courses:		3
ECON 1020	Introduction to Macroeconomics	
POLI 3540	Internationl Political Economy	
ECON 3370	World Economy	
POLC 6110	Comparatv Political Econ	
Foreign Language Component		
Students must complete one additional three-credit course beyond the core profiency foreign-language requirement.		3
Electives [2]		
SIX courses, at least THREE of which must be in either International Relations (POLI) and/or Comparative Politics (POLC). Not more than FOUR of the electives may be in any single subfield (POLA, POLC, POLI, or POLT).		18
Total Credit Hours		**36**

1. A course in the political economy department (such as PECN 3040 Comp & Intl Pol Econ (3 c.h.)) that is approved by the political science department's director of undergraduate studies may also be considered. POLI 3540 Internationl Political Economy (3,4 c.h.) and POLC 6110 Comparatv Political Econ (4 c.h.) can count for either the Economics Component or an Elective but not both.
2. Not more than FOUR of the electives may be in any single subfield (POLA, POLC, POLI, PSDV or POLT).

Pre-requisites

For all major tracks (POLS, PSIR, & PSDV),students must have successfully completed POLS 2010 Scope/Methods Poli Sci (3 c.h.) or PSDV 2010 Research Design and Methods for International Development (3 c.h.) and the correlating introductory course in order to enroll in any course above the 3000-level. For example, students must complete POLA 2100 American Government (3 c.h.) in order to enroll in POLA 4000 or 6000-level courses. Faculty may choose to add other pre-requisites to any course and are encouraged to do so in any case in which they feel that doing so would improve student preparation for and performance in their own courses. Non-major juniors and seniors may enroll in courses at the 4000-level or above with the consent of the instructor. The Political Science department enforces all pre-requisites. Students must have successfully completed a pre-requisite the semester before registering for any class. The department reserves the right to drop students who are missing the pre-requisite from the course without notice.

Level of Course Work

- Students must successfully complete at least three courses at the 4000 or 6000 level.
  - An Honor's thesis in Political Science will count as one 4000-level elective
  - One Political Science independent study may count as a 4000-level elective but only if it is taken for 3 credits
- Students may count one Political Science internship course (POLS 4560 Internship (1,3 c.h.) Internship) toward the major requirements, however it will not count toward the three required 4000- or 6000-level electives.

Political Science, MA

***The MA in Political Science is not available for external admission. Only students admitted to the PhD program in Political Science may pursue the MA in Political Science.**

Political science has a rich history at Tulane, which is where the American Political Science Association was founded in 1903. Today, our MA program prepares students to ask innovative questions, conduct independent research, and become effective teachers. In training students, we emphasize the importance of mastering methodology and research design and using those tools to analyze how political phenomena develop around the world. Our faculty has broad expertise – the department consists of scholars who study domestic and international politics, in relation to the United States and the countries of Latin America, Africa, Europe, and Asia.

The substantive concerns that motivate the research of our faculty and students consist of the politics of inclusion and exclusion; the consequences of inequality; obstacles to sustainable development; international trade, cooperation, and conflict; the protection of human rights; and the foundations of durable authoritarianism. Those thematic research foci intersect in multiple ways and jointly contribute to informing our understanding of some of the most pressing global

concerns of our times. The department is methodologically diverse and inclusive of different approaches to the study of politics.

Requirements

The MA requirements include 30 credits of coursework (taken over two years), which are to be distributed as follows:

Course ID	Title	Credits
Five Courses in Scope and Methods/Research Skills		**15**
POLS 7111	Scope & Methods for Poli Sci	
POLS 7112	Quantitative Methods I	
POLS 7113	Qualitative Methods II	
POLS 7114	Qualitative Methods	
POLS 7116	Dissertation Prospectus Seminar	
One Course in American Politics or Theory		**3**
Field Seminars		**6**
POLS 7752	Special Topics	
POLS 7910	Research	
Two Electives in the Department		**6**
Mandatory Political Science Seminar Attendance (One Year)		**0**
Thesis Research		
POLS 9980	Masters Research	0
Total Credit Hours		**30**

Political Science, PhD

Political science has a rich history at Tulane, which is where the American Political Science Association was founded in 1903. Today, our PhD program prepares students to ask innovative questions, conduct independent research, and become effective teachers. In training students, we emphasize the importance of mastering methodology and research design and using those tools to analyze how political phenomena develop around the world. Our faculty has broad expertise – the department consists of scholars who study domestic and international politics, in relation to the United States and the countries of Latin America, Africa, Europe, and Asia.

The substantive concerns that motivate the research of our faculty and students consist of the politics of inclusion and exclusion; the consequences of inequality; obstacles to sustainable development; international trade, cooperation, and conflict; the protection of human rights; and the foundations of durable authoritarianism. Those thematic research foci intersect in multiple ways and jointly contribute to informing our understanding of some of the most pressing global concerns of our times. The department is methodologically diverse and inclusive of different approaches to the study of politics.

Requirements

The PhD requirements include 48 credits of coursework; passing comprehensive exams; developing a dissertation prospectus; and defending a dissertation. The 48 credits of required coursework are to be distributed as follows:

Course ID	Title	Credits
Required POLS Courses		**15**
POLS 7111	Scope & Methods for Poli Sci	
POLS 7112	Quantitative Methods I	
POLS 7113	Qualitative Methods II	
POLS 7114	Qualitative Methods	
POLS 7116	Dissertation Prospectus Seminar	
One Course in American Politics or Theory		**3**
Field Seminars		**6**
POLS 7752	Special Topics	
POLS 7910	Research	
Five 6000 or 7000 Level POLS Electives		**15**
At Least Two Courses in Field 1 (Comparative or IR)		
Two Courses in Field 2 (Comparative or IR)		
No More Than Three Electives Outside POLS [1]		**9**
Attendance at POLS Seminar for One Year		**0**
Dissertation Research		
POLS 9990	Dissertation Research	
Total Credit Hours		**48**

[1] Language courses may be taken only with the approval of the Director of Graduate Studies.

Exams

During their fifth semester, students will take qualifying exams in the two areas of substantive concentration, one in their first field and another in their second field or in Methods. The first field can be either Comparative Politics (with International Relations being the second field) or International Relations (with Comparative Politics being the second field). Exams will be written and by the end of the sixth semester both exams must be passed.

Teaching

During their graduate training, students may be required to teach for at least two semesters, at least one of which will be an introductory course in Comparative Politics, International Relations, or Scope and Methods.

Dissertation

Dissertation committees will include three or, at most, four professors, with a chairperson from Political Science. With the approval of the committee chair, student may add one member outside of the Political Science Department (or outside Tulane). Students are required to take the Professional Skills Seminar and to begin dissertation prospectus preparation during their fifth semester; and, by the end of their third year, students will present a written prospectus for dissertation research and conduct an oral defense before their committee. On defending their prospectus, students will advance to candidacy, and will have three years in which to complete their dissertation.

Department of Sociology

Programs

Undergraduate

Major

- Sociology Major (p. 272)

Minor

- Sociology Minor (p. 272)

Sociology Major

Welcome to the Department of Sociology at Tulane University. Sociology is the study of social life, social change, and the social causes and consequences of human behavior.

Tulane Sociologists use a variety of theoretical approaches and research methods to investigate the structure and processes of groups, organizations, and societies, and how people interact within these various contexts.

Tulane Sociologists are committed to excellence in teaching, research, and service. We provide undergraduate and graduate students with exceptional opportunities to learn valuable, life-long transferable skills in critical thinking, data collection, data analysis, and communicating research to a public audience.

Requirements

To major in sociology a student must complete a minimum of 27 credits (nine three-credit courses) taken from courses offered by the department.

Course ID	Title	Credits
Select one 1000- level course		3
SOCI 2010	Foundations of Sociology	3
SOCI 3030	Intro To Research Design	3
SOCI 3040	Social Statistics	3
SOCI 3220	Social Theory	3
Select three 6000- level courses		9
Select one course at the 1000-2990 or 4000-6990 level		3
Total Credit Hours		**27**

Additional courses from other departments in the social sciences group are to be selected in consultation with the major adviser.

Sociology Minor

Welcome to the Department of Sociology at Tulane University. Sociology is the study of social life, social change, and the social causes and consequences of human behavior.

Tulane Sociologists use a variety of theoretical approaches and research methods to investigate the structure and processes of groups, organizations, and societies, and how people interact within these various contexts.

Tulane Sociologists are committed to excellence in teaching, research, and service. We provide undergraduate and graduate students with exceptional opportunities to learn valuable, life-long transferable skills in critical thinking, data collection, data analysis, and communicating research to a public audience.

Requirements

A minor in sociology consists of at least five three-credit courses (15 credits).

Course ID	Title	Credits
Select one 1000-level course		3
SOCI 2010	Foundations of Sociology	3
SOCI 3030	Intro To Research Design	3
SOCI 3220	Social Theory	3
Select one course at the 1000-2990 or 4000-6990 level		3
Total Credit Hours		**15**

Note: None of the courses taken in fulfillment of the sociology minor may be used to fulfill the requirements of other majors or minors.

Department of Spanish and Portuguese

Programs

Undergraduate

Majors

- Portuguese Coordinate Major (p. 272)
- Spanish and Portuguese Major (p. 273)
- Spanish Major (p. 274)

Minors

- Portuguese Minor (p. 273)
- Spanish Minor (p. 275)

Graduate

- Spanish and Portuguese, MA (p. 273)
- Spanish and Portuguese, PhD (p. 274)
- Spanish, MA (p. 275)

Portuguese Coordinate Major

Overview

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

Students majoring in Portuguese must complete ten courses (30 credits) beyond the 2000 level. All majors must take at least three 6000-level courses except for Junior Year Abroad students, who are required to take two 6000-level courses in the department. The Portuguese Major is classified as a coordinate major, meaning that it must be paired with a separate primary major (for example, Latin American Studies, Public Health, etc) and cannot be taken as a student's sole major. Students complete their writing intensive requirement and service learning requirement through the primary major.

Portuguese Minor

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

A minor in Portuguese consists of 15 credits above the 2000 level, at least one of which must be at the 6000 level. The courses should be selected in consultation with the major adviser and according to the interest of the student, whether in language, literature and culture, or a combination.

Spanish and Portuguese Major

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

Students pursuing the joint major in Spanish and Portuguese must complete 34 credits (eleven courses) to be distributed as follows:

Course ID	Title	Credits
3000-Level		
Select any two 3000-level courses in Spanish		6
Select any two 3000-level courses in Portuguese		6
4000-Level		
SPAN 4060	Hispanic Literary Foundations	3
Select any other 4000-level course in Spanish		3
Select any two 4000-level courses in Portuguese		6
6000-Level		
Select any 6000-level course in Spanish		3
Select any 6000-level course in Portuguese		3
SPAN 6850	Senior Seminar	4
Total Credit Hours		**34**

All courses in the major must be taken in sequence, although two sequential classes may be taken simultaneously. Students may not receive credit for courses taken out of sequence.

DOUBLE MAJORS

Double majors must complete 31 credits (ten courses + writing intensive) in the Spanish and Portuguese joint major, with a reduction of one 6000-level course. Double majors may receive credit for one course taught in English, not to be counted above the 4000 level.

Spanish and Portuguese, MA

We do not offer a stand-alone M.A. degree in Spanish or Spanish and Portuguese. Only undergraduate majors at Tulane may apply to the 4+1 M.A. Degree Program which allows them to earn the M.A. degree in Spanish or the joint M.A. degree in Spanish and Portuguese in one year. This program is ideally suited to students interested in deepening their knowledge of Hispanic or Luso-Brazilian literature and cultural studies before attending professional school or going on to pursue any of the many careers today for which expertise in Spanish and Portuguese cultures and languages is an asset. Many students enrolled in this program also pursue a teaching certificate through Tulane's Education Program (https://teacher.tulane.edu/).

Applying

Interested students must complete an online application form available through the Office of Graduate Programs of Tulane's School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/). They must also submit a statement of purpose and two letters of recommendation, at least one of which should be from a professor in the Department of Spanish and Portuguese. The annual application deadline is January 10.

Requirements

Undergraduate Component

By the end of the junior year, candidates should have completed all Newcomb-Tulane distribution requirements for the B.A. degree, and all "core" requirements for the Spanish or joint Spanish and Portuguese major. In addition, candidates are required to have a minimum cumulative GPA of 3.25 in the major by the close of the junior year. By the end of the senior year, candidates will have completed all requirements for the B.A. degree in Spanish or Spanish and Portuguese. This includes 10 semester hours of graduate (6000 level) courses (3 courses + 1 writing intensive credit).

Fifth (Graduate) Year

In the fifth year, 21 semester hours of graduate (6000 or 7000 level) courses will be completed in the Department of Spanish and Portuguese, for a combined total of 31 semester hours of graduate courses. Subject to departmental approval, three semester hours (one course) toward the graduate degree can be taken in another graduate department or school (e.g. English, French, Women Studies, ADST, Communications). There is no thesis requirement or comprehensive exam.

Spanish and Portuguese, PhD

Tulane University is home to one of the country's leading Ph.D. programs in Spanish and Portuguese. Our faculty consists of nationally and internationally recognized scholars and teachers in the literatures and cultures of Spain, Portugal, Northern Africa, Spanish America, Brazil, and Lusophone Africa, in addition to linguistics. Tulane's Howard-Tilton Library contains extensive holdings that support our respective fields, including the Latin American Library (http://lal.tulane.edu/), one of the largest collections of its kind in the United States. Tulane is also home to the Stone Center for Latin American Studies (http://stonecenter.tulane.edu/), a renowned center of comparative and interdisciplinary study on Latin America, which has also been a generous source of research support for Tulane graduate students.

The goal of the Ph.D. program is to prepare students to become scholars and teachers of the highest quality. Alongside their coursework (see our recent course offerings page (https://liberalarts.tulane.edu/spanish-portuguese/academics/courses/)), graduate students participate in an extensive teaching and pedagogy development, which entails taking a course in modern language pedagogy and teaching at most one course per semester in the department's basic language and literature curriculum. Additionally, the department offers a yearly course on grant writing, the academic job market, and other key topics of professional development. Our Ph.D.'s (https://liberalarts.tulane.edu/departments/spanish-portuguese/recent-graduate-alumni/) have consistently obtained tenure-track appointments at leading colleges and universities in the United States and abroad.

All students in the graduate program are admitted to the combined M.A./Ph.D. track and receive a tuition waiver and five years of stipend support. After year one, students teach one course per semester. All students admitted take the M.A. exam, normally in the spring semesters of year two. Those who enter the program with an outside M.A. in Spanish and/or Portuguese literature have the option of taking the M.A. exam in the spring semester of year one and beginning the Ph.D. phase of the program in year two. All students are eligible for a full dissertation writing fellowship in the final fifth year of study. If funding is needed beyond year five, the School of Liberal Arts offers a limited number of Dissertation Completion Fellowships on a competitive basis to qualified students nominated by their department.

Applying

Applications are made online through the Office of Graduate Programs of Tulane's School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/). The annual application deadline is January 10. The following are required: complete application form, TOEFL scores for foreign students, academic transcripts, statement of purpose, and three letters of recommendation (in English, Spanish, or Portuguese). In addition to the materials required by the School of Liberal Arts, applicants must submit a sample of academic writing in Spanish or Portuguese.

In addition, see the Department's page on Frequently Asked Questions (https://liberalarts.tulane.edu/) about graduate admission. Further questions may be directed to the Department of Spanish and Portuguese (spanportgrad@tulane.edu).

We look forward to your application!

Requirements

- Course work: 17 courses in total (51 credits), including SPAN 6010 Method Tchg Span & Port (3 c.h.) and 4 7000-level seminars, including SPAN 7960 Ph.D Prep & Professional Dev (3 c.h.). A select number of courses may be taken outside the department, with permission of the faculty.
- M.A. comprehensive exam: based on reading lists in four areas (https://liberalarts.tulane.edu/departments/spanish-portuguese/academics/graduate/graduate-ma-reading-lists/) in Spanish (Medieval and Early Modern Iberian; Modern Spanish Peninsular; Colonial and 19th-Century Latin American; Contemporary Latin American) and/or Portuguese (Luso-Brazilian Literature to 1822; Luso-Brazilian Literature 1822-1922; Luso-Brazilian Literature 1922-1968; Luso-Afro-Brazilian Literature 1968-present)
- Reading proficiency in two foreign languages in addition to the language of specialization
- Ph.D. qualifying exam: Based on customized reading lists in one major area of specialization and two minor areas
- Dissertation prospectus
- Dissertation and final defense

For further information on the expectations of the program, see the Spanish and Portuguese Graduate Student Handbook (https://liberalarts.tulane.edu/academics/graduate-studies/resources/).

Spanish Major

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

The major in Spanish consists of 34 credits (11 courses + writing intensive) to be distributed in the following manner:

Course ID	Title	Credits
3000-Level (3 courses, 9 credits)		
Select one of the following four courses:		3
SPAN 3040	Spanish Grammar and Writing [1]	
SPAN 3050	Spanish Grammar & Writing Business	
SPAN 3060	Spanish Grammar & Writing Medical Profession	
SPAN 3080	Spanish Grammar and Writing for the Legal Professions	
Select one of the following three courses:		3
SPAN 3130	Introduction to Latin American Cultures	
SPAN 3240	Intro to Spanish Culture	
SPAN 3350	Intro Topics Hispanic Cultures	
Select one of the following two courses:		3
SPAN 3270	Span & Lat Amer Lit & Cultures	

SPAN 3280	Spanish & Lat Amer Lit & Film	
4000-Level (5 courses, 15 credits)		
SPAN 4060	Hispanic Literary Foundations [2]	3
Select any 4 courses at the 4000-level [3]		12
6000-Level (3 courses + writing intensive, 10 credits)		
Select any 2 courses at the 6000-level		6
SPAN 6850	Senior Seminar	4
Total Credit Hours		**34**

1. SPAN 3040 Spanish Grammar and Writing (3 c.h.) is a prerequisite for all other 3000 level courses; it may be taken in the same semester as other 3000 level courses.
2. SPAN 4060 Hispanic Literary Foundations (3 c.h.) is a prerequisite for all other courses at the 4000-level and above. This course may be taken simultaneously with the last 3000-level course or any other 4000-level course.
3. Pending approval, relevant internships may count as a one credit elective but do not count towards the major or minor.

Sequence of Courses

All courses in the major must be taken in sequence, although two sequential classes may be taken simultaneously (except 3040 or 3050 or 3060 which are prerequisites for other courses at 3000 level).

Students may not receive credit for courses taken out of sequence.

Double Majors

Double majors must complete 31 credits (10 courses + writing intensive) in the Spanish major, with a reduction of one 6000-level course. Majors may receive credit for one course taught in English.

Native and Heritage Speakers

Native speakers of Spanish begin the major with SPAN 4060. Additionally, they complete any seven courses at the 4000 level, as well as the three requirements at the 6000 level.

Native speakers complete the *minor* with SPAN 4060, plus five additional 4000-level courses.

Native speakers may not enroll in courses at the 3000 level.

Heritage speakers of Spanish must meet with the Director of Undergraduate Studies to determine their placement in the program.

Spanish Minor

The Department of Spanish and Portuguese is dedicated to the study of languages, literatures, and cultures of Latin America and the Iberian Peninsula. Our department offers a wide variety of undergraduate classes, from basic language instruction in Spanish and Portuguese to upper-level courses in literature, culture, and film. Undergraduates may pursue majors and minors in Spanish and Portuguese, or a Joint Major in Spanish and Portuguese.

Requirements

The Spanish minor consists of 18 credits (six courses), which are constituted by the 3 sections below, plus any other three 4000-level courses. Students are encouraged, but not required, to take SPAN 4060. Minors may not receive credit for courses taught in English.

Course ID	Title	Credits
Select one of the following three courses:		3
SPAN 3040	Spanish Grammar and Writing	
SPAN 3050	Spanish Grammar & Writing Business	
SPAN 3060	Spanish Grammar & Writing Medical Profession	
Select one of the following three courses		3
SPAN 3130	Introduction to Latin American Cultures	
SPAN 3240	Intro to Spanish Culture	
SPAN 3350	Intro Topics Hispanic Cultures	
Select one of the following two courses		3
SPAN 3270	Span & Lat Amer Lit & Cultures	
SPAN 3280	Spanish & Lat Amer Lit & Film	
Elective		
Select any three courses of 4000 level [1]		9
Total Credit Hours		**18**

1. Pending approval, relevant internships may count as a one credit elective but do not count towards the major or minor.

Spanish, MA

We do not offer a stand-alone M.A. degree in Spanish or Spanish and Portuguese. Only undergraduate majors at Tulane may apply to the 4+1 M.A. Degree Program which allows them to earn the M.A. degree in Spanish or the joint M.A. degree in Spanish and Portuguese in one year. This program is ideally suited to students interested in deepening their knowledge of Hispanic or Luso-Brazilian literature and cultural studies before attending professional school or going on to pursue any of the many careers today for which expertise in Spanish and Portuguese cultures and languages is an asset. Many students enrolled in this program also pursue a teaching certificate through Tulane's Education Program (https://teacher.tulane.edu/).

Applying

Interested students must complete an online application form available through the Office of Graduate Programs of Tulane's School of Liberal Arts (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/). They must also submit a statement of purpose and two letters of recommendation, at least one of which should be from a professor in the Department of Spanish and Portuguese. The annual application deadline is January 10.

Requirements

Undergraduate Component

By the end of the junior year, candidates should have completed all Newcomb-Tulane distribution requirements for the B.A. degree, and all "core" requirements for the Spanish or joint Spanish and Portuguese major. In addition, candidates are required to have a minimum cumulative GPA of 3.25 in the major by the close of the junior year. By the end of the senior year, candidates will have completed all requirements for the B.A. degree in Spanish or Spanish and Portuguese.

This includes 10 semester hours of graduate (6000 level) courses (3 courses + 1 writing intensive credit).

Fifth (Graduate) Year

In the fifth year, 21 semester hours of graduate (6000 or 7000 level) courses will be completed in the Department of Spanish and Portuguese, for a combined total of 31 semester hours of graduate courses. Subject to departmental approval, three semester hours (one course) toward the graduate degree can be taken in another graduate department or school (e.g. English, French, Women Studies, ADST, Communications). There is no thesis requirement or comprehensive exam.

Department of Theatre and Dance

Programs

Undergraduate

Majors

- Dance, BA (p. 276)
- Dance, BFA (p. 277)
- Theatre, BA (p. 281)
- Theatre, BFA (p. 282)

Minor

- Theatre Minor (p. 281)

Graduate

- Interdisciplinary Dance Performance, MFA (p. 278)
- Theatre Design and Production, MFA (p. 279)

Dance, BA

The Bachelor of Arts Dance curriculum focuses on development of technical abilities, and choreographic skill, with dance related electives. The program strives to unite academic and artistic inquiry with dance related courses and cross-over course work, as applicable, in other disciplines**. Once admitted to Tulane, students may audition for the BA program during the Fall semester each year.**

Requirements

Curriculum

Requires a minimum of 35 credit hours.

Note: Audition is required for the BA. Auditions for current Tulane students are held every year in the fall semester.

Course ID	Title	Credits
Core Courses		**18**
DANC 2010	Performance I	
DANC 2520	Dance Composition II	
DANC 3520	Dance Composition III	
DANC 3550	Laban Movement Studies (with S/L)	
DANC 4600	Choreography & Media	
DANC 4730	Dance History: The History of Ballet and Modern Dance	
Dance Technique [1, 2]		**12**
Ballet [3]		
Modern [3]		
Jazz (optional) [4]		
Electives Menu 1 - Select 2 Courses		**2**
THEA 3311	Scene Shop Practicum	
THEA 3312	Costume Shop Practicum	
THEA 3313	Running Crew Practicum	
Electives Menu 2 - Select 1 Course		**3**
DANC 3240	US/Caribe Social Dance	
DANC 4650	Senior Choreographic Project (Senior Standing required)	
DANC 4810	Special Topics	
DANC 4900	Building Comm Thru Arts (with S/L)	
DANC 6553	Philanthropy and Social Change	
or SLAM 3060	Philanthropy and Social Change	
THEA 6552	Performing Arts Management	
THEA 6550	Stage Management	
THEA 6580	Producing	
DANC/THEA Elective Approved by Faculty		
Total Credit Hours		**35**

1 BA Dance majors must achieve Level III in either ballet or modern dance and Level IV in the other dance style (ballet or modern) to fulfill the degree requirements for graduation.

2 Students will be evaluated at the end of each academic year. Dance majors must continue to be enrolled in technique classes through graduation. For the BA dance candidate, the maximum number of dance technique credits that may count toward the 120 hours needed for graduation is 24 credits.

3 A minimum of two semesters of ballet and a minimum of two semesters of modern dance are required.

4 Two semesters of Level III or Level IV jazz will be accepted toward the dance technique requirement.

* **Repeatability of Courses:**

Technique Courses:

- Level I is repeatable 2 times
- Level II is repeatable 4 times
- Level III is repeatable 6 times
- Level IV is repeatable 8 times

Practicum Courses:

- THEA 3311 Scene Shop Practicum (1 c.h.),THEA 3312 Costume Shop Practicum (1 c.h.), and THEA 3313 Running Crew Practicum (1 c.h.) are repeatable 2 times.

Dance Technique Options

Course ID	Title	Credits
DANC 3800	Contemporary Dance III	2
DANC 3820	Ballet III	2
DANC 3830	Intensive Contemporary Dance III	3
DANC 3840	Intensive Ballet III	3

DANC 3950	Jazz Dance III	2
DANC 4800	Contemporary Dance IV	2
DANC 4820	Ballet IV	2
DANC 4830	Intensive Contemporary Dance IV	3
DANC 4840	Intensive Ballet IV	3
DANC 4950	Jazz Dance IV	2

Movement Arts Track[1]

Requires a minimum of 35 credit hours.

Note: Audition is required for the BA. Auditions for current Tulane students dare held every year in the fall semester.

Course ID	Title	Credits
Core Course		**18**
DANC 2010	Performance I	
DANC 2520	Dance Composition II	
DANC 3520	Dance Composition III	
DANC 3550	Laban Movement Studies (with S/L)	
DANC 4600	Choreography & Media	
DANC 4730	Dance History: The History of Ballet and Modern Dance	
Dance Technique [2]		**12**
Ballet [3]		
Modern [3]		
Jazz (optional)		
Electives Menu 1 - Select 2 Courses		**2**
THEA 3311	Scene Shop Practicum	
THEA 3312	Costume Shop Practicum	
THEA 3313	Running Crew Practicum	
Electives Menu 2 - Select 1 Course		**3**
DANC 2020	Performance II	
DANC 3240	US/Caribe Social Dance	
DANC 4650	Senior Choreographic Project (Senior Standing required)	
DANC 4810	Special Topics	
DANC 4900	Building Comm Thru Arts (with S/L)	
THEA 6330	Fundamentals of Lighting	
DANC 6553	Philanthropy and Social Change	
THEA 6552	Performing Arts Management	
THEA 6550	Stage Management	
THEA 6580	Producing	
DANC/THEA Elective Approved by Faculty		
Total Credit Hours		**35**

1 BA Movement Arts students must achieve a Level II standing or above for graduation.

2 For the BA Movement Arts track, students will be evaluated at the end of each academic year. Movement Arts students must continue to be enrolled in technique classes through graduation. The maximum number of dance technique credits that may count toward the 120 hours needed for graduation is 24 credits.

3 A minimum of two semesters of ballet and a minimum of two semesters of modern dance are required.

* **Repeatability of Courses:**

Technique Courses:

- Level I is repeatable 2 times
- Level II is repeatable 4 times
- Level III is repeatable 6 times
- Level IV is repeatable 8 times

Practicum Courses:

- THEA 3311 Scene Shop Practicum (1 c.h.),THEA 3312 Costume Shop Practicum (1 c.h.), and THEA 3313 Running Crew Practicum (1 c.h.) are repeatable 2 times.

Dance Technique Options

Course ID	Title	Credits
DANC 1910	African Dance I (as prerequisite for African Dance II)	2
DANC 1920	Brazilian Dance (Only Level I offered)	2
DANC 2810	Tap Dance II	2
DANC 2910	African Dance II	2
DANC 2930	Ballet II	2
DANC 2950	Jazz Dance II	2
DANC 2970	Contemporary Dance II	2
Level III (2) and Level IV (2) classes by placement.		2

Dance, BFA

The B.F.A. curriculum in dance emphasizes professional level training within a liberal arts setting while focusing on the development of technical abilities, choreographic skill, teaching methods, dance technology, movement studies, the study of dance history, and other dance related courses. The program strives to unite academic and artistic inquiry with a wide range of course offerings in both practice and research. **Invited auditions in sophomore year.**

Requirements

The major requires 57 credits as follows:

Note: Auditions are required for the BFA degree. Candidates audition in the spring semester of their sophomore year. They may audition for the BA in their first year. BA auditions are held every year in the fall semester.

Course ID	Title	Credits
Major Courses		
DANC 2010	Performance I	3
DANC 2520	Dance Composition II	3
DANC 3520	Dance Composition III	3
DANC 3550	Laban Movement Studies (with S/L)	3
DANC 4580	Dance Company (Four Semesters)	4
DANC 4600	Choreography & Media	3
DANC 4730	Dance History: The History of Ballet and Modern Dance	3 to 4

DANC 4900	Building Comm Thru Arts (with S/L)	3
Elective Course Options: Menu 1, Select 2 of the following:		**2**
THEA 3311	Scene Shop Practicum	
THEA 3312	Costume Shop Practicum	
THEA 3313	Running Crew Practicum	
Elective Course Options: Menu 2, Select 2 of the following:		**6**
DANC 4650	Senior Choreographic Project	
DANC 4810	Special Topics	
DANC 4990	Honors Thesis	
DANC 5000	Honors Thesis	
DANC 3240	US/Caribe Social Dance	
DANC 6553	Philanthropy and Social Change	
THEA 6550	Stage Management	
THEA 6552	Performing Arts Management	
DANC/THEA elective approved by faculty		
Dance Technique		
Select 23 credits		23
Total Credit Hours		**56-57**

Dance Technique

Students must achieve level IV in either ballet or modern dance technique and level III in the other in order to graduate and will be evaluated at the end of each academic year. Students who demonstrate proficiency at the technique level III in modern dance or ballet (DANC 3830 Intensive Contemporary Dance III (3 c.h.), DANC 3840 Intensive Ballet III (3 c.h.)) will be place at level IV (DANC 4830 Intensive Contemporary Dance IV (3 c.h.), DANC 4840 Intensive Ballet IV (3 c.h.)). Each of these courses may be repeated for credit. Dance majors must continue to be enrolled for credit in ballet and modern dance through graduation. BFA candidates are required to enroll in both Intensive Modern Dance (4-day) and Intensive Ballet (4-day) each semester at their proper level III or IV. For the BFA candidate, the maximum number of dance technique credits that may be counted toward the 120 credit hours for graduation is 30 credits.

Course ID	Title	Credits
Ballet and Modern Dance		
DANC 3800	Contemporary Dance III	2
DANC 3820	Ballet III	2
DANC 3830	Intensive Contemporary Dance III	3
DANC 3840	Intensive Ballet III	3
DANC 4800	Contemporary Dance IV	2
DANC 4820	Ballet IV	2
DANC 4830	Intensive Contemporary Dance IV	3
DANC 4840	Intensive Ballet IV	3
Jazz Technique		
DANC 3950	Jazz Dance III	2
or DANC 4950	Jazz Dance IV	
Dance Technique Elective		
Select one of the following:		2
DANC 1810	Tap Dance I	
DANC 2810	Tap Dance II	
DANC 3810	Tap Dance III	
DANC 1910	African Dance I	
DANC 1920	Brazilian Dance	
DANC 2910	African Dance II	

Interdisciplinary Dance Performance, MFA

Through the lens of movement and performance making, the Interdisciplinary Dance Performance (IDP) MFA program is envisioned to provide graduate opportunities for scholarly investigation in diverse disciplines that directly link to creative practice and performance making. The program is designed to create performance practitioners who understand the intellectual ramifications of their work and scholars who understand the practical applications of their theories. That is , the research in any given discipline will be source material for the creative work and creative work will illuminate and integrate research.

Requirements

Course ID	Title	Credits
DANC 6010	Creative Projects and Movement Practice (taken 5 times)	3
DANC 6210	Sem I: Text & Movement Studies	3
DANC 6220	Seminar II: Dance and Performance Topics	3
DANC 6410	Choreography & Media	3
DANC 6550	Laban Movement Studies	3
DANC 7900	Management / Portfolio	3
DANC 7990	MFA Thesis Project I - Production	3
DANC 7991	MFA Thesis Project II - Analysis	3
DANC/THEA Special Topics, Independent, or approved elective Study		3
Interdisciplinary: 6 or 7 (3-credit) courses from non-dance department		18
Total Credit Hours:		57 minimum (63 maximum)

Curriculum Timetable, Interdisciplinary Dance Performance (IDP) MFA, 3 years

Summary:

- DANC 6010, Creative Projects and Movement Practice (3 credits per semester) to be taken 5-6 semesters = 15-18 credits
- Dance Specific Courses = 24 credits
- 6-7 interdisciplinary 3-credit classes (18-21 credits)
  Total credits: 57 minimum
- First Year: Creative Projects and Movement Practice, Seminar I, Laban Movement Studies, Choreography and Media, Interdisciplinary Courses, Work/Study in design shops, choreography for undergraduates, or dance program assistance each semester.
- Second Year: Creative Projects and Movement Practice, Seminar II, Management /Portfolio in spring, Interdisciplinary Course(s),

Work/Study teaching undergraduates, or choreography for undergraduates, or dance program assistance, and thesis proposal in the spring semester.

- Third Year: Creative Projects and Movement Practice, Interdisciplinary Course(s), Work/Study teaching undergraduates or dance program assistance, Thesis Project I – Production: preparation and production in fall semester, including undergraduate students as performers. Thesis Project II-Analysis: Written thesis, thesis defense, and graduation in spring.

Total – 57 minimum credits. (Including interdisciplinary courses)

Interdisciplinary courses to be coordinated with respective departments by MFA student and/or DGS of IDP MFA. Summary of Interdisciplinary courses is due to DGS of IDP MFA at end of each semester for dance faculty, outlining courses completed and relationship to IDP MFA.

Theatre Design and Production, MFA

The Master of Fine Arts degree in Design at Tulane University offers an in-depth study of theatrical design areas with an emphasis on preparing the student for a career in the professional theatre or as a teacher of a specialized field at the university level. Applicants to the program must have completed an undergraduate degree in theatre or have had equivalent training and experience.

The Master of Fine Arts degree in Design places concentration and emphasis on design as a collaborative process with equal emphasis on technical and creative skills as learned both through classwork and practical production.

The program is a three-year program. Two and a half years are spent in residence and one semester of the third year in an internship with a professional theatre. Students with an MA in design or production may, at the discretion of the faculty, complete their degree sooner. Normally, 48 hours of course work are required for completion of the degree. In addition, twelve hours are earned with the internship assignment and a thesis production.

It is the philosophy of the design faculty that the design process is best taught through the realization of designs in actual production situations. Each year, the Department of Theatre and Dance provides a number of opportunities for such realized design projects. The department produces three to four mainstage productions and one dance concert each year directed by faculty or guest directors. Students in design and technical direction are assigned to these projects as their skills develop. The Third Year Thesis Project becomes the culmination of a number of realized projects. The selection of this production is intended to provide a showcase of each student's talents and skill. Each student's work is reviewed by the faculty on a semester-to-semester basis.

Admission

Admission to the MFA Design program is highly selective and only a small number of candidates are selected every other year. This ensures each student considerable production experience as well as continual one-on-one contact with Theatre Design faculty. Prospective applicants are referred to the Graduate Program in the School of Liberal Arts for application materials and a catalog outlining further requirements and deadlines.

Please note that while the university states a February 1 application deadline, the department extends its deadline past that date as we traditionally recruit at USITT in March. Admission to the program is based primarily on consideration of the candidate's academic ability as evidenced by his/her undergraduate GPA, previous theatre experience, and portfolio. The GRE is no longer required.

Ideally, the design faculty would like the opportunity to look at the applicant's portfolio during an interview. However, if an interview is not possible, the department will request that the applicant send a portfolio of representative work for review. Please do not send your portfolio with your application; wait until it is requested by the department.

Areas of Specialization

Tulane University Theatre Department offers Scene Design, Costume Design, Lighting Design, and Technical Direction as areas of specialization within the framework of the Master of Fine Arts Degree.

An MFA in Design candidate must select one of these areas of concentration and is urged to select a secondary area of specialization as well.

An MFA student is required to take all courses stipulated as core courses for a major in design. In addition, a sequence in the area of specialization (listed below under electives) is required. If a secondary area of specialization is also elected, six units in that area, from the elective list, are required.

Whenever possible, the design faculty utilizes class time as an opportunity to supervise closely the work of a student who is holding a design assignment in a given semester. For instance, if a student is enrolled in Costume Design and is also designing costumes for a production in the same semester, the design assignment will be substituted for one or more design projects.

Reviews

At the end of each semester, design students are required to attend the design gallery and an individual MFA review with the faculty. In the gallery, the student presents a record of his or her most representative work in the program and should be prepared to answer questions regarding that work. These reviews provide the all of faculty with the chance to see the work of individual students and exchange ideas and commentary on the student's progress. During their reviews, in additon to reviewing their work, students have an opportunity to voice their needs for further development within the program.

The end of the semester review is intended as a positive meeting for evaluation and discussion of a student's work. If, however, a student's work (or attitude) is evaluated as undesirable or sub-standard, the student may be placed on probationary status the following semester. If the quality of the student's work has not improved by the end of the probationary semester, the student will be asked to leave the program. In some cases where either a student's work, attitude, or grades are deemed so unsatisfactory that their continuation in the program would

be of no benefit to either them or the department, dismissal may be considered, in consultation with the Dean of the School of Liberal Arts. The student will be notified of his or her status in written form following their review each semester.

Production Assistantships/Stipends

Tulane University requires that each graduate student commit 15-20 hours a week of service to the department in which the student is involved. This is required of a student regardless of acceptance or non-acceptance of a stipend. Any student offered an assistantship will be granted a full tuition waiver. Currently, all of our graduate students receive a stipend and a full tuition waiver.

Professional Internships

The program recommends that all MFA candidates in Design or Technical Production spend one semester of their third year as an intern in a professional theatre. This gives the student an opportunity to apply, in a purely production environment, the educational experiences of the first two years of graduate training. Further, it provides employment contacts which should be invaluable upon completion of the MFA.

During the internship, the University continues to provide the graduate stipend. While the choice of theatre and arrangements for the position are primarily the responsibility of the student, the student's faculty advisor makes every effort to aid in finding a satisfactory position.

Design Options

In addition to the departmental productions, there are a number of other opportunities for design open to graduate students that the design faculty encourages its students to explore.

Operated in conjunction with the Department of Theatre and Dance at Tulane University, The New Orleans Shakespeare Festival at Tulane is a professional resident theater company with a summer repertory. Students in the graduate programs of Design and Technical Production are encouraged to spend at least one summer on staff, and are given some consideration in the technical and design positions available. There are other opportunities both on and off campus.

Requirements

The required credits for a Design Major is 60 hours.

Course ID	Title	Credits
Core Courses		
THEA 6350	Thea Drafting & Model-Making	3
THEA 6410	Design Fundamentals I	3
THEA 6900	Portfolio Techniques	3
THEA 7010	Graduate Text Analysis	3
THEA 7210	Advanced Directing I	3
THEA 7890	Internship	9
THEA 7990	Thesis Production	3
Select one of the following tracks:		21-24
Scene Design		
Costume Design		
Lighting Design		
Technical Direction		
Total Credit Hours		**48-51**

Tracks

Scene Design

Course ID	Title	Credits
THEA 6440	Rendering For Designers	3
THEA 6820	Scene Design Cad	3
THEA 6310	Adv Technical Problems	3
THEA 7410	Scene Design I	3
THEA 7420	Scene Design II	3
THEA 6830	Scene Painting	3
THEA 6470	Design for Television	3
THEA 6480	Design for Puppetry	3
Total Credit Hours		**24**

Costume Design

Course ID	Title	Credits
THEA 6440	Rendering For Designers	3
THEA 6760	Costume Technology	3
THEA 7510	Costume Design I	3
THEA 7520	Costume Design II	3
THEA 6460	Adv Costume Rendering	3
THEA 6840	Intermed Costume Construction	3
Select an Elective		3
Total Credit Hours		**21**

Lighting Design

Course ID	Title	Credits
THEA 6330	Fundamentals of Lighting	3
THEA 6820	Scene Design Cad	3
THEA 7610	Lighting Design I	3
THEA 7620	Lighting Design II	3
Select an Elective		3
Total Credit Hours		**15**

Technical Direction

Course ID	Title	Credits
THEA 6820	Scene Design Cad	3
THEA 6310	Adv Technical Problems	3
THEA 7710	Technical Directing I	3
THEA 7720	Technical Directing II	3
THEA 6840	Intermed Costume Construction	3
Select 3 Electives		9
Total Credit Hours		**24**

Theatre Minor

Overview

The minor in theatre introduces students to the primary areas of theatrical study and activity: acting/directing/performance, design, production, and history/literature. A minimum of fifteen credit hours are required to earn the minor.

Requirements

Course ID	Title	Credits
Acting/Directing (one course)		**2-4**
THEA 1090	Voice I	
THEA 2010	Performance I	
THEA 2100	Fundamentals of Acting	
THEA 3030	Suzuki Method of Acting	
THEA 3210	Directing I: The Foundation	
THEA 3510	Rehears Tech/Actor & Dir	
THEA 3710	Shakespeare on the Road	
THEA 4210	Documentary Theatre	
THEA 4410	Thea & Social Change	
THEA 6110	Acting For Other Media (Acting/Directing)	
Design (one course)		**1-3**
THEA 3340	Production & Design I	
THEA 3610	Basic Makeup	
THEA 3810	Fashion Design Fundamentals	
THEA 6480	Design for Puppetry	
THEA 6600	Welding	
THEA 6750	Costume Construction	
History/Literature/Criticism (one course)		**2-3**
THEA 1010	Plays and Playwrights	
THEA 1020	Theatre in Contemporary Soc	
THEA 2750	Native America on Stage and Screen	
THEA 2810	Global Theatre & Performance	
THEA 3110	Text Analysis for Actors and Directors	
THEA 4710	Foundations of Theatre History	
THEA 4720	Modern and Contemporary Non-US Theatre	
THEA 4730	U S Theatre History	
THEA 4750	African American Theatre Histo	
Practicum (one course)		**1**
THEA 3311	Scene Shop Practicum	
THEA 3312	Costume Shop Practicum	
THEA 3313	Running Crew Practicum	
THEA 3314	Box Office Practicum	
THEA 3315	Acting Practicum	
Electives (to reach minimum credit hours required for minor)		**4-9**
Total Credit Hours		**15**

Theatre, BA

The Department of Theatre and Dance offers diverse classes for undergraduate students, designed to give students learning opportunities in performance, acting, directing, design, history, voice, and theory and criticism. Our faculty work locally, nationally, and internationally, employing various methodologies and aesthetics.

The department offers a Bachelor of Arts with concentrations in Performance: Acting or Directing, Design, or Theatre Generalist. Audition is required to pursue the BA in Performance. Audition opportunities are available fall and spring semesters.

Students interested in the BFA in Design should submit a letter of application to the Head of the Design Program, requesting admission into the track.

Students interested in being theatre majors are strongly encouraged to seek departmental advisement to create a curriculum plan, especially if considering either a semester or year abroad.

Requirements

Auditions will be held each year for those interested in the performance track.

Core Requirements for All Emphases:

Course ID	Title	Credits
Core Courses		
THEA 2010	Performance I	3
THEA 2110	Acting I	3
THEA 3311	Scene Shop Practicum [1]	1
THEA 3312	Costume Shop Practicum [1]	1
THEA 3313	Running Crew Practicum [1]	1
THEA 3340	Production & Design I [1]	3
THEA 3350	Production & Design II [1]	3
Select 3 theatre studies courses, one from each category:		
1 Foundations Course:		3,4
THEA 2810	Global Theatre & Performance	
or THEA 4710	Foundations of Theatre History	
1 modern & contemporary non-US course:		3,4
THEA 4720	Modern and Contemporary Non-US Theatre	
1 US theatre course:		3,4
THEA 4730	U S Theatre History	
or THEA 4750	African American Theatre Histo	
Total Credit Hours		**24-27**

[1] THEA 3311 Scene Shop Practicum (1 c.h.) and THEA 3312 Costume Shop Practicum (1 c.h.) must be taken with THEA 3340 Production & Design I (3 c.h.)/THEA 3350 Production & Design II (3 c.h.) (in any order), one section of THEA 3313 Running Crew Practicum (1 c.h.), and one free option from 3311-3314, which included Box Office.

NOTE: THEA 3315 Acting Practicum (1 c.h.) does not count toward the major. (Repeatable 4 times)

Emphases

General Emphasis

Core courses (24 credit hours) plus the following courses (6 credit hours):

Course ID	Title	Credits
Select two additional THEA/DANC courses or approved out of dept. courses.		6
Total Credit Hours		**6**

Possible Courses Outside Department*

(* See department regarding courses outside the department.)

Course ID	Title	Credits
CLAS 3060	Greek Drama	3
ENLS 3640	Screenwriting	3
ENLS 4150	Early Modern Drama	3
ENLS 4260	Modern Irish Literature	3
ENLS 4840	Performance Studies	3
FREN 4420	17th-Century Drama	3
GERM 4430	German Drama	3
GREK 4040	Greek Comedy	3
LATN 4010	Roman Comedy	3
MUSC 3320	Musical Theatre In Amer	3
SPAN 6430	Drama of the Golden Age	3

Design/Technology Emphasis

Core courses (24 credit hours) plus the following courses (9 credit hours):

Course ID	Title	Credits
Select three courses of the following:		9
THEA 6220	Advanced Makeup	
THEA 6310	Adv Technical Problems	
THEA 6330	Fundamentals of Lighting	
THEA 6340	Comp. Tech For Lighting	
THEA 6350	Thea Drafting & Model-Making	
THEA 6440	Rendering For Designers	
THEA 6460	Adv Costume Rendering	
THEA 6470	Design for Television	
THEA 6480	Design for Puppetry	
THEA 6550	Stage Management	
THEA 6600	Welding	
THEA 6700	Sound Technology	
THEA 6750	Costume Construction	
THEA 6760	Costume Technology	
THEA 6770	Costume Crafts I	
THEA 6780	Adv Costume Technique Draping	
THEA 6790	Costume Crafts II	
THEA 6810	Theatrical Photography	
THEA 6820	Scene Design Cad	
THEA 6830	Scene Painting	
THEA 6850	Design For Dancers	
THEA 6860	Advanced Costume Construction	
THEA 6410	Design Fundamentals I	
THEA 6900	Portfolio Techniques	
Total Credit Hours		**9**

Performance Emphasis: Acting or Directing

Core courses (24 credit hours) plus the following courses (12 credit hours):

Course ID	Title	Credits
Required courses for both Acting and Directing Techniques: [1,2]		
THEA 1090	Voice I	2
THEA 3030	Suzuki Method of Acting	2
THEA 3110	Text Analysis for Actors and Directors	2
Please select one of the following groups:		**6**
Acting Technique:		
THEA 2090 & THEA 3010 & THEA 4010	Voice II and Acting II and Acting III	
Directing Technique:		
THEA 3210 & THEA 3220 & THEA 3250	Directing I: The Foundation and Directing II: Staging the Imagination and Directing III: Directing Psycho-Physical Theatre	
Total Credit Hours		**12**

[1] Performance track students must continue to be enrolled in technique classes through graduation. Consult with theatre advisor.

[2] Performance track students may select courses across THEA/DANC disciplines after completion of requirements in either Acting or Directing. Consult with theatre advisor. Additional credits beyond 36 would apply.

Theatre, BFA

The Bachelor of Fine Arts degree with an emphasis in design is intended for students who want professional training in theatre production. For admission to the program, students must apply during their sophomore year to the Head of the Design Program.

Requirements

An early decision to major in theatre is highly encouraged. Majors should finish the core curriculum as early as possible, as they are prerequisites for all other departmental courses.

Course ID	Title	Credits
Core Theater Courses (24-27 credits) plus these courses:		**24-27**
Design/Production Emphasis [2]		
THEA 6410	Design Fundamentals I	3
THEA 6420	Design Fundamentals II	3
THEA 6530	Period Style Designers I	3
THEA 6540	Period Styles Design II [3]	3
THEA 6900	Portfolio Techniques	3

THEA 6990	BFA Thesis Production	3
Select six three-credit electives that must be at the 3000-level or above		18
Total Credit Hours		**60-63**

1 THEA 3311 Scene Shop Practicum (1 c.h.) and THEA 3312 Costume Shop Practicum (1 c.h.) must be taken with THEA 3340 Production & Design I (3 c.h.)/THEA 3350 Production & Design II (3 c.h.) (in any order), plus one section of THEA 3313 Running Crew Practicum (1 c.h.), and one free option from 3311-3314, which included Box Office. THEA 3315 Acting Practicum (1 c.h.). Only counts toward the BA in Performance.

2 Entry into the B.F.A. Design/Production Track is by application to the Head of the Design Program. The major consists of the same core curriculum as the B.A. track.

3 B.F.A. Stage Management candidates may substitute either DANC 4710 Dance Hist:Prim To 19 C. (3 c.h.) or DANC 4720 Dance Hist:20th C. & Beyond (3,4 c.h.) for THEA 6540 Period Styles Design II (3,4 c.h.)

Electives

Course ID	Title	Credits
THEA 6220	Advanced Makeup	3
THEA 6230	Special Effects	3
THEA 6310	Adv Technical Problems	3
THEA 6330	Fundamentals of Lighting	3
THEA 6340	Comp. Tech For Lighting	3
THEA 6350	Thea Drafting & Model-Making	3
THEA 6440	Rendering For Designers	3
THEA 6470	Design for Television	3
THEA 6480	Design for Puppetry	3
THEA 6550	Stage Management	3
THEA 6700	Sound Technology	3
THEA 6750	Costume Construction	3
THEA 6760	Costume Technology	3
THEA 6770	Costume Crafts I	3
THEA 6780	Adv Costume Technique Draping	3
THEA 6790	Costume Crafts II	3
THEA 6810	Theatrical Photography	3
THEA 6820	Scene Design Cad	3
THEA 6830	Scene Painting	3
THEA 6850	Design For Dancers	3
THEA 6860	Advanced Costume Construction	3

Interdisciplinary Programs and Coordinate Majors

Programs

Undergraduate

Majors

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- Cognitive Studies Coordinate Major (p. 292)
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Graduate Certificates

- Creative Industries Certificate (Graduate) (p. 292)
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Africana Studies Program

Programs

Undergraduate

Major

- Africana Studies Major (p. 284)

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Graduate

- Joint Degree in Studio Art and Africana Studies, MFA/MA (p. 228)
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Africana Studies Major

Africana Studies offers a broad course of interdisciplinary study relating to Africa, people of African descent, and the many different contexts of the African Diaspora around the world. Drawing on diverse methodologies and academic disciplines, Africana Studies teaches students to think analytically and critically about global Black experiences across space and time. Africana Studies also trains students to make intellectual connections among global, national, and local contexts. Building on the university's strengths in the social sciences, behavioral sciences, and humanities, Africana Studies provides an intellectual center for teaching, research, and community engagement that prepares students to function effectively in a multicultural society and diverse international environments.

Students graduating with a degree in Africana Studies are well prepared with the cultural resources and tools needed to pursue most professional careers. Recent graduates have enrolled in graduate school, launched for-profit and not-for-profit businesses, and conducted relief work in various African countries. Others have pursued professional careers in medicine, social work, and law.

Students should note that more than half of the courses which count toward the Africana Studies Major are based in other Departments, Programs and Schools across the University. Students may take a wide range of electives in departments such as Art History, Communication, French, Music, Political Science or Psychology for example in order to complete the Africana Studies Major.

Requirements

Ten courses (minimum of 30 credits) are required for the major. The major consists of the following:

Course ID	Title	Credits
Introductory Course		
AFRS 2000	Introduction to Africana Studies [1]	3
Elective Courses [2,3]		
Geographic Distribution:		
Select at least two courses in African Studies		6
Select at least two courses in African Diaspora Studies		6
Africana Studies Program Electives:		
Select at least one elective course which is based in the Africana Studies Program with the AFRS course designation. Usually this course will be taken at the 3000 level. However, an upper level AFRS 4000 level class may also fill this requirement.		3
Upper Level Courses:		
Select at least four Upper Level courses at the 4000 level or higher. These courses may be 4000-level courses based in the Africana Studies Program OR 4000 and 6000 level courses based in other Departments and Programs, so long as those upper level courses have been approved for credit in the Africana Studies Major. [4]		12
Total Credit Hours		**30**

1 This course is offered every semester.
Note: Students are strongly encouraged to take this course during the Freshmen or Sophomore year however it may be taken by any student including Juniors and Seniors.

2 **Limits:** A maximum of six credits in Dance courses may count toward the major.

3 **Language Courses:** Language classes at any level in Arabic, Haitian Creole, Swahili, Twi, Xhosa, Yoruba and Zulu may all be counted for elective credit in the Africana Studies Major.

4 A maximum of three electives (nine credits) at the 1000 or 2000 levels may be counted toward major.

Students must ensure that at least four of the electives (twelve credits) are at the 4000-level or higher and no more than three electives (nine credits) are at the 1000- or 2000-levels. Students must fulfill the distribution component of at least two courses (six credits) in African studies and two courses (six credits) in African Diaspora studies. Students should try to choose elective courses from both the humanities as well as the social or behavioral sciences. A maximum of six dance credits may count toward the major.

Africa Electives

Course ID	Title	Credits
AFRS 3200	Issues in African Studies	3
ANTH 3110	Cultures of Sub-Saharan Africa	3
ANTH 3480	African Modernities	3
ANTH 4150	African Prehistory	3
ANTH 6720	Spoken Yoruba	3
DANC 1910	African Dance I	2
DANC 2910	African Dance II	2
ENLS 4300	African Literature	3
HISB 1140	Freshman Seminar-Africa	3
HISB 1300	African Hist To 1800	3
HISB 1310	Africa Since 1800	3
HISB 2120	History of Western Africa	3
HISB 2130	History of Southern Africa	3
HISB 2140	History of Eastern Africa	3
HISB 3240	Human Rights/Genocide-Africa	3
HISB 3250	Archiving Africa	3

HISB 3910	Special Topics	1-3
HISB 4210	Hist of Development in Africa	3,4
HISB 4910	Special Topics	1-3
HISB 6070	Gender in African History	4
HISB 6110	Slavery/Emancipation in Africa	4
POLC 3200	African Politics	3
PSDV 4200	Women & Development in Africa	3-4
SWHL 1010	Swahili I	3
SWHL 1020	Swahili II	3
SWHL 2030	Swahili III	3
YRBA 1010	Elementary Yoruba I	4
YRBA 1020	Elementary Yoruba II	4

African Diaspora Electives

Course ID	Title	Credits
AFRS 3300	Issues in Africana Diaspora Studies	3
AFRS 4400	Afro-Brazilians	3
ANTH 3520	Diaspora Yoruba	3
ARHS 3871	Introduction to African American Art and Visual Culture, c. 1700-1940	3
ARHS 3872	Art of the African Diaspora, c. 1925 to Present	3
ARHS 6874	Race and the Art of Empire	3,4
ARHS 6875	Race and National Mythologies in American Art and Visual Culture	3,4
ARHS 6877	Contested Vision Civil War I	3
ARHS 6878	Contested Vision Civil War II	4
DANC 1920	Brazilian Dance	2
DANC 1950	Jazz Dance I	2
DANC 2950	Jazz Dance II	2
DANC 3240	US/Caribe Social Dance	3
DANC 3950	Jazz Dance III	2
DANC 3960	Jazz: Newc Sum Danc Fest	2
DANC 4950	Jazz Dance IV	2
ENLS 4430	Caribbean Literature	3
ENLS 4440	Black Cultural Studies	3
FREN 3050	Literature In Exile	3
HACR 1010	Elementary Haitian Creole I	4
HACR 1020	Elementary Haitian Creole II	4
HACR 2030	Intermediate Haitian Creole	4
HISL 1720	Intro Caribbean History	3
HISU 2690	Intro Afro-American History	3
HISU 2700	Modern African-American	3
HISL 3200	History of Voodoo	3
HISL 3361	Slave Rebellions	3
HISU 3360	Slavery Pub Hist & Pub Memory	3
HISU 3440	African Amer Religious History	3
HISU 4580	Slavery & Freedom Antebellum S	3
HISL 4740	Caribbean Cultural History	3
HISU 6540	African-American Culture	3
HISL 6750	Africans In The Americas	3
HISL 6780	Caribbean Hist: Major Themes	3
MUSC 1530	Black American Music Theory	3
MUSC 1900	Music in New Orleans	3
MUSC 3340	History of Jazz	3
MUSC 3440	Black Music, Black Lives	3
MUSC 6340	Seminar In Jazz	3
MUSC 7060	Musical Cultures - New Orleans	3
POLA 4250	Politics of Poverty Policy	3
PSYC 3310	Intro to African American Psychology	3
PSYC 4610	Black Youth Development Psychology	4
SOCI 6340	Race & Ethnicity in Latin Amer	3
SPAN 4160	Afro-Latin American Literature	3
THEA 4750	African American Theatre Histo	3

Other Electives

The following courses do not meet the GEOGRAPHIC DISTRIBUTION requirements for African or African Diaspora credits. But all of these courses may be taken as general electives to fulfill the requirements of the major. (Most of these courses include coverage of both the African continent and the African diaspora around the world. This is the reason they do not fulfill Geographic Distribution Requirements.)

Students may also petition to count any course related to African Studies or African Diaspora Studies, whether offered at Tulane or taken at another university, as a part of their major curriculum. Such petitions will be considered by the Program Director in consultation with Africana Studies Program faculty.

Course ID	Title	Credits
AFRS 3400	Black Cities	3
AFRS 4560	Internship	1-3
AFRS 4570	Internship	1-3
AFRS 4810	Special Topics	3
AFRS 4830	Special Topics	3
AFRS 4910	Independent Study	1-3
AFRS 4920	Independent Study	1-3
AFRS 4990	Honors Thesis	3
AFRS 5000	Honors Thesis	4
ARHS 6876	Interracial Themes in Western Art and Visual Culture	3
COMM 3500	British Cultural Studies	3
DANC 4900	Building Comm Thru Arts	3,4
ENLS 4820	Col/ Postcolonial Discourse	3
FREN 3040	African and Caribbean Literature	3
FREN 3050	Literature In Exile	3
FREN 4800	Survey of Francophone Literature	3
FREN 4840	Philosophy, Francophone Literature, and Politics: Imagination and Institutions	3
FREN 6860	Francophone Art, Literature, and Politics	3
HACR 2810	Special Projects	3
HACR 2820	Special Projects	3
HISB 4250	Topics in the History of the Atlantic Slave Trade	3

PORT 4510	Luzo-Brazilian Cities	3
SOCI 6130	Race, Crime and Control	3

Africana Studies Minor

Africana Studies offers a broad course of interdisciplinary study relating to Africa, people of African descent, and the many different contexts of the African Diaspora around the world. Drawing on diverse methodologies and academic disciplines, Africana Studies teaches students to think analytically and critically about global Black experiences across space and time. Africana Studies also trains students to make intellectual connections among global, national, and local contexts. Building on the university's strengths in the social sciences, behavioral sciences, and humanities, Africana Studies provides an intellectual center for teaching, research, and community engagement that prepares students to function effectively in a multicultural society and diverse international environments.

Students graduating with a Major or Minor in Africana Studies are well prepared with the cultural resources and tools needed to pursue most professional careers. Recent graduates have enrolled in graduate school, launched for-profit and not-for-profit businesses, and conducted relief work in various African countries. Others have pursued professional careers in medicine, social work, and law.

Students should note that more than half of the courses which count toward the Africana Studies Minor are based in other Departments, Programs and Schools across the University. Students may take a wide range of electives in departments such as Art History, Communication, French, Music, Political Science or Psychology for example in order to complete the Africana Studies Minor.

Requirements

Six courses (minimum of 18 credits) are required for the minor which includes:

Course ID	Title	Credits
Introductory Course		
AFRS 2000	Introduction to Africana Studies [1]	3
Elective Courses [2,3]		
Select at least one course in African Studies to fulfill Geographic Distribution		
Select at least one course in African Diaspora Studies to fulfill Geographic Distribution		3
Select at least three Upper Level courses at the 3000 level or higher		12
Total Credit Hours		**18**

1. Offered every semester
2. **Limits:** A maximum of four credits in Dance courses may count toward the minor.
3. **Language Courses:** Language classes in Arabic, Haitian Creole, Swahili, Twi, Xhosa, Yoruba and Zulu may all be counted for elective credit in the Africana Studies Minor.

Additional Information

Students must ensure that at least three of the electives (nine credits) are at the 3000-level or above. Furthermore, students must choose elective courses from both the humanities as well as the social and behavioral sciences and must fulfill a distribution component of at least one course (three credits) in African Studies and one course (three credits) in African Diaspora Studies.

Africa Electives

Course ID	Title	Credits
AFRS 3200	Issues in African Studies	3
ANTH 3110	Cultures of Sub-Saharan Africa	3
ANTH 3480	African Modernities	3
ANTH 4150	African Prehistory	3
ANTH 6720	Spoken Yoruba	3
DANC 1910	African Dance I	2
DANC 2910	African Dance II	2
ENLS 4300	African Literature	3
HISB 1140	Freshman Seminar-Africa	3
HISB 1300	African Hist To 1800	3
HISB 1310	Africa Since 1800	3
HISB 2120	History of Western Africa	3
HISB 2130	History of Southern Africa	3
HISB 2140	History of Eastern Africa	3
HISB 3240	Human Rights/Genocide-Africa	3
HISB 3250	Archiving Africa	3
HISB 3910	Special Topics	1-3
HISB 4210	Hist of Development in Africa	3,4
HISB 4910	Special Topics	1-3
HISB 6070	Gender in African History	4
HISB 6110	Slavery/Emancipation in Africa	4
POLC 3200	African Politics	3
PSDV 4200	Women & Development in Africa	3-4
SWHL 1010	Swahili I	3
SWHL 1020	Swahili II	3
SWHL 2030	Swahili III	3
YRBA 1010	Elementary Yoruba I	4
YRBA 1020	Elementary Yoruba II	4

Africa Diaspora Electives

Course ID	Title	Credits
AFRS 3300	Issues in Africana Diaspora Studies	3
AFRS 4400	Afro-Brazilians	3
ANTH 3520	Diaspora Yoruba	3
ARHS 3871	Introduction to African American Art and Visual Culture, c. 1700-1940	3
ARHS 3872	Art of the African Diaspora, c. 1925 to Present	3
ARHS 6874	Race and the Art of Empire	3,4
ARHS 6875	Race and National Mythologies in American Art and Visual Culture	3,4
ARHS 6877	Contested Vision Civil War I	3
ARHS 6878	Contested Vision Civil War II	4
DANC 1920	Brazilian Dance	2
DANC 1950	Jazz Dance I	2

DANC 2950	Jazz Dance II	2
DANC 3240	US/Caribe Social Dance	3
DANC 3950	Jazz Dance III	2
DANC 3960	Jazz: Newc Sum Danc Fest	2
DANC 4950	Jazz Dance IV	2
ENLS 4430	Caribbean Literature	3
ENLS 4440	Black Cultural Studies	3
FREN 3050	Literature In Exile	3
HACR 1010	Elementary Haitian Creole I	4
HACR 1020	Elementary Haitian Creole II	4
HACR 2030	Intermediate Haitian Creole	4
HISL 1720	Intro Caribbean History	3
HISU 2690	Intro Afro-American History	3
HISU 2700	Modern African-American	3
HISL 3200	History of Voodoo	3
HISL 3361	Slave Rebellions	3
HISU 3360	Slavery Pub Hist & Pub Memory	3
HISU 3440	African Amer Religious History	3
HISU 4580	Slavery & Freedom Antebellum S	3
HISL 4740	Caribbean Cultural History	3
HISU 6540	African-American Culture	3
HISL 6750	Africans In The Americas	3
HISL 6780	Caribbean Hist: Major Themes	3
MUSC 1530	Black American Music Theory	3
MUSC 1900	Music in New Orleans	3
MUSC 3340	History of Jazz	3
MUSC 3440	Black Music, Black Lives	3
MUSC 6340	Seminar In Jazz	3
MUSC 7060	Musical Cultures - New Orleans	3
POLA 4250	Politics of Poverty Policy	3
PSYC 3310	Intro to African American Psychology	3
PSYC 4610	Black Youth Development Psychology	4
SOCI 6340	Race & Ethnicity in Latin Amer	3
SPAN 4160	Afro-Latin American Literature	3
THEA 4750	African American Theatre Histo	3

Other Electives

The following courses do not meet the GEOGRAPHIC DISTRIBUTION requirements for African or African Diaspora credits. But all of these courses may be taken as general electives to fulfill the minor requirements. (Most of these courses include coverage of both the African continent and the African diaspora around the world. This is the reason they do not fulfill Geographic Distribution Requirements.)

Students may also petition to count any course related to African Studies or African Diaspora Studies, whether offered at Tulane or taken at another university, as a part of their minor curriculum. Such petitions will be considered by the Program Director in consultation with Africana Studies Program faculty.

Course ID	Title	Credits
AFRS 3400	Black Cities	3
AFRS 4560	Internship	1-3
AFRS 4570	Internship	1-3
AFRS 4810	Special Topics	3
AFRS 4830	Special Topics	3
AFRS 4910	Independent Study	1-3
AFRS 4920	Independent Study	1-3
AFRS 4990	Honors Thesis	3
AFRS 5000	Honors Thesis	4
ARHS 6876	Interracial Themes in Western Art and Visual Culture	3
COMM 3500	British Cultural Studies	3
DANC 4900	Building Comm Thru Arts	3,4
ENLS 4820	Col/ Postcolonial Discourse	3
FREN 3040	African and Caribbean Literature	3
FREN 3050	Literature In Exile	3
FREN 4800	Survey of Francophone Literature	3
FREN 4840	Philosophy, Francophone Literature, and Politics: Imagination and Institutions	3
FREN 6860	Francophone Art, Literature, and Politics	3
HACR 2810	Special Projects	3
HACR 2820	Special Projects	3
HISB 4250	Topics in the History of the Atlantic Slave Trade	3
PORT 4510	Luzo-Brazilian Cities	3
SOCI 6130	Race, Crime and Control	3

Altman Program in International Studies & Business

The Altman Program in International Studies & Business is a special four-year undergraduate program that integrates liberal arts and business disciplines, extensive language instruction, and two study abroad experiences. Altman Scholars earn two degrees - a B.A. from the School of Liberal Arts and a B.S.M. from the A. B. Freeman School of Business.

The Altman Program provides students with an Altman-specific course each semester, a cohort summer study abroad trip between freshman and sophomore years, and financial support for junior year abroad and internships. The program admits a cohort of up to 20 students who are selected before their matriculation at Tulane as freshmen.

Requirements

The Altman Program combines the curricula of two undergraduate degree programs in the School of Liberal Arts and the A. B. Freeman School of Business. Students may major in finance, management, marketing, or legal studies at the Freeman School and in approved social science, area studies or language disciplines within the School of Liberal Arts. The link between the two majors in the schools is the interdisciplinary "Altman Core", a cohort-specific academic course every semester.

Specific courses open only to students in this program include a TIDES seminar; ISIB 3010 Introduction to Globalization (3 c.h.); ISIB 1910 Study Abroad Pre-Dep (1 c.h.); ISIB 2030 Perspectives on Global Citizenship (3 c.h.); ISIB 6010 Approaches to Global Dilemmas (3 c.h.); and ISIB 6020 Altman Senior Seminar (1 c.h.).

In addition, students study a non-English language (i.e. Spanish, Portuguese, French, German, Italian, or Japanese, Mandarin Chinese) during their first two years in the program, and spend two full semesters abroad in countries where their target language is spoken.

Asian Studies Program

Programs

Undergraduate

Major

- Asian Studies Major (p. 288)

Minors

- Asian Studies Minor (p. 289)
- Chinese Language Minor (p. 290)
- Japanese Language Minor (p. 291)

Asian Studies Major

Asian Studies draws from a broad range of courses in the liberal arts, including anthropology, art history, communication, English, film, history, philosophy, political science, and sociology.

Ten courses (minimum of 30 credits) are required for the major. Students should demonstrate elementary proficiency or the equivalent of the first year of instruction in Chinese (Mandarin), Japanese, or another Asian language in consultation with the Director of the Program. They are also expected to demonstrate an ability to locate, evaluate, and use research materials relevant to Asian Studies as evidenced by an upper level seminar.

Finally, students should demonstrate breadth by taking at least one elective course concerning the East Asian region (i.e. China, Korea, or Japan), and at least one elective course outside of that region – for example, a class on Vietnam or Malaysia.

Please consult the online schedule of classes for courses approved for credit in Asian Studies in a given semester. Students can also contact the Director of the Program for more information.

Requirements

Ten courses (minimum of 30 credits) are required for the major.

Major Requirements

Course ID	Title	Credits
Introductory Course [1]		
ASTA 1800	Intro to Asian Studies	3
Language Courses [2]		
Select two language courses at any level in Chinese, Japanese, or another Asian language as approved by the Program Director.		6-8
Electives		
Select from among the courses offered in the Asian Studies Program and in other Departments and Programs approved for credit in the Asian Studies major. Within these courses, the following requirements apply:		19-21
Geographic Distribution		
Select at least one elective course concerning the East Asian region (i.e. China, Korea, or Japan), and at least one course outside of that region (e.g., Vietnam, Malaysia).		
Upper Level Courses [3]		
Select at least one Upper Level elective course at the 4000 level or higher.		
Total Credit Hours (Minimum):		**30**

[1] ASTA 1800 is only offered in the spring semester. Students are strongly encouraged to take this course during their Freshman or Sophomore year, although it may be taken by any student including Juniors and Seniors.

[2] A maximum of four language courses may count toward the major, replacing 6-8 credits of elective courses. Language classes used to fulfill the NTC language requirement cannot also be counted towards the Asian Studies major.

[3] Upper Level courses may also count towards the geographic distribution requirement, and vice versa.

Language Course List

Course ID	Title	Credits
Chinese Language Courses		
ASTC 1010	Beginning Chinese I	4
ASTC 1020	Beginning Chinese II	4
ASTC 2030	Intermediate Chinese I	4
ASTC 2040	Intermediate Chinese II	4
ASTC 3050	Adv Chinese Language I	4
ASTC 3060	Adv Chinese Language II	4
ASTC 3065	Issues in Contemporary China	4
ASTC 4070	Adv Chinese Read & Write	3
ASTC 4080	Chinese Media Literacy	3
ASTC 4350	Chinese Lit and Culture [1]	3
ASTC 4360	Special Topics in Chinese Lang [1]	3
Japanese Language Courses		
ASTJ 1010	Beginning Japanese I	4
ASTJ 1020	Beginning Japanese II	4
ASTJ 2030	Intermediate Japanese I	4
ASTJ 2040	Intermediate Japanese II	4
ASTJ 3050	Advanced Japanese Speaking I	3
ASTJ 3051	Advanced Japanese Speaking II	3
ASTJ 4060	Advanced Japanese Comp & Pres [1]	3
ASTJ 4070	Advanced Japanese Composition & Presentation II [1]	3

[1] This course is not offered every year.

Electives Course List

Course ID	Title	Credits
ANTH 3160	Peoples of The Pacific	3
ANTH 3370	Locating Southeast Asia	3,4
ANTH 3770	Global Vietnam	3,4
ANTH 6770	Global Vietnam	3

ARHS 3111	Tombs and Temples: East Asian Art before 1300	3
ARHS 3112	Monks and Merchants: East Asian Art from Medieval to Contemporary	3
ARHS 6871	Art of Death: Funerary Art and Ritual in Ancient China	3,4
ASTA 3180	Peoples & Cultures of S. Asia	3
ASTA 3511	Intro to Chinese Linguistics	3
ASTA 3520	Modern Japanese Culture	3
ASTA 3540	Anime, Japan & Globalization	3
ASTA 3550	Feudal Japan: Age of the Samurai	3
ASTA 3770	Chinese Cinema	3,4
ASTA 3810	Modern Chinese Lit and Society	3
ASTA 3910	Special Offerings In Asian Studies	3,4
ASTA 4500	Special Topics	3
ASTA 4600	Dragon and Lotus	3,4
ASTA 4910	Independent Study	1-3
ASTA 4990	Honors Thesis	3
ASTA 5000	Honors Thesis	4
COMM 2405	Topics in Comparative and Transnational Asian Media	3
COMM 4650	Asians in American Film & TV	3
HISC 2010	History of China to 1800	3
HISC 2020	History of China since 1800	3
HISC 2910	Special Topics	1-3
HISC 3910	Special Topics	1-3
HISC 6110	Women in East Asian History	3,4
HISC 6210	The PRC: China under Communism	3,4
HISC 6310	China Revolution 1900-1949	3
HISC 6410	Empire and Rebellion in China	3
HISC 6610	Seminar on Modern Japan	3,4
HISC 6910	Special Topics	1-3
HISU 3642	US War in Vietnam	3
PHIL 3490	Buddhist Ethics	3
PHIL 3500	Buddhism	3
POLC 3380	Asian Governments	3
POLC 4350	Chinese Politics	3
POLC 6930	Regime Change in Asia	4
SOCI 1460	Asian-Amer Communities	3
THEA 3030	Suzuki Method of Acting	2

Total Credit Hours: 30 (minimum)

China Studies within the Asian Studies Program

Students selecting to pursue the China track within the Asian Studies major must complete five Chinese-related classes as part of the overall requirements for the major. At least two ASTC courses at the 3000-level or above must be included within the five required track courses, and no more than five ASTC courses can be applied to the major. In addition, at least half of the required credits must be taken on the Tulane campus or through a Tulane approved off-campus program. Specific measurable learning outcomes of students graduating with a coordinate major in Asian Studies with a concentration in the China track include:

- Demonstrate at least an advanced proficiency in Chinese as demonstrated by completing two ASTC courses at the 3000-level or above.
- Possess at least a basic understanding of the historical, social, and cultural background of China.
- Locate, evaluate and utilize research materials germane to Chinese studies.

Japan Studies within the Asian Studies Program

Students selecting to pursue the Japan track within the Asian Studies coordinate major must complete five Japanese-related classes as part of the overall requirements for the major. At least two ASTJ courses at or above the 3000-level must be included within the five required track courses, and no more than five ASTJ courses may be applied to the major. In addition, at least half of the required credits must be taken on the Tulane campus or through a Tulane approved off-campus program. Specific measurable learning outcomes of students graduating with a coordinate major in Asian Studies with a concentration in the Japan track include:

- Demonstrate at least advanced proficiency in Japanese by having passed two ASTJ courses at the 3000-level and above.
- Possess at least a basic understanding of the historical, social, and cultural background of Japan.
- Locate, evaluate and utilize research materials germane to Japanese studies.

Asian Studies Minor

Asian Studies draws from a broad range of courses in the liberal arts, including anthropology, art history, communication, English, film, history, philosophy, political science, and sociology.

Students selecting a minor in Asian Studies must complete six classes (minimum 18 credit hours) from the approved Asian Studies course options. Students should demonstrate breadth by taking at least one elective course concerning the East Asian region (i.e. China, Korea, or Japan), and at least one elective course outside of that region – for example, a class on Vietnam or Malaysia.

Up to two Asian language courses may count towards the minor.

Please consult the online schedule of classes for courses approved for credit in Asian Studies in a given semester. Students can also contact the Director of the Program for more information.

Requirements

Six courses (minimum of 18 credits) are required for the minor.

Minor Requirements

Course ID	Title	Credits
Language Courses [1]		
A maximum of two language courses may count toward the minor.		3-8
Electives		
Select from among the courses offered in the Asian Studies Program and in other Departments and Programs approved for credit in the Asian Studies Program. Within these courses, the following requirement applies:		10-15
Geographic Distribution:		
Select at least one elective course concerning the East Asian region (i.e. China, Korea, or Japan), and at least one course outside of that region (e.g., Vietnam, Malaysia).		
Total Credit Hours (Minimum):		**18**

[1] Language classes at any level in Chinese, Japanese, or another Asian language approved by the Director. Language classes used to fulfill the NTC language requirement cannot also be counted towards the Asian Studies major.

Language Course List

Course ID	Title	Credits
Chinese Language Courses		
ASTC 1010	Beginning Chinese I	4
ASTC 1020	Beginning Chinese II	4
ASTC 2030	Intermediate Chinese I	4
ASTC 2040	Intermediate Chinese II	4
ASTC 3050	Adv Chinese Language I	4
ASTC 3060	Adv Chinese Language II	4
ASTC 3065	Issues in Contemporary China	4
ASTC 4070	Adv Chinese Read & Write	3
ASTC 4080	Chinese Media Literacy	3
ASTC 4350	Chinese Lit and Culture [1]	3
ASTC 4360	Special Topics in Chinese Lang [1]	3
Japanese Language Courses		
ASTJ 1010	Beginning Japanese I	4
ASTJ 1020	Beginning Japanese II	4
ASTJ 2030	Intermediate Japanese I	4
ASTJ 2040	Intermediate Japanese II	4
ASTJ 3050	Advanced Japanese Speaking I	3
ASTJ 3051	Advanced Japanese Speaking II	3
ASTJ 4060	Advanced Japanese Comp & Pres [1]	3
ASTJ 4070	Advanced Japanese Composition & Presentation II [1]	3

[1] This course is not offered every year.

Electives Course List

Course ID	Title	Credits
ANTH 3160	Peoples of The Pacific	3
ANTH 3370	Locating Southeast Asia	3
ANTH 3770	Global Vietnam	3,4
ANTH 6770	Global Vietnam	3
ARHS 3111	Tombs and Temples: East Asian Art before 1300	3
ARHS 3112	Monks and Merchants: East Asian Art from Medieval to Contemporary	3
ARHS 6871	Art of Death: Funerary Art and Ritual in Ancient China	3,4
ASTA 1800	Intro to Asian Studies	3
ASTA 3180	Peoples & Cultures of S. Asia	3
ASTA 3511	Intro to Chinese Linguistics	3
ASTA 3520	Modern Japanese Culture	3
ASTA 3540	Anime, Japan & Globalization	3
ASTA 3550	Feudal Japan: Age of the Samurai	3
ASTA 3770	Chinese Cinema	3,4
ASTA 3810	Modern Chinese Lit and Society	3
ASTA 3910	Special Offerings In Asian Studies	3
ASTA 4500	Special Topics	3
ASTA 4600	Dragon and Lotus	3,4
ASTA 4910	Independent Study	1-3
ASTA 4990	Honors Thesis	3
ASTA 5000	Honors Thesis	4
COMM 2405	Topics in Comparative and Transnational Asian Media	3
COMM 4650	Asians in American Film & TV	3
HISC 2010	History of China to 1800	3
HISC 2020	History of China since 1800	3
HISC 2910	Special Topics	1-3
HISC 3910	Special Topics	1-3
HISC 6110	Women in East Asian History	3,4
HISC 6210	The PRC: China under Communism	3,4
HISC 6310	China Revolution 1900-1949	3
HISC 6410	Empire and Rebellion in China	3
HISC 6610	Seminar on Modern Japan	3,4
HISC 6910	Special Topics	1-3
HISU 3642	US War in Vietnam	3
PHIL 3490	Buddhist Ethics	3
PHIL 3500	Buddhism	3
POLC 3380	Asian Governments	3
POLC 4350	Chinese Politics	3
POLC 6930	Regime Change in Asia	4
SOCI 1460	Asian-Amer Communities	3
THEA 3030	Suzuki Method of Acting	2

Total Credit Hours: 18 (minimum)

Chinese Language Minor

Students selecting a minor in Chinese Language must complete five Chinese language courses. Chinese language courses used to fulfill the NTC undergraduate language proficiency requirement may not be counted toward this minor.

Incoming students who are placed in ASTC 2040 Intermediate Chinese II (4 c.h.) and who are planning to pursue a minor in Chinese language

are encouraged to take a proficiency test before the fall semester starts.

Requirements

Students selecting a minor in Chinese Language must complete five Chinese language courses.

Chinese Language Courses

Course ID	Title	Credits
ASTC 1010	Beginning Chinese I	4
ASTC 1020	Beginning Chinese II	4
ASTC 2030	Intermediate Chinese I	4
ASTC 2040	Intermediate Chinese II	4
ASTC 3050	Adv Chinese Language I	4
ASTC 3060	Adv Chinese Language II	4
ASTC 3065	Issues in Contemporary China	4
ASTC 4070	Adv Chinese Read & Write	3
ASTC 4080	Chinese Media Literacy	3
ASTC 4350	Chinese Lit and Culture [1]	3
ASTC 4360	Special Topics in Chinese Lang [1]	3

[1] This course is not offered every year.

Japanese Language Minor

Students selecting a minor in Japanese Language must complete five Japanese language courses. Japanese language courses used to fulfill the NTC undergraduate language proficiency requirement may not be counted toward this minor.

Incoming students who are placed in ASTJ 2040 Intermediate Japanese II and who are planning to pursue a minor in Japanese language are encouraged to take a proficiency test before the fall semester starts.

Requirements

Students selecting a minor in Japanese Language must complete five Japanese language courses.

Japanese Language Courses

Course ID	Title	Credits
ASTJ 1010	Beginning Japanese I	4
ASTJ 1020	Beginning Japanese II	4
ASTJ 2030	Intermediate Japanese I	4
ASTJ 2040	Intermediate Japanese II	4
ASTJ 3050	Advanced Japanese Speaking I	3
ASTJ 3051	Advanced Japanese Speaking II	3
ASTJ 3060	Advanced Japanese Reading II	3
ASTJ 4060	Advanced Japanese Comp & Pres [1]	3
ASTJ 4070	Advanced Japanese Composition & Presentation II [1]	3
ASTJ 4910	Independent Study	1-3

This course is not offered every year.

City, Culture, and Community, PhD

CCC Ph.D. Program awards degrees in three disciplines:

- Ph.D. in Social Work–City, Culture, and Community
- Ph.D. in Sociology–City, Culture, and Community
- Ph.D. in Urban Studies-City, Culture, and Community

The City, Culture, and Community (CCC) doctoral program is a broad-based and integrative graduate education-research program that addresses relationships among the physical environment, the built environment, and social, economic, and political institutions and processes that shape cities and metropolitan regions. The intellectual focus of the CCC program is unique in bringing together interdisciplinary approaches in the social sciences, social work, architecture, law, and humanities and applying them to understand a range of issues pertaining to cities, cultures, and communities. CCC's breadth of interdisciplinary study allows students considerable flexibility to tailor their training to individual research interests while providing some depth of disciplinary training in the tracks that individual students follow: sociology, social work, and urban studies. Students must complete 53 hours of course work comprised of 24 hours of elective credits and 29 hours of required credits. For more information about the program, please consult the CCC Graduate Student Handbook. (https://ccc.tulane.edu/)

The CCC curriculum and research training give students an interdisciplinary conceptual and practical basis to study the dynamics of urban, cultural, and community change in international and comparative terms and frameworks. By interconnecting interdisciplinary and disciplinary education and training, CCC faculty members encourage graduate students to select dissertation topics that offer the potential for a cross-disciplinary approach with the Ph.D. degree awarded in “Sociology – CCC,” “Social Work – CCC,” or “Urban Studies - CCC.” The program is designed to prepare students for professional careers in academic and non-academic settings. CCC's three principle goals are (1) to produce highly educated researchers with advanced theoretical and methodological skills and flexibility to compete in the academic, governmental, non-profit, private, and public sectors, or some combination; (2) to develop partnerships between faculty and students to extend scholarship in important areas of research, creativity, and practice to benefit the New Orleans community and society-at-large; and (3) to create new methods, theories, and innovative approaches to address the world's most challenging urban, environmental, and sustainability problems.

Requirements

Course ID	Title	Credits
Required Courses		
CCCC 6040	Introductory Data Analysis	3
CCCC 7010	CCC Pro-Seminar I	3
CCCC 7100	CCC Theory I	3
CCCC 7150	CCC Theory II	3
CCCC 7200	Research Design	3
CCCC 7300	Quantitative Analysis	3
CCCC 7350	Qualitative Analysis	3
CCCC 7700	Teaching Seminar	3
CCCC 7750	Teaching Practicum	0

CCCC 7800	Research Practicum I	1
Written Exam I		
CCCC 7850	Research Practicum II	1
Written Exam II		
CCCC 7950	CCC Pro-Seminar II	3
CCCC 9990	Dissertation Research	0
Electives		**24**
Total Credit Hours		**53**

Cognitive Studies Coordinate Major

The coordinate major in cognitive studies combines a regular major with a curriculum in three tracks: formal disciplines, philosophical foundations and psychology. The program is designed to provide basic knowledge of current research on mind, cognition, and language.

Requirements

The Cognitive Studies major consists of ten courses of which six are required and four elective. At least one elective must be in each of the three component tracks, and at least one must be at the 6000-level. With the director's consent, work in a different but relevant discipline may be substituted for, at most, one elective course. It is suggested that students interested in philosophy take an introductory course, preferably PHIL 1040 Beginning With Minds (3 c.h.).

Course ID	Title	Credits
Required Courses		
Formal Disciplines Track		
Select two of the following:		6
ANTH 3290	The Nature of Language	
ANTH 3590	Introduction To Syntax	
CMPS 1100	Foundations of Programming	
or CMPS 1500	Intro to Computer Science I	
PHIL 1210	Elementary Symbolic Logic	
Philosophical Foundations Track		
Select two of the following:		6
PHIL 3740	Consciousness	
PHIL 3750	Philosophy of Cognitive Science	
PHIL 3765	Imagination	
PHIL 3800	Language and Thought	
PHIL 3710	Altered Experience	
Psychology Track		
PSYC 1000	Introductory Psych	3
and one of the following:		
PSYC 3300	Brain and Behavior	
PSYC 3430	Intro To Social Psychology	
PSYC 3770	Sensation & Perception	
Electives		
Select four of the following, a minimum of one in each track, and at least one at 6000 level:		12
Formal Disciplines Track		
ANTH 3420	Semantics: Linguistic Approaches to Meaning	3
LING 4110	Brain and Language	
or NSCI 4110	Brain and Language	
PHIL 6120	Metaphysics	
or PHIL 6010	Metaphysics of Mind	
PHIL 3720	Philosophy of Science	
Philosophical Foundations Track:		
PHIL 3870	Mind In Evolution	
PHIL 6105	Philosophy of Neuroscience	
PHIL 6130	Moral Psychology & Meta-Ethics	
PHIL 6170	Philosophy of Perception	
PHIL 6180	Mental Representation	
Psychology Track:		
PSYC 3210	Child Psychology	
PSYC 3680	Comp Animal Behavior	
PSYC 3700	Evolution & Psychology	
PSYC 4330	Neurobiology Learn & Memory	
PSYC 4510	Biological Psychology	
Total Credit Hours		**30**

Creative Industries Certificate (Graduate)

Overview

The Creative Industries Graduate Certificate promotes, supports, and expands the creative economy of places by enabling creative professionals and aspirant entrepreneurs. The certificate builds upon knowledge of music, theater, dance, film/TV, publishing, culinary arts, museums, visual/digital arts, and preservation/heritage with the practical tools needed to build one's career.

Requirements

To receive a graduate certificate in creative industries, students would complete 16 credits of study by taking the four courses listed below:

Course ID	Title	Credits
SLAM 7010	Leadership Strategies for Creative Industries	4
SLAM 7020	Branding and Storytelling for Creative Industries	4
SLAM 7030	Data Driven Strategies	4
SLAM 7040	Legal Strategies for Creative Industries	4
Total Credit Hours		**16**

Creative Industries Undergraduate Certificate

Overview

The Creative Industries certificate promotes, supports, and expands the creative economy of places by enabling current professionals and aspirant entrepreneurs. The certificate builds upon knowledge of music, theater, dance, film/TV, publishing, culinary arts, museums, visual/

digital arts, and preservation/heritage with the practical tools needs to build one's career.

Requirements

To receive a certificate in creative industries, students would complete 12 credits of study completed either by taking all four courses (SLAM 4010-4040) listed below; or by taking 3 of 4 courses with an optional 1-credit internship to each class (SLAM 4560 Internship (1 to 4 c.h.) or SLAM 4570 Public Service Internship (1-3 c.h.)). Internships should be selected under the guidance of an advisor and are designed to allow students to apply and reflect upon content course knowledge. These courses are numbered as SLAM electives to be taught by faculty affiliated in the Program.

Course ID	Title	Credits
SLAM 4010	Leadership Strategies for Creative Industries	3
SLAM 4020	Branding and Storytelling for Creative Industries	3
SLAM 4030	Data Driven Strategies	3
SLAM 4040	Legal Strategies for Businesses and Creatives	3
Optional Internship to be taken with 3 of 4 above courses:		
SLAM 4560	Internship	
Total Credit Hours		**12**

Digital Media Practices Coordinate Major

Tulane's Digital Media Practices Program offers a coordinate major focused on the art and practice of digital storytelling. Courses in the program offer hands-on experience in Narrative and Documentary Filmmaking, Interactive Media, Game Studies, Emergent Journalism, Podcasting, and Digital Sound. After completing introductory coursework, students choose an area of specialization leading to a 2-semester Capstone Project. Many students choose to write, produce, and direct their own short films. However, our program also encourages our students to think creatively about their capstone projects, whether these projects are documentary short films, full-length screenplays, multi-episode podcasts, radio dramas, interactive media exhibitions, experimental video games, web-based projects, or a combination of all these elements. The Digital Media Practices Program gives students the opportunity to work closely with experienced and supportive faculty interested in allowing students' passion and vision to help to define their goals.

The Coordinate Major in Digital Media Practices first requires students to declare a major in another discipline before declaring the DMPC coordinate major. The program is an interdisciplinary, 10-course program that can include classes from Digital Media Practices, Cinema Studies and Communication, Music, Theatre and Dance, Art, or English.

Requirements

The coordinate major in Digital Media Practices is an interdisciplinary, 30-credit program that can include courses in Digital Media Practices, Cinema Studies, Music, Theatre and Dance, Communication, Art, or English.

Course ID	Title	Credits
Gateway Courses		**3**
Select 1 of the following:		
DMPC 1000	Digital Media Practices	
DMPC 1110	Introduction to Film Production Cultures	
COMM 1150	Introduction to Cinema	
COMM 1250	Introduction to Television	
COMM 1550	Intro to New Media & Internet	
COMM 1650	Introduction to Media Studies	
Digital Media Practice Foundations		**9**
Select 3 of the following; 2 must be DMPC Courses		
DMPC 2001	Introduction to Digital Filmmaking	
DMPC 2002	Narrative Filmmaking	
DMPC 2003	Documentary Filmmaking	
DMPC 2510	Game Studio 1: Experimental Game Design	
DMPC 2600	Personal Data Visualization	
DMPC 2700	Introduction to Podcasting and Social Justice	
DMPC 2710	Podcasting Production I	
ARST 1330	Photo I: Digital	
ARST 1350	Photo I: Analog and Digital	
ARST 1550	Digital Arts I	
CMPS 1500	Intro to Computer Science I	
CMPS 1600	Intro to Computer Science II	
MUSC 2300	Computer Apps In Music	
THEA 1010	Plays and Playwrights	
THEA 2110	Acting I	
Context and Analysis **Additionally, DMPC will accept any course listed in the Cinema Studies catalog for "Context and Analysis"**		**6**
Select 2 of the following:		
DMPC 2500	Game Studies	
AFRS 3350	Black Music & Performance in New Orleans	
AFRS 4180	African Cinema	
COMM 2450	Topics Gender/Race/Class/Media	
COMM 2500	Film and Society	
COMM 2700	Visual Communication	
COMM 2823	Special Topics	
COMM 3150	Film Analysis *Communication core course. Must take pre-requisite.	
COMM 3310	Comm for Feminism Activitism	
COMM 3510	Environmental Comm	
COMM 3560	History of Animation	
COMM 3600	Documentary Film	
COMM 3650	Feminist Doc & New Media	
COMM 4170	U.S. Film History	
COMM 4350	Gender and The Cinema	
COMM 4750	New Media Theory	
COMM 4850	Cinema Technology Modernity	
ENLS 4100	Literature and Film	
ENLS 4445	Black Literature, Film, and Media	

ENLS 4750	New Media Theory
HIST 3210	Visual History & Filmmaking
MUSC 2310	Electronic Music History
Advanced Practice Electives	**6**
Select 2 of the following; additional courses from Context & Analysis can count as Electives	
DMPC 3000	Screenwriting
DMPC 3010	Development: From Pitch to Picture
DMPC 3020	Directing Actors for Screen
DMPC 3030	TV & Film Sound Design
DMPC 3040	Lighting & Cinematography
DMPC 3080	Color Correction and Grading for Television and Film
DMPC 3500	Game Studio 2: Narrative and VR
DMPC 3710	Podcast Production 2
DMPC 3750	Media for Community Health and Well Being
DMPC 3990	Producing Media for Social Change
ARST 2350	Photography II: Expansive Practice
ARST 2550	Digital Arts II: Creative Computing
ARST 3300	Decolonizing the Camera
ARST 3350	Advanced Photography: Skills and Concepts
ARST 3360	Advanced Photography: Individual Projects
ARST 3550	Time-Based Media
COMM 3610	Alternative Journalism
ENLS 3610	Creative Writing
ENLS 4660	Topics in Adv Creative Writing
APMS 2230	Composition for Electronic Media I
APMS 3230	Composition for Electronic Media II
APMS 3330	Music For Film
APMS 3340	The Creative Soundscape
MUSC 4400	Music & Dsp
MUSC 4410	Music Performance System
MUSC 4420	Algorithmic & Comp Music
SLAM 2020	Financial Analysis and and Budgets
SLAM 2600	Introduction to Creative Industries
SLAM 3030	Marketing Strategies for Business and Creatives
SLAM 3050	Public Relations
THEA 3110	Text Analysis for Actors and Directors (*Must enroll in 3-credit DMP option)
THEA 3210	Directing I: The Foundation
THEA 3340	Production & Design I
THEA 6110	Acting For Other Media
Capstone Courses	**6**
Select 2 of the following:	
DMPC 5510 & DMPC 5520	Advanced Digital Media Production I and Advanced Digital Media Production II
DMPC 5550 & DMPC 5560	Advanced Digital Filmmaking I and Adv Digital Filmmaking II
DMPC 5570	Advanced Screenwriting (Feature Films) (*DMPC 3000 substitutes for DMPC 5550 in this case)
Total Credit Hours	**30**

Environmental Studies Major

The Environmental Studies (EVST) major enables undergraduate students to pursue an interdisciplinary Bachelor of Arts degree focused on understanding the relationships between humans and the environment. Through coursework offered by several of Tulane's most prestigious Schools and Colleges, internships, and opportunities for independent study and honors theses, our majors develop a sophisticated understanding of the interplay between humans and the environment and rigorous knowledge of key environmental and humanistic concerns. This background prepares students to engage productively with the world around them: knowledgeable about people and the environment, and armed with skills in critical thinking and analysis that prepare them for careers in environmental education, advocacy, policy, research, and a wide range of other fields.

Requirements

The major in environmental studies has both core course requirements and a credit requirement. The major requires students to take at least 30 credits of approved course work and a minimum of ten courses in environmental studies (EVST) or courses with a strong EVST component in associated fields listed below. A maximum of three courses or nine credits from 1000-level courses can be counted toward the fulfillment of the major, and a maximum of one study abroad course can count towards the degree. In addition, a minimum of three courses above the 3000-level are required for the major. The major requires students to take three core EVST courses, EVST 1010 Intro To Enviromentl Stu (3 c.h.), EVST 3310 Approaches to Environ Studies (3 c.h.), and EVST 4410 Senior Seminar in Environmental Studies (3 or 4 c.h.), one methods course and six electives, three of which must come from the School of Liberal Arts (SLA). Only one internship EVST 4560 Enviro Stud Internship (4 c.h.) may be counted towards the major requirements.

Course ID	Title	Credits
EVST Core Courses		
EVST 1010	Intro To Enviromentl Stu (should be taken in Freshman or Sophomore year)	3
EVST 3310	Approaches to Environ Studies (should be taken in Sophomore or Junior year)	3
EVST 4410	Senior Seminar in Environmental Studies (should be taken in Senior year)	3
Methods Courses		
Select at least one of the following:		3
ANTH 6010	Quantitative Methods in ANTH	
ANTH 6870	Kaqchikel Maya Culture	
ARCH 3731	Urban Geography and New Orleans as a Case Study	
ARCH 3764	NOLA Geography for Architects	
COMM 3510	Environmental Comm	
EBIO 2020	Theory and Methods in Ecology and Evolutionary Biology	

EBIO 2600	Natural Resource Conservation	
EBIO 4080/6080	Biostatistics and Experimental Design	
EBIO 4460	Biodiversity and Environmental Informatics	
EENS/EBIO 3150/ EENS 6150	Intro to GIS (and Lab)	
EENS 4030	Advanced GIS	
EENS 4380	Remote Sensing for Environmental Analysis	
EENS 6260	Paleoclimatology	
EVST 3933	Urban Gardening	
EVST 3959	Measuring Sustainability	
EVST 4210	Environmental and Social Justice in New Orleans	
EVST 4560	Enviro Stud Internship	
HISL/HISU 3000	Historical Methods	
POLS 2010	Scope/Methods Poli Sci	
SLAM 3020	Strategic Leadership in Practice	
SOCI 3030	Intro To Research Design	
SOCI 3040	Social Statistics	
SOCI 4210	Urban Ethnography and Social Justice	
EVST Electives		**18**
Select six courses from the Electives lists [1]		
Total Credit Hours		**30**

[1] A minimum of 3 must come from School of Liberal Arts

Environmental Electives in the School of Liberal Arts

Course ID	Title	Credits
Approved Anthropology Courses		
ANTH 3020	Ethnobiology	3
ANTH 2350	Architecture and Power in the Ancient World	3
ANTH 3140/6140	Primate Ecology and Behavior	3
ANTH 3240	Ancient Civilizations of Mesoamerica	3
ANTH 3430/6430	Archaeology of Cultural Landscapes	3
ANTH 3435	Disasters and Past Societies	3
ANTH 3560	Environmental Archaeology	3
ANTH 3700	Environmental Anthropology	3
ANTH 3710	Historical Ecology of Amazonia	3
ANTH 3760	Primate Evolution and Adaptation	3
ANTH 4130	North American Prehistory	3
ANTH 4210	Seminar in Historical Ecology	3
ANTH 4410	Olmec and Maya Civilization	3
ANTH 6100	South American Archaeology	3
ANTH 6435	Disasters and Past Societies	3
Approved Art History Courses		
ARHS 3375	Leonardo's World	3
ARHS 6350	Landscape Theory (1450–1800)	3 or 4
Approved Communication Course		
COMM 3510	Environmental Comm	3
Approved Digital Media Practices Course		
DMPC 3990	Producing Media for Social Change	4
Approved Economics Course		
ECON 3320	Urban Economics	3
ECON 3330	Environmental & Natural Resource	3
ECON 3530	Global Food Economy	3
Approved English Courses		
ENLS 4030	Literary New Orleans	3,4
ENLS 4855	Literature and the Environment	3
Approved Environmental Studies Courses		
All "EVST" courses are automatically approved as Liberal Arts Electives (Courses listed below are examples of these courses)		
EVST 1030	Introduction to Environmental Humanities	3
EVST 1810	Special Topics	3
EVST 3930	Spec Topics Problems	3
EVST 3933	Urban Gardening	3
EVST 3950	Special Topics Environmental Thought	3
EVST 3951	Spec Topics Enviro Thought	3
EVST 3952	Spec Topics Enviro Thought	3
EVST 3959	Measuring Sustainability	3
EVST 4190	Environmental Crime & Security	3
EVST 4400	Urban Political Ecology	3
EVST 4560	Enviro Stud Internship	4
EVST 4910	Independent Study	1-3
EVST 4990	Honor's Thesis	3
EVST 5000	Honors Thesis	4
Approved History Courses		
HISE 3311	Gardens Parks and Green Spaces	3,4
HISU 2670	American Environmental History	3
HISU 3300	Katrina and Popular Memory	3
HISU 3605	Wilderness and Wastelands	3
HISU 6270	American Disasters	3,4
Approved Jewish Studies Course		
JWST 3220	Arab/Israeli Conflict	3,4
Approved Music Course		
MUSC 2016	Music, Sound and Climate Change	3
Approved Philosophy Courses		
PHIL 3340	Humanity's Place in Nature	3
PHIL 6520	Environmental Ethics	3
Approved Political Science Courses		
POLA 4230	Environ Politics & Policy	3
POLC 4390	Poverty & Development	3
POLI 4620	Global Envirnmnt Politcs	3
PSDV 3200	Develpment Issues & Strategies	3
PSDV 3500	Global Food Politics & Policy	3
PSDV 3561	Environment & Development	3
Approved Sociology Courses		
SOCI 2600	Environmental Sociology	3
SOCI 2650	Latin Amer & the Environment	3
SOCI 4210	Urban Ethnography and Social Justice	3

SOCI 4610	Ecology and Society (EVST Summer Program in NOLA)	3
SOCI 6112	Sociology of Food and Agriculture	3,4
SOCI 6270	Climate Change and Disasters	3 to 4
SOCI 6320	Global Political-Economy & The Environment	3,4
SOCI 6325	Global & Local Environmental Justice	3
SOCI 6650	Sustainable Development in Latin America	3
Approved Spanish Course		
SPAN 4710	Environmental Literature	3

Environmental Electives in the School of Science and Engineering

Course ID	Title	Credits
Approved Ecology & Evolutionary Biology Courses		
EBIO 2010	Evolution of Human Health & Disease	3
EBIO 2020	Theory and Methods in Ecology and Evolutionary Biology	3
EBIO 2040	Conservation Biology	3
EBIO 2050	Global Change Biology	3
EBIO 2100	Marine Biology	3
EBIO 2110	Tropical Biology	3
EBIO 2120	Climate, Biodiversity and Tropical Forests	3
EBIO 2030	History of Life	3
EBIO 2240	Oceans and Human Health	3
EBIO 2250	Vertebrate Biology	3
EBIO 2330	Natural History of Louisiana	3
EBIO 2600	Natural Resource Conservation	3
EBIO 3040	General Ecology	3
EBIO 3150	Intro to GIS	4
EBIO 3180	Plants & Human Affairs	3
EBIO 4080/6080	Biostatistics and Experimental Design	3
EBIO 4110	Tropical Ecology & Agriculture	3
EBIO 4270	Population Ecology	3
EBIO 4460	Biodiversity and Environmental Informatics	3
EBIO 6110	Tropical Ecology and Agriculture	3
EBIO 6150	Intro to GIS	4
EBIO 6290	Behavioral Ecology	3
EBIO 6340	Ecological Analysis	3
EBIO 6430	Entomology	4
EBIO 6580	Urban Ecology	3
EBIO 6590	Plant Biology and Adaptation	4
Approved Earth and Environmental Sciences Courses		
EENS 1400	Global Climate Change	3
EENS 2020	Environmental Geology	3
EENS 2060	Introductory Geography	3
EENS 2070	Weather and Climate	3
EENS 2080	Extreme Weather	3
EENS 2090	Shaping the Earth's Surface	4
EENS 2230	Oceanography	3
EENS 3050	Natural Hazards & Mitigation	3
EENS/EBIO 3150	Intro to GIS (and Lab)	4
EENS 3600	Science of Climate Change	3
EENS 3990	Field Geoscience	3-8
EENS 4030	Advanced GIS	3
EENS 4040	Coastal Marine Geology	3
EENS 4360	Environmental Geochemistry	3
EENS 4370	Independent Study in GIS and Remote Sensing	3
EENS 6030	Advanced GIS	3
EENS 6150	Intro to GIS	4
EENS 6260	Paleoclimatology	3
Approved Chemistry Course		
CHEM 2500	Environmental Chemistry	3
Approved River-Coastal Science & Engineering Course		
RCSE 1040	The Gulf Coast in 2100: Sustaining Healthy Ecosystems and Vibrant Community	3

Environmental Electives in other schools at Tulane

Course ID	Title	Credits
Approved Architecture Courses		
ARCH 2211	Site Strategies	3
ARCH 3731	Urban Geography and New Orleans as a Case Study	4
ARCH 4522	Ethics in the Built Environment	3
ARCH 6211	Site Strategies	3
Approved Colloquium Course		
COLQ 4120	The Grand Canyon	3,4
Approved Energy Course		
ENRG 4100	Energy Markets, Economics, and Policy	3
Approved Management Course		
MGMT 4150	Environment, Society, and Capitalism	3
Approved Public Health Courses		
SPHU 2150	Foundations of Environmental Health	3
SPHU 2420	Health Challenges and Climate Change	3
SPHU 3100	Environmental Pollution & Biomarkers of Health	3
SPHU 3330	Disasters & Environmental Health	3
SPHU 4210	Health & Environmental Risk	3
SPHU 4330	Resilience in International Disasters	3
Approved Sustainable Real Estate Development Courses		
SRED 4510	Climate Change Resilience & Adaptation	3
SRED 4520/6520	Cities, Disasters & Decisions	3

Environmental Studies Minor

Overview

The impacts of climate change and their local impacts on the region and its peoples stress the need for an Environmental Studies minor.

This minor will utilize university faculty and community partners with a focus on impacts on local communities and environmental justice.

Requirements

The EVST minor is comprised of one introductory course, three designated electives, and one capstone course, for a total of 16 credits. Students focus their study on key environmental issues facing local communities through the tier-2 writing intensive capstone or tier-2 service learning capstone.

Course ID	Title	Credits
Required Courses:		
EVST 1010	Intro To Enviromentl Stu	3
EVST 4210	Environmental and Social Justice in New Orleans (Taken either with a Tier-2 Service Learning component or a SLA Tier-2 Writing Intensive component) [1]	4
Three Electives from approved EVST major electives lists		9
Total Credit Hours		**16**

[1] **EVST 4210 Environmental and Social Justice** requires either a mandatory tier 2 writing intensive component or tier 2 service learning component. In the service learning class, students will work with a community partner to implement a project that will address issues of environmental and social justice in a community context. Credit Hours: 4

Gender Based Violence Certificate

Students pursuing a gender-based violence certificate may find it valuable for pursuing careers as victim advocates, policy analysts, Title IX coordinators, university investigators, or shelter workers. It may also inspire and position students competitively for future graduate work. Those in human resources, law, counseling, medicine (nurses, doctors, physical therapists, dentists) all engage with victim/survivors and could benefit from a certificate in gender-based violence.

Requirements

To receive a certificate in gender-based violence, students must complete 12 credits of work from an established list of eligible courses. Students may petition the Program Director to request a course not listed below be counted as an elective course towards the certificate.

Course ID	Title	Credits
Required Courses		**6-7**
GESS 1900	Sex, Power and Culture	
or SOCI 1010	Sexualities and Society	
SPHU 3500	Public Health Approach to Sexual Violence	
or POLC 4200	The Politics of Rape	
or HISU 6350	History of Gender Based Violence in the United States	
Electives (two of the following) [1]		**6**
AFRS 3200	Issues in African Studies (When taught with following title: "Sexual Politics in South Africa")	
COMM 3310	Comm for Feminism Activitism	
HISU 2400	Women & Gender US Hist to 1865	
HISU 2410	Women & Gender Since 1861	
HISU 2500	Legal Hist US Gender Sex	
HISU 6260	New Directions in Womens Hist	
HISU 6350	History of Gender Based Violence in the United States	
MUSC 2164	Women Die in Opera	
POLC 4200	The Politics of Rape (If not used for Tier-2)	
POLI 4510	Women and War	
PSDV 3010	Special Projects (When taught with following title: "Gender and Development")	
PSDV 4300	Identity and Development (Women and Development in Africa)	
PSDV 4330	Post-Conflict Development	
SOWK 1000	Trauma! A Survey Course [2]	
SOWK 2100	Family Trauma-A Survey Course [2]	
SOWK 2510	Making Meaning of Trauma [2]	
SPHU 3500	Public Health Approach to Sexual Violence (If not used for Tier 2)	
THEA 4420	Theatre as a Preventative Tool to Address Toxicity and Promote Social Change on Campus	
Total Credit Hours		**12-13**

[1] Additional Special Topics courses that will apply to the minor will be published on the department website each semester.

[2] Newcomb-Tulane College students may only apply a total of 9 credit hours from schools outside Newcomb-Tulane College to their degree program.

Gender and Sexuality Studies

Programs

Undergraduate

Major

- Gender and Sexuality Studies Major (p. 297)

Minor

- Gender and Sexuality Studies Minor (p. 299)

Graduate

Certificate

- Gender and Sexuality Studies Certificate (Graduate) (p. 299)

Gender and Sexuality Studies Major

The Gender and Sexuality Studies (GESS) Program at Tulane University is committed to the multidisciplinary and interdisciplinary preservation, expansion, and transmission of knowledge to undergraduate students and to other individuals in both the university and the larger community about women, gender, and sexuality. The Gender and Sexuality Studies Program is committed to intellectual excellence and to stimulating

continued intellectual growth for faculty and students. As a community of scholars/teachers/learners we are devoted to the study of gender and sexuality as they take shape and affect our lives in a diverse, multicultural, and international world. We are committed to facilitating critical undergraduate and graduate education and practice for social justice by engaging students in the discovery, production, and critique of knowledge that emerges from critical perspectives on culture and society.

Requirements

A major in Gender and Sexuality Studies consists of a minimum of 33 credits.

Course ID	Title	Credits
Core Courses		
GESS 1900	Sex, Power and Culture [1]	3
or GESS 2900	Intro to Gender & Sex Studies	
GESS 3500	Critical Inquiry and Praxis	3
GESS 4940	Gender & Sexuality Theory I: Feminist Theory	3 or 4
GESS 4950	Gender & Sexuality Theory II	4
Seven Electives [2]		
The remaining (7) elective courses must be selected from among those approved by the Gender and Sexuality Studies Program with the following distribution requirements: a minimum of two different disciplines or departments must be represented in the elective coursework.		
One Elective any level		3
Six Electives at the 3000-level or above		18
Total Credit Hours		**34-35**

[1] Students may only earn credit for one of the following introductory courses, but not for both: GESS 1900, GESS 2900.

[2] **Double Counting & Overlap:** For students double majoring in Gender and Sexuality Studies and another major: no more than two courses can be counted toward both majors. Moreover, if a course is being counted toward a minor in another department or program, it may not be counted toward the GESS major.

Course ID	Title	Credits
Approved elective courses 1000/2000-level:		
ANTH 2030	The Anthropology of Women and Men	3
COMM 2720	Media & Reproductive Rights	3
COMM 2730	Childhood, Sex & the Media	3
ENLS 2920	Intro to Women's Literature	3
GESS 2190	Special Topics	3
HISU 2400	Women & Gender US Hist to 1865	3
HISU 2410	Women & Gender Since 1861	3
MUSC 2164	Women Die in Opera	3 to 4
SOCI 1010	Sexualities and Society	3
SOCI 1040	Gender & Society	3
SOCI 2210	Sociology of Reproduction	3

Course ID	Title	Credits
Approved elective courses 3000-level or above		
AFRS 4800	Black Women's Health	3
AFRS 6050	Black Feminism and Social Movement in the United States	3
ANTH 3120	Anthropology of Sex and Reproduction	3
ANTH 3320	Archaeology of Gender	3
ANTH 3330	Anthropology of Gender	3
ARHS 6220	Women and Gender in Medieval Art	3,4
ASTA 3520	Modern Japanese Culture	3
ASTA 3540	Anime, Japan & Globalization	3
COMM 3310	Comm for Feminism Activitism	3
COMM 3410	Reality TV	3,4
COMM 3420	Disability & Reality TV	3
COMM 3650	Feminist Doc & New Media	3
COMM 4261	Feminism, Sci-Fi & Technology	3 or 4
COMM 4262	Dangerous Women: Communication, Culture & Body	3,4
COMM 4350	Gender and The Cinema	4
ENLS 4135	Early Women Writers (pre-1700)	3,4
ENLS 4442	Black Literature, Gender, and Sexuality	3
ENLS 4720	Feminist Literary Theory	3
GESS 4500	Gender and Archives	3
GESS 4700	Sexuality in US History	3
GESS 4800	Bad Moms: Ideologies of Maternal Selfhood in 20/21st Century Media	3,4
GESS 4930	Special Topics	3
GESS 4990	Honors Thesis	3
GESS 5000	Honors Thesis	4
HISB 6070	Gender in African History	4
HISU 3541	Reproductive Health in the US	3
HISU 6260	New Directions in Womens Hist	3-4
HISU 6350	History of Gender Based Violence in the United States	3,4
JWST 3600	Women In Hebrew Bible	3
JWST 4120	Sexuality in Jewish Culture	3,4
JWST 4150	Women,Judiasm,Jewish Cul	3
MUSC 3421	Women Die in Opera	3 to 4
MUSC 3480	Music and Gender	3,4
PHIL 3540	Gender and Justice	3 to 4
PHIL 6530	Philosophy and Gender	3
POLA 4210	Women and Politics	3,4
POLA 4260	Race, Sex, & Power	3,4
POLA 4320	Women's Legislative Leadership	3
POLC 3003	Women Leading Change	4
POLC 4200	The Politics of Rape	3,4
POLT 3780	Feminist Political Thry	3
PORT 4100	Gender & Sexuality Brazillian	3
SOCI 6030	Monog, Poly-Sexualities Societ	3
SOCI 6060	Issues In Soc of Gender	3
SOCI 6070	Sociology of Sexuality	3

SOCI 6260	Gender, Work & Family	3
SOCI 6910	Gender In Latin America	3
ANTH 3120	Anthropology of Sex and Reproduction	3

Note that the list of approved electives varies from semester to semester, so please check with the GESS Program Director to verify the eligibility of an elective course before registering: GESSdirector@tulane.edu.

Gender and Sexuality Studies Minor

The Gender and Sexuality Studies Program at Tulane University is committed to the multidisciplinary and interdisciplinary preservation, expansion, and transmission of knowledge to undergraduate students and to other individuals in both the university and the larger community about women, gender, and sexuality. The Gender and Sexuality Studies Program is committed to intellectual excellence and to stimulating continued intellectual growth for faculty and students. As a community of scholars/teachers/learners we are devoted to the study of gender and sexuality as they take shape and affect our lives in a diverse, multicultural, and international world. We are committed to facilitating critical undergraduate and graduate education and practice for social justice by engaging students in the discovery, production, and critique of knowledge that emerges from critical perspectives on culture and society.

Requirements

A minor in Gender and Sexuality Studies consists of a minimum of 18 credits.

Required Courses

Course ID	Title	Credits
GESS 1900	Sex, Power and Culture	3
or GESS 2900	Intro to Gender & Sex Studies	
GESS 3500	Critical Inquiry and Praxis	3
Electives (Choose four)		
The remaining (4) elective courses must be selected from among those approved by the Gender and Sexuality Studies Program with the following distribution requirements: a minimum of two different disciplines or departments must be represented in the elective coursework.		
One Elective any level		3
Three Electives at the 3000-level or above		9
Total Credit Hours		**18**

Courses applied to the student's major field of study or to another minor may not be applied toward the Gender and Sexuality Studies minor.

Examples of Electives that may count toward the GESS minor:

Course ID	Title	Credits
GESS 4700	Sexuality in US History	3
AFRS 6050	Black Feminism and Social Movement in the United States	3
ANTH 2030	The Anthropology of Women and Men	3
ANTH 3120	Anthropology of Sex and Reproduction	3
ANTH 3320	Archaeology of Gender	3
ANTH 3330	Anthropology of Gender	3
ARHS 3620	Contemporary Art Since 1950	3
ARHS 6220	Women and Gender in Medieval Art	3
COMM 3650	Feminist Doc & New Media	3
COMM 4350	Gender and The Cinema	4
ENLS 4135	Early Women Writers (pre-1700)	3,4
ENLS 4720	Feminist Literary Theory	3
HISU 2400	Women & Gender US Hist to 1865	3
HISU 2410	Women & Gender Since 1861	3
HISU 3541	Reproductive Health in the US	3
INTU 3000	Feminist Epistemologies and Research Design	3
MUSC 3480/6480	Music and Gender	3,4
POLA 4210	Women and Politics	3
POLA 4260	Race, Sex, & Power	3
PORT 4100	Gender & Sexuality Brazillian	3
SOCI 2210	Sociology of Reproduction	3
SOCI 6060	Issues In Soc of Gender	3
SOCI 6070	Sociology of Sexuality	3
SOCI 6260	Gender, Work & Family	3
SPAN 4100	Gender/Sex Hisp Culture	3

Note that the list of approved electives varies from semester to semester, so please check with the GESS Program Director to verify the eligibility of an elective course before registering: GESSdirector@tulane.edu.

Gender and Sexuality Studies Certificate (Graduate)

Overview

Gender and Sexuality Studies offers a Graduate Certificate Program for students currently enrolled in SLA PhD programs at Tulane. Students must take five 6000 or 7000-level courses, including a required theory sequence of GESS 6940 (Feminist Theory) and GESS 6950 (Queer Theory). Of the five courses required for the certificate, no more than one can overlap with the student's PhD program requirements.

Requirements

Course ID	Title	Credits
Core Requirements		
GESS 6940	Gender & Sexuality Theory I	3
GESS 6950	Adv Sexualty & Queer Theory II	3
Three elective courses at the 6000-7000 level		**9**
The following have been previously approved (other electives may be submitted to the Director for approval)		
ANTH 7320	Archaeology of Gender	
ANTH 7330	Anthropology of Gender	
ARHS 6220	Women and Gender in Medieval Art	
HISU 6350	History of Gender Based Violence in the United States	

MUSC 6201	Women Die in Opera
MUSC 6350	Music and Gender
SOCI 6060	Issues In Soc of Gender
SOCI 6070	Sociology of Sexuality
Total Credit Hours	**15**

Latin American Studies Program

Programs

Undergraduate

Major

- Latin American Studies Major (p. 301)

Minor

- Latin American Studies Minor (p. 301)

Certificate

- Latin American Studies Certificate for Public Health Majors (p. 300)

Graduate

- Latin American Studies and Art History, PhD (p. 300)
- Latin American Studies, MA (p. 302)
- Latin American Studies, PhD (p. 303)

Latin American Studies and Art History, PhD

The program is small and selective, accepting only one or two highly qualified applicants each year. Successful applicants must demonstrate an ability to work in a critical and imaginative fashion and to conduct original, clearly articulated research that will advance the frontiers of knowledge. Prospective students should submit their application to the joint PhD program through the online application portal (https://liberalarts.tulane.edu/academics/graduate-studies/prospective-students/) for relevant information on the application process and the link to the online application system.

Along with the School of Liberal Arts graduate program application form, applicants submit transcripts, three letters of recommendation, a statement of purpose, and an MA thesis or two substantive research papers, at least one in English. Applicants may also submit a CV/resume. The GRE is not required. International applicants whose native language is not English must submit TOEFL or IELTS scores as part of their application. The application deadline is January 10 for admission in the fall.

Requirements

The Ph.D. requires 54 credit hours (including an M.A. thesis or equivalent) in addition to qualifying examinations and the production of a dissertation. Of the 54 credit hours of coursework, at least 30 hours must have a Latin American content, including at least 18 hours in Latin American art; other Latin American courses can be taken in departments such as Anthropology, Economics, History, Political Science, Sociology, and Spanish and Portuguese; the School of Architecture; and Latin American Studies special offerings. Fifteen credit hours must be in art history pertaining to areas outside Latin America. The balance of credit hours are electives; they may be in art history and/or Latin America, but they may also pertain to other areas relevant to the student's work (e.g., European history, Medieval thought, writing systems). The Latin American Studies core seminar is required, as is a course on art historical method and/or theory. All courses must be at the 6000 and 7000 levels.

Students must develop a primary concentration (e.g., Pre-Columbian, colonial, or modern) and a secondary one. The second concentration may be within Latin American art (e.g., Pre-Columbian, colonial, or modern), or it may cover a comparative area (e.g., modern Latin American art paired with modern European art, or colonial Latin American art paired with medieval and early modern European art). Twenty-one semester hours (7 courses) must pertain to the primary concentration, and 12 semester hours (4 courses) must pertain to the secondary concentration. These courses may be in Art History or other disciplines with Latin American content. For example, a student with a primary concentration in Precolumbian and a secondary concentration in colonial would take 7 art history and anthropology courses with a Precolumbian content, and 4 courses with a colonial content in art history, history, or literature.

Latin American Studies Certificate for Public Health Majors

Overview

The Undergraduate Certificate in Latin American Studies for Public Health Majors is designed to supplement the Public Health major by developing skills and knowledge connected with Latin American/Latinx, and/or the Caribbean (including diasporas).

Students strengthen regional expertise within their major field through (1) language study; (2) public health electives on Latin America/Latinx populations and/or cultural context of infectious disease; (3) through an introduction to Latin America (LAST 1010) and (4) interdisciplinary coursework with core Latin America content.

This program is for students who wish to internationalize their studies, deepen their awareness of Latin America and the Caribbean, and to hold a certificate that makes them increasingly competitive for work and advanced studies enhanced by regional understanding and intercultural competency.

Requirements

The program certifies that students have:

- Obtained a basic comprehension of a Latin American language;
- Taken course work in the field of public health on Latin America, the Latinx population in the US, or on societal and cultural influences more broadly as they affect health and disease behavior beyond strictly biological mechanisms;
- Completed an introduction to Latin America survey course (LAST 1010); and
- Advanced their understanding of public health in the region with two Latin American-content electives.

Course ID	Title	Credits
Latin American Language (two courses required) [1]		**6**
LAST 1010	Introduction to Latin American Studies	3
Latin American Studies Electives (Choose 2) [2]		**6**
Public Health Elective (choose 1) [3]		**3**
SPHU 2016	Infectious Disease Outbreaks	
SPHU 2400	Global Health in Action	
SPHU 3120	Issues & Strategies in Public Health	
SPHU 4220	Latino Health in the US	
SPHU 4330	Resilience in International Disasters	

1 Spanish or Portuguese – 2 classes beyond the 2030 level or 2 semesters of Haitian Creole, Kaqchikel or other Indigenous language. Students who enter the program fluent in a Latin American language will take at least 2 semesters of an additional language.

2 **Suggested LAST electives:**
AFRS 3300 Issues in Africana Diaspora Studies (3 or 4 c.h.), ANTH 3750 Bones, Bodies and Disease (3 c.h.), ANTH 3091 Selected Cultural Systems (3,4 c.h.) when taught as Politics of Fieldwork, ANTH 3092 Selected Cultural Systems (3,4 c.h.) When taught as Sex Work or Race and Migration, ECON 4600 Inequality & Poverty in Latin America (3 or 4 c.h.), HISL 2910 Special Topics (1-3 c.h.), HISL 3910 Special Topics (1-4 c.h.) LAST 3010 Approaches to Latinx Studies (3 c.h.),LAST 6200 Health & Inequality Latin Amer (3 c.h.) POLC 4390 Poverty & Development (3 or 4 c.h.), POLI 6530 International Human Rights (4 c.h.), PSDV 4320 Migrants Refugees & Development (3 or 4 c.h.),SOCI 2600 Environmental Sociology (3 c.h.), SOCI 6012 Adv Special Topics: SOCI (3 or 4 c.h.) when taught as Sociology of Food.

3 Other courses may count in consultation with the Latin American Studies Undergraduate Advisor.

Latin American Studies Major

Latin American Studies prepares students for a job market that increasingly demands keen global sensibilities and the ability to work between cultures. Introducing diverse methodological and theoretical approaches to the study of Latin America, while providing a core interdisciplinary foundation in the humanities and social sciences, Latin American Studies prepares students to engage a broad spectrum of local and global phenomena with intellectual rigor and flexibility. Students may choose courses from twenty cooperating departments, taught by some seventy affiliated faculty specializing in the region. Interdisciplinary and comparative perspectives on the region offer students a depth of knowledge of hemispheric relations and build area expertise. The curriculum approaches Latin America as both a local and foreign culture, illuminating critical transnational issues such as immigration, climate change, cultural flows, security, and economic development that transcend the boundaries of the region.

The major's solid foundation in language skills, cultural and political understanding, experiential learning and international education and training provide critical preparation for careers in an increasingly globalized world. Students receiving this degree go on to careers in business, education, public service, government and humanitarian work, health care and health sciences, and law and advocacy, among others. Many graduates pursue careers in education or go on for more advanced degrees in Latin American Studies and a range of disciplines in the humanities and social sciences including Sociology, Political Science, Anthropology, Art History, Communications, History and others. The major also provides a valuable supplement for those who subsequently pursue professional degrees in business, law, engineering, medicine, public health or other fields. Students majoring in Latin American Studies are urged to minor (or get a second major) in a core discipline such as anthropology, economics, history, literature, art history, political science, or sociology.

Requirements

The Latin American Studies major requires a minimum of 30 credit hours in 10 Latin American content courses. Courses are selected from the various departments offering classes in the field as well as from Latin American Studies.

Latin American Studies students should consult the Schedule of Classes each semester to review available electives and are advised to confer with their major advisor to structure their course of study, particularly when planning study abroad coursework.

Course ID	Title	Credits
Required Courses		
LAST 1010	Introduction to Latin American Studies	3
LAST 4000	Core Seminar [1]	4
One of the following: [2]		**3**
LAST 3000	Approaches to Latin American Studies (or)	
LAST 3010	Approaches to Latinx Studies	
Seven Electives		
1 may be at any level		3
2 must be at the 2000-level or higher		6
2 must be at the 4000-level or higher		6
2 must be at the 6000-level [3]		6
Total Credit Hours		**31**

1 LAST 4000 Core Seminar is offered fall semesters only and is intended to be completed in the final year.

2 LAST 3000 or 3010 may be used as elective if not used to fulfill this requirement.

3 All 6000-level coursework for the major must be taken in residence at Tulane University; courses taken abroad will not count toward this requirement. Students who take at least 20 college credits in 7 courses with Latin American content while on academic programs in Latin America approved by Tulane are required to take only one course at the 6000-level.

Latin American Studies Minor

The Bachelor of Latin American Studies curriculum focuses on achieving an interdisciplinary understanding of the region relative to an increasingly globalizing world. Under an advisor's supervision, students write their own minors, selecting electives from more than twenty cooperating departments taught by some seventy affiliated faculty specializing in Latin America. The program strives to develop critical thinking, intercultural competency and research, analytical and

communicative skills. A minor in Latin American Studies consists of 15 credit hours in 5 courses.

Requirements

A minor in Latin American Studies consists of 15 credit hours in 5 courses. Students pursuing this minor should consult the Schedule of Classes each semester to review available electives and are advised to confer with the Assistant Director, Undergraduate Affairs in the Stone Center for Latin American Studies to structure their course of study, particularly when planning study abroad coursework.

Required courses: LAST 1010 plus 4 electives.

Course ID	Title	Credits
LAST 1010	Introduction to Latin American Studies	3
Select four electives		12
2 must be at the 2000-level or higher		
2 must be at the 4000-level or higher		
Total Credit Hours		**15**

Latin American Studies, MA

The Roger Thayer Stone Center for Latin American Studies is one of the largest and most prestigious interdisciplinary units at Tulane University. It functions in many capacities to provide programming and degree plans to a broad range of educational constituencies. Currently, these include a Bachelor of Arts major and minor in Latin American Studies, a Master of Arts degree in Latin American Studies, and a Doctor of Philosophy degree in Latin American Studies.

The design of the M.A. and curriculum in Latin American Studies is dependent upon the student's particular research interests. While we welcome all qualified applicants interested in pursuing interdisciplinary research on Latin America, the STONE CENTER/TU has developed significant faculty strengths in "Economics, Politics & Society in Latin America" and "Arts, Media, Culture & Politics in Latin America." The Stone Center also has very strong regional expertise in Brazilian Studies and Cuban & Caribbean Studies.

The Graduate Advisor and the student will discuss the student's research interests before the start of the student's first semester of coursework and will map out a comprehensive program of study with the goal of developing an interdisciplinary research project. Students accumulate the research skills and tools by undertaking coursework in multiple disciplines or fields. Students should expect to narrow their coursework to one primary and two secondary concentration areas. Of course, there is also the opportunity to extend one's coursework beyond these three concentration areas when the research project will be enhanced by doing so.

The Stone Center also collaborates with other units across the University to offer specialized graduate degree programs. Such programs include joint professional degree programs with the Law School (MA/JD) and the Business School (MA/MBA), and a dual Doctor of Philosophy degree (a Ph.D. in Latin American Studies and Art History). For further information on these specialized degree programs, please consult the relevant sections of our website (https://stonecenter.tulane.edu/node/2565/).

Requirements

Distribution Requirements

Degree requirements include 30 credit hours as follows:

Course ID	Title	Credits
Select a primary concentration (History, Anthropology, etc.)		12
Select a second supporting concentration		6
Select a third supporting concentration		6
LAST 7000	Core Seminar	3
Select one of the following options:		3
Option One: The M.A. thesis, written under the direction of a thesis director and approved by a faculty committee.		
Option Two: A three-hour course in theory or methodology in the primary concentration.		
Total Credit Hours		**30**

- Option One: The M.A. thesis, written under the direction of a thesis director and approved by a faculty committee. Students register for thesis credit in the fourth semester (LAST 8990) and are required to participate in a thesis writing workshop under the direction of the Graduate Advisor. This is a graded course. A passing grade is assigned for the thesis by the Graduate Advisor if the student successfully defends the thesis by the end of the Spring semester. [NOTE: If a student plans to graduate in the Spring Semester of their second year of study, the thesis must be completed, defended, and submitted to the School of Liberal Arts in final form usually by the first week of May.] If the student has not completed and defended the thesis by the end of the Spring semester of the second year of studies, a grade of "I" (Incomplete) will be reported until such time as the student completes the thesis AND applies to graduate. If the student fails to complete the thesis within one year of the end of the second year of study, the "I" grade will convert to a failing grade.
- Option Two: A three-hour course in theory or methodology in the primary concentration. This need not be a Latin American content course. For example, in Sociology, the relevant courses are "Intermediate Social Statistics" and "Intermediate Sociological Methods"; in Anthropology, "Field Methods in Social and Cultural Anthropology"; and in Political Science, "The Conduct of Research" and "Statistics for Political Scientists." Where a department does not have an appropriate offering, the Stone Center Graduate Advisor will help the student arrange an independent study project in the methodology of the primary concentration. This course must be taken by the end of the third semester.

Concentrations

The concentrations are usually departmental/disciplinary and are intended more as a guide to help organize a student's curriculum around a specific research project. Where a student's program suggests that there is an educational and qualitative logic, it is also possible to declare one synthetic concentration that combines courses from more than one department. Such a concentration might be, for example, "Cultural Studies" or "Mexican Studies." Students are also encouraged, in consultation with the Graduate Advisor, to take courses that may fall outside of their concentration areas if such courses are

critical to the development of specific research skills, tools, methods, or content necessary in the pursuit of their research agendas.

Language Requirement

The requirement for graduation with the M.A. in Latin American Studies is demonstrated competence in either Spanish or Portuguese. Students are expected to pass a language examination in Spanish or Portuguese during the first year of study. The required level of competence in Spanish and Portuguese corresponds to "intermediate-high" on the American Council on the Teaching of Foreign Language (ACTFL) scale or the Avant STAMP 4S scale. This competency is considered a minimum requirement. Students are encouraged to develop additional languages as needed by their research fields.

Currently, the Avant STAMP 4S examinations are administered by the Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/language-testing/proficiency (https://liberalarts.tulane.edu/language-learning-center/language-testing/proficiency/)). Native Spanish and Portuguese speakers are exempt from this requirement, though they are still encouraged to take the examination.

Transfer of Credit

Upon entering the program a maximum of six graduate-level course credits (two courses) may be transferred from another department of Tulane or another University toward your Latin American Studies M.A. degree. However, students who do choose to transfer two courses will lose one semester of M.A. funding (limiting thesis writers to three semesters and non-thesis writers to two). To be considered for transfer credit toward an M.A. degree, graduate work done at another institution must carry a grade of 3.0 (on a 4.0 scale) or better and must have been completed no more than four years from the date of first registration for graduate work at Tulane.

Acceptance of graduate credit for work done at other graduate institutions must be approved by the Stone Center for Latin American Studies and by the Dean of the School of Liberal Arts. Although the official decision concerning the acceptance of transfer credit towards the Latin American Studies M.A. degree will be made only after the student has completed one semester of successful study in the program, the Stone Center Graduate Advisor can evaluate the transferability of previous coursework before the student enters the program. If you are planning to transfer credit, remember to contact your Graduate Advisor after you have completed your first semester in the degree program to discuss the credit transfer process.

Independent Studies

Independent Studies can be an important part of your program if used properly and sparingly. Typically an independent project is created to fill an academic need or interest that is not being met by regular disciplinary offerings or to expand upon research begun in other courses but not fully completed. Ordinarily, the Graduate Advisor will not authorize students to take more than two stand-alone Independent Study courses during the course of their M.A. degree. Students may register for the independent study directly through the Latin American Studies program; but students should first attempt to register for the independent study through the department of the sponsoring faculty member. Please consult the Graduate Advisor for further information on registering for independent study.

Latin American Studies, PhD

The Roger Thayer Stone Center for Latin American Studies is one of the largest and most prestigious interdisciplinary units at Tulane University. It functions in many capacities to provide programming and degree plans to a broad range of educational constituencies. Currently, these include a Bachelor of Arts major and minor in Latin American Studies, a Master of Arts degree in Latin American Studies, and a Doctor of Philosophy degree in Latin American Studies.

The design of both the M.A. and Ph.D. curriculum in Latin American Studies is dependent upon the student's particular research interests. While we welcome all qualified applicants interested in pursuing interdisciplinary research on Latin America, the STONE CENTER/TU has developed significant faculty strengths in "Economics, Politics, & Society in Latin America" and "Arts, Media, Culture, and Politics in Latin America." The Stone Center also has very strong regional expertise in Brazilian Studies and Cuban & Caribbean Studies.

The Graduate Advisor and the student will discuss these research interests before the start of the student's first semester of coursework and will map out a comprehensive program of study with the goal of developing an interdisciplinary research project. Students accumulate the research skills and tools by undertaking coursework in multiple disciplines or fields. Students should expect to narrow their coursework to one primary and two secondary concentration areas. Of course, there is also the opportunity to extend one's coursework beyond these three concentration areas when the research project will be enhanced by doing so.

The Stone Center also collaborates with other units across the University to offer specialized graduate degree programs. Such programs include joint professional degree programs with the Law School (MA/JD) and the Business School (MA/MBA), and a dual Doctor of Philosophy degree (a Ph.D. in Latin American Studies and Art History). For further information on these specialized degree programs, please consult the relevant sections of our website (https://stonecenter.tulane.edu/).

The standard Tulane University graduate program online application system allows applicants to identify whether their application should be considered for admission either as an M.A. student or as a Ph.D. student. The admissions policy of the Stone Center, however, is to consider for admission directly to the Ph.D. program only individuals who have an earned Master's Degree or relevant professional degree (i.e. M.D., J.D., etc.)

Applicants interested in the Ph.D. Program in Latin American Studies, but who do not have an earned Master's Degree or a relevant professional degree, will be considered for admission only to the M.A. program in Latin American Studies. Upon completion of the M.A. Program in Latin American Studies, such students are then able to reapply to the Ph.D. program. Admission to the M.A. program does not guarantee continuation in the Ph.D. program.

Requirements

Doctor of Philosophy in Latin American Studies Curriculum

The degree of Doctor of Philosophy in Latin American Studies is awarded for mastery of a body of literature and for the production of imaginative and original research. A student may enter the program (1)

progressing from the M.A. program in Latin American Studies at Tulane, (2) transferring to the program with an M.A. conferred by another Tulane department, (3) or by applying directly to the Latin American Studies Ph.D. program after having completed an M.A. in any discipline or field, or an equivalent Professional Degree (JD, MD, MBA, etc.). In each instance, prospective students must submit a formal application for admission to the Ph.D. program.

Each semester doctoral students normally enroll in three classes and teach one class. By university regulations, students are allowed to enroll in a minimum of two courses while they serve as Teaching Assistants.

Students also begin preparation for general preliminary examinations, which are given during students' last semester of classes and should be taken no later than the first semester after the completion of all coursework requirements. These are normally in October or March.

Upon satisfying the coursework and language requirements and completing the general exams, students begin research for the dissertation, presenting a formal prospectus for faculty approval. Once approved they can apply for admittance to candidacy for the doctoral degree and commence formal work on the dissertation, which must demonstrate their ability to carry out an original investigation in the field of Latin American Studies. Degrees are conferred only after the dissertation is approved in a formal defense before a faculty committee.

Coursework and Distribution Requirements

The minimum coursework requirement for the Ph.D. is 54 credit hours. Portions of this requirement are often satisfied by credit awarded for academic work completed in fulfilling requirements for the M.A. degree with thesis.

Students with an M.A. in Latin American Studies from Tulane may transfer up to 30 credits of relevant work from their M.A. program, while students transferring from other departments at Tulane or other universities may transfer no more than 12 hours of relevant work (see Transfer Credit below).

General requirements for the Ph.D. degree are:

- Thirty semester hours in the primary concentration, including a minimum of six semester hours in theory, methodology, and pedagogy. Students transferring to the Stone Center from other programs must take the Latin American Studies Core Seminar in their first Fall semester to satisfy three hours of the theory and methodology requirement. And all Ph.D. students must take the required Pedagogy and Professional Development course in the Spring semester before the academic year in which they are scheduled to teach the LAST1010 course cycle for the first time. NOTE: Of the thirty semester hours in the primary concentration, twelve hours or four courses should be at the 7000 level when possible; and no more than nine hours or three courses should be stand-alone independent study.
- Twelve semester hours in a first supporting concentration; six of these hours, when possible, should be at the 7000 level.
- Twelve semester hours in a second supporting concentration; six of these hours, when possible, should be at the 7000 level.
- A demonstrated knowledge of at least two languages, including Spanish or Portuguese.
- The successful completion of three general preliminary examinations in the primary and supporting concentrations.
- The successful defense of a dissertation prospectus.
- The successful completion and defense of the dissertation.

Concentrations

The concentrations are usually departmental/disciplinary and are intended more as a guide to help organize a student's curriculum around a specific research project. Where a student's program suggests that there is an educational and qualitative logic, it is also possible to declare one synthetic concentration that combines courses from more than one department. Such a concentration might be, for example, Cultural Studies or Mexican Studies or Gender & Sexuality Studies, etc. Students are also encouraged, in consultation with the Graduate Advisor, to take courses that may fall outside of their concentration areas if such courses are critical to the development of specific research skills, tools, methods, or content necessary in the pursuit of their research agendas.

Transfer Credits

At the time of admission, the Graduate Advisor can provide an informal assessment about what previous course credit can be transferred to meet Ph.D. requirements, but University policy allows the Graduate Advisor to make a formal evaluation of requests for transfer credit only after students have completed nine hours in residence at Tulane. After that point, and before the student accumulates a total of 42 credit hours, the Graduate Advisor recommends the transfer of appropriate and germane credit to the Graduate Dean for approval. Students seeking transfer credits should be prepared to provide copies of syllabi and/or course term papers as evidence of the relevance of the courses in question to their graduate work in their Latin American Studies program. Only courses that have a theoretical or content-specific logic to a student's Latin American Studies academic program will be approved for transfer credit.

As noted above, students with an M.A. (with thesis) in Latin American Studies from Tulane may transfer up to 30 credits of relevant work from their M.A. program, while students transferring from other departments at Tulane or other universities may transfer up to 6 hours of relevant coursework.

Acceptance of graduate credit for work done in other M.A. programs at Tulane or other universities is recommended by the Graduate Advisor and approved by the Dean of the School of Liberal Arts. To be considered for transfer credit, coursework must have received a grade of 3.0 or better on a 4.0 scale and must have been completed no more than six years before the date of first registration in the Center's doctoral program. Only in very special cases, and with the recommendation of the Stone Center's Graduate Advisor, will the Dean consider transfer of credit for courses taken earlier.

Language Requirements

The language requirement for graduation with the Ph.D. in Latin American Studies is demonstrated competence in two languages. Normally, one is Spanish; the second Portuguese. However, other languages may be presented if essential for the student's research. German, Quechua, Nahuatl, or Kaqchikel are examples. Students are expected to pass a language examination in Spanish or Portuguese during the first year of study. The required level of competence in

Spanish and Portuguese corresponds to “intermediate-high” on the American Council on the Teaching of Foreign Language (ACTFL) scale or the Avant STAMP 4S scale. This competency is considered a minimum requirement. Students are encouraged to develop additional languages as needed by their research fields. Levels of competency similar to those described for Spanish and Portuguese are required in any language presented to satisfy this requirement.

Currently, language competency is determined by performance on the Avant STAMP 4S examinations, which are administered by the Language Learning Center (https://liberalarts.tulane.edu/language-learning-center/language-testing/proficiency (https://liberalarts.tulane.edu/language-learning-center/language-testing/proficiency/)). All students, even native speakers, must be either examined for minimal linguistic competency as explained above or certified as to their native fluency by the Spanish and Portuguese Department.

Certification of competency in a second language must be presented by the end of the second year of study. Transfer students are expected to pass one language during the first year of study, and a second language examination by the end of second year of study. Testing in languages that are not available through the Avant STAMP 4S process in the Language Learning Center should be discussed with the Graduate Advisor to determine if such testing is possible and what would be the procedures for such testing.

Linguistics

Programs

Undergraduate

Majors

- Linguistics, BA (p. 306)
- Linguistics, BS (p. 308)

Graduate

- Computational Linguistics, MA (p. 305)
- Linguistics, MA (p. 311)
- Linguistics, PhD (p. 311)

Computational Linguistics, MA

Computational Linguistics is a field that appeals to students with a zeal for both linguistics and computer science and a passion for developing ideas at the intersection of these fields. The program relies on the resources of the linguistics program and the department of computer science. Students studying computational linguistics will focus on the scientific study of language from a computational perspective, in which opportunities abound in many growing fields in today’s job market, such as:

- Automated text analysis
- Speech recognition
- Information retrieval
- Web search
- Machine translation
- "Big Data"
- Cryptography
- Computer security

The program admits a small-sized class size of three to five, composed of (i) Tulane undergraduate students with a background in either linguistics, computer science or the study of language who are admitted into the 4+1 program, and (ii) external outstanding students, preferably with an undergraduate degree in linguistics, computer science or the study of a language.

Requirements

Students will complete a core curriculum, several electives and an internship in a calendar year (two semesters plus summer).

MA Computational Linguistics Courses:

Course ID	Title	Credits
ANTH 7340	Dialectology	3
ANTH 7590	Syntactic Theory	3
ANTH 7630	Linguistic Phonetics	3
ANTH 7640	Phonology	3
ANTH 7650	Morphology	3
ANTH 7660	Discourse Analysis	3
ANTH 7670	Language & Acquisition	3
ANTH 7680	Language and Power	3
ANTH 7690	Language and Gender	3
CMPS 3140/6140	Intro Artificial Intelligence	3
CMPS 3240/6240	Intro to Machine Learning	3
CMPS 3250	Theory of Computation	3
CMPS 3280/6280	Information Theory	3
CMPS 4250/6250	Math Found Comp Security	3
LING 7010	Semantics	3

In order to satisfy the 30 credit requirement for the MA, students will select 10 out of these courses. Five courses must be taken in linguistics and five in computer science. The following are required courses:

- ANTH 7630 Linguistic Phonetics
- ANTH 7590 Syntax
- LING 6810 Special Topics (Natural Language Processing)
- CMPS 3140/6140 – Introduction to Artificial Intelligence
- CMPS 3240/6240 –Introduction to Machine Learning
- CMPS/MATH 3250 –Introduction to the Theory of Computation
- CMPS 3280/6280 – Information Theory

All other courses are electives.

Notes:

- CMPS 2170 Intro to Discrete Math (3 c.h.) or CMPS 2170 Intro to Discrete Math (3 c.h.) must be taken during students’ undergraduate training for it is a prerequisite for some CMPS graduate courses.
- Additional linguistic electives at the graduate level are available in the following cooperating departments: French, Spanish, Philosophy, Neuroscience, and Psychology.

Non-course requirement of the curriculum

There will be a (6-8 week) summer internship requirement for obtaining practical experience on key applications in human language technology. Local internship opportunities are available through TurboSquid, a web-based technology company in New Orleans. A written report summarizing the internship experience is required after the internship.

Linguistics, BA

Linguistics is a major that gives students insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). At Tulane, we look at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, brain and language).

The array of courses offered by the Program allows linguistics majors to master the basics of the discipline. Linguistics majors develop valuable intellectual skills in analytical reasoning and critical thinking, lucid communication, and the use of research methodologies.

Career opportunities for linguistics majors are: publishing, computer industry, foreign language education, advertising, national security, translating/interpreting, speech and language pathology.

Requirements

The major in linguistics consists of ten courses selected from the lists below. The student should take at least one course in each of the following areas: phonology, morphosyntax, language history, and language and thought.

Phonology:

Course ID	Title	Credits
ANTH 3630	Linguistic Phonetics	3
ANTH 3640	Phonology	3
FREN 3140	French Phonetics	3
SPAN 4260	Span Phonetic/Phonolgy	3
THEA 3090	Stage Speech I	3
THEA 4090	Stage Speech II	3

Morphosyntax:

Course ID	Title	Credits
ANTH 3590	Introduction To Syntax	3
ANTH 3650	Morphology	3
CMPS 1500	Intro to Computer Science I	4
CMPS 1600	Intro to Computer Science II	4
CMPS 2200	Intro to Algorithms	3
CMPS 4620	Artificial Intelligence	3
PHIL 1210	Elementary Symbolic Logic	3
PHIL 3040	Mathematical Logic	3
PHIL 6060	Advanced Symbolic Logic	3
RUSS 3250	Advanced Russian Grammar	3

Language History:

Course ID	Title	Credits
ANTH 3300	History of Writing	3,4
ANTH 3310	Historical Linguistics	3,4
ANTH 3440	Dialect in America	3
EDUC 3220	Linguistics for English Language Learning	3
ENLS 4050	History of the Language	3
FREN 4210	History of French Language	3
SPAN 4270	Iberoamer Dialectology	3
SPAN 6510	Hist of the Span Lang	3

Language and Thought:

Course ID	Title	Credits
ANTH 3290	The Nature of Language	3
ANTH 3400	Language and Culture	3
ANTH 3660	Discourse Analysis	3,4
ANTH 3670	Language & Acquisition	3
ANTH 3680	Language and Power	3
ANTH 3690	Language and Gender	3,4
ANTH 6400	Language and Culture	3
LING 4110	Brain and Language	3
LING 4720	Translation Studies Theory	3
PHIL 3800	Language and Thought	3,4
PHIL 6180	Mental Representation	3,4

In addition to courses listed here in cooperating departments, students may elect to take language courses to broaden their linguistic base. Students may count up to 9 credit hours of courses in a language other than English toward the major. No language courses taken to fulfill the college proficiency requirement may be counted toward the major.

Courses

Course ID	Title	Credits
ANTH 3290	The Nature of Language	3
ANTH 3300	History of Writing	3
ANTH 3310	Historical Linguistics	3
ANTH 3400	Language and Culture	3
ANTH 3420	Semantics: Linguistic Approaches to Meaning	3
ANTH 3440	Dialect in America	3
ANTH 3441	Lexicography	3
ANTH 3520	Diaspora Yoruba	3
ANTH 3535	Native American Language and Linguistics	3
ANTH 3590	Introduction To Syntax	3
ANTH 3630	Linguistic Phonetics	3
ANTH 3640	Phonology	3
ANTH 3650	Morphology	3

ANTH 3660	Discourse Analysis	3
ANTH 3670	Language & Acquisition	3
ANTH 3680	Language and Power	3
ANTH 3690	Language and Gender	3
ANTH 3780	Language Death	3
ANTH 4930	Languages of Louisiana	3
ANTH 6400	Language and Culture	3
ANTH 6415	Pidgins and Creoles	3
ANTH 6420	Linguistic Field Methods	3
ANTH 6700	Spoken Nahuatl	3
ANTH 6720	Spoken Yoruba	3
ANTH 6800	Spoken Yucatecan Maya	3
ANTH 6810	Introduction to Maya Hieroglyphs	3
ANTH 6840	Beginning Kaqchikel (Maya) Language	3,4
ANTH 6845	Beginning K'iche' Language	3
ANTH 6850	Intermediate K'iche' Language	3
ANTH 6855	Advanced K'iche' Language	3
ANTH 7290	Linguistic Analysis	3
ANTH 7310	Prehistory of Languages	3
ANTH 7340	Dialectology	3
ANTH 7400	Language & Culture	3
ANTH 7441	Lexicography: Dictionaries	3
ANTH 7535	Native American Language and Linguistics	3
ANTH 7570	Intermediate Kaqchikel Language	3
ANTH 7580	Advanced Kaqchikel Language	3
ANTH 7590	Syntactic Theory	3
ANTH 7630	Linguistic Phonetics	3
ANTH 7640	Phonology	3
ANTH 7650	Morphology	3
ANTH 7660	Discourse Analysis	3
ANTH 7670	Language & Acquisition	3
ANTH 7680	Language and Power	3
ANTH 7690	Language and Gender	3
ANTH 7780	Language Death	3
ANTH 7930	Languages of Louisiana	3
LING 3000	Tunica La's Sleeping Language	3
LING 3010	Semantics	3
LING 3700	Second Language Acquisition	3
LING 3890	Service Learning	1
LING 4110	Brain and Language	3
LING 6720	Translation Studies Theory	3

Courses Offered by Other Departments

Course ID	Title	Credits
ASLS 1010	American Sign Language I	4
ASLS 1020	American Sign Language II	4
ASLS 2030	American Sign Language III	4
ASLS 3050	Introduction to Interpreting ASL to English to ASL	3
ASTC 1010	Beginning Chinese I	4
ARBC 1010	Elementary Arabic I	4
ARBC 1020	Elementary Arabic II	4
ARBC 3060	Business Arabic	3
ARBC 3150	Advanced Arabic	3
ARBC 3170	Media Arabic	3
ASTC 2030	Intermediate Chinese I	4
ASTC 3050	Adv Chinese Language I	4
ASTC 3051	Heritage Chinese	4
ASTC 3060	Adv Chinese Language II	4
ASTC 3065	Issues in Contemporary China	4
ASTC 3070	Business Chinese	3
ASTC 4070	Adv Chinese Read & Write	3
ASTC 4080	Chinese Media Literacy	3
ASTC 4360	Special Topics in Chinese Lang	3
ASTJ 1010	Beginning Japanese I	4
ASTJ 1020	Beginning Japanese II	4
ASTJ 2030	Intermediate Japanese I	4
ASTJ 2040	Intermediate Japanese II	4
ASTJ 3050	Advanced Japanese Speaking I	3
ASTJ 3051	Advanced Japanese Speaking II	3
ASTJ 3060	Advanced Japanese Reading II	3
ASTJ 4060	Advanced Japanese Comp & Pres	3
ASTJ 4070	Advanced Japanese Composition & Presentation II	3
FREN 1010	Elementary French I	4
FREN 1020	Elementary French II	4
FREN 2030	Intermediate French	4
FREN 2130	Intermediate French Conversation	2
FREN 3060	Business French	3
FREN 3140	French Phonetics	3
FREN 3150	Advanced French Through Media I	3
FREN 3160	Advanced French Through Media II	3
FREN 3170	French Pop Culture	3
FREN 4050	Teaching French	3
FREN 4060	Professional French	3
FREN 4080	French Around the World	3
FREN 4110	Field Research on French in Louisiana	3
FREN 4160	Translation Theory & Practice	3
FREN 4210	History of French Language	3
FREN 6070	Survey of French Linguistics	3
FREN 6085	Pidgins and Creoles	3
FREN 6110	Field Research on French in Louisiana	3
FREN 6160	Translation Theory and Practice	3
FREN 6210	History of French Language	3
FREN 6910	Independent Study FREN Ling	1-3
GERM 1010	Elementary German I	4
GERM 1020	Elementary German II	4
GERM 1120	Elem German Grammar Revw	4
GERM 1470	German For Beginners	1-4
GERM 2030	Intermediate German	4
GERM 2040	Intermed German II	4

GERM 3050	Advanced Grammar & Composition	3
GERM 3360	Translatn:Theory & Pract	3
GERM 4250	Adv Comp Convr Phonetics	3
GERM 7130	Old High German	3
GREK 1010	Elementary Greek	4
GREK 1020	Intermediate Greek	4
HACR 1010	Elementary Haitian Creole I	4
HACR 1020	Elementary Haitian Creole II	4
HACR 2030	Intermediate Haitian Creole	4
HBRW 1010	Elementary Hebrew I	4
HBRW 1020	Elementary Hebrew II	4
HBRW 1100	Readings In Hebrew	1
HBRW 2030	Intermediate Hebrew I	4
HBRW 2130	Intermediate Hebrew II	3
HBRW 2140	Reading In Hebrew	1
HBRW 2230	Biblical Hebrew I	3
HBRW 3100	Advanced Hebrew I	3
HBRW 3110	Advanced Hebrew II	3
HBRW 3230	Biblical Hebrew II	3
ITAL 1010	Elementary Italian I	4
ITAL 1020	Elementary Italian II	4
ITAL 1030	Elem Ital For Romnc Lang I	4
ITAL 1040	Elem Ital Romnc Lang II	4
ITAL 1050	Experiencing Rome: Conversational Language and Culture	3
ITAL 2030	Intermediate Italian	4
ITAL 2040	Intermed Ital Romnc Lang	4
ITAL 3130	Advanced Conversation and Composition	3
ITAL 3200	Italian for business	3
LATN 1010	Elementary Latin	4
LATN 1020	Intermediate Latin	4
MATH 1110	Probability & Statistics I	3
PHIL 1210	Elementary Symbolic Logic	3
PHIL 3110	Contemporay European Philosophy	3
PHIL 3430	Semantics of Nat. Langu.	3
PHIL 3800	Language and Thought	3
PHIL 6060	Advanced Symbolic Logic	3
PHIL 6180	Mental Representation	3
PHIL 6620	Philosophical Logic	3
PORT 1120	Intensive Portuguese	4
PORT 2030	Intermediate Portuguese	4
PORT 2050	Immersive Intermedia Portugues	4
PORT 3040	Grammar & Writing - Portuguese	3
PORT 3050	Immersive Grammar & Writing	3
RUSS 1010	Elementary Russian I	4
RUSS 1020	Elementary Russian II	4
RUSS 2030	Intermediate Russian	4
RUSS 2040	Intermediate Russian II	4
RUSS 3250	Advanced Russian Grammar	3
SOCI 3030	Intro To Research Design	3
SOCI 3040	Social Statistics	3
SPAN 1010	Introductory Spanish I	4
SPAN 1020	Elements of Spanish II	4
SPAN 1120	Intensive Intro Spanish	4
SPAN 2030	Elements of Spanish III	4
SPAN 2040	Span Conversations & Composition	3
SPAN 3040	Spanish Grammar and Writing	3
SPAN 3050	Spanish Grammar & Writing Business	3
SPAN 3060	Spanish Grammar & Writing Medical Profession	3
SPAN 3080	Spanish Grammar and Writing for the Legal Professions	3
SPAN 4260	Span Phonetic/Phonolgy	3
SPAN 4270	Iberoamer Dialectology	3
SPAN 6010	Method Tchg Span & Port	3
SPAN 6060	Hispanic Bilingualism	3
SPAN 6510	Hist of the Span Lang	3
SWHL 1010	Swahili I	3
SWHL 1020	Swahili II	3
SWHL 2030	Swahili III	3
THEA 3090	Stage Speech I	3
YRBA 1010	Elementary Yoruba I	4
YRBA 1020	Elementary Yoruba II	4

Linguistics, BS

Linguistics is a major that gives students insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). At Tulane, we look at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, brain and language).

The array of courses offered by the Program allows linguistics majors to master the basics of the discipline. Linguistics majors develop valuable intellectual skills in analytical reasoning and critical thinking, lucid communication, and the use of research methodologies.

Career opportunities for linguistics majors are: publishing, computer industry, foreign language education, advertising, national security, translating/interpreting, speech and language pathology.

Requirements

The major in linguistics consists of ten courses selected from the lists below. The student should take at least one course in each of the following areas: phonology, morphosyntax, language history, and language and thought.

Phonology:

Course ID	Title	Credits
ANTH 3630	Linguistic Phonetics	3
ANTH 3640	Phonology	3
FREN 3140	French Phonetics	3
SPAN 4260	Span Phonetic/Phonolgy	3
THEA 3090	Stage Speech I	3
THEA 4090	Stage Speech II	3

Morphosyntax:

Course ID	Title	Credits
ANTH 3590	Introduction To Syntax	3
ANTH 3650	Morphology	3
CMPS 1500	Intro to Computer Science I	4
CMPS 1600	Intro to Computer Science II	4
CMPS 2200	Intro to Algorithms	3
CMPS 4620	Artificial Intelligence	3
PHIL 1210	Elementary Symbolic Logic	3
PHIL 3040	Mathematical Logic	3
PHIL 6060	Advanced Symbolic Logic	3
RUSS 3250	Advanced Russian Grammar	3

Language History:

Course ID	Title	Credits
ANTH 3300	History of Writing	3,4
ANTH 3310	Historical Linguistics	3,4
ANTH 3440	Dialect in America	3
EDUC 3220	Linguistics for English Language Learning	3
ENLS 4050	History of the Language	3
FREN 4210	History of French Language	3
SPAN 4270	Iberoamer Dialectology	3
SPAN 6510	Hist of the Span Lang	3

Language and Thought:

Course ID	Title	Credits
ANTH 3290	The Nature of Language	3
ANTH 3400	Language and Culture	3
ANTH 3660	Discourse Analysis	3,4
ANTH 3670	Language & Acquisition	3
ANTH 3680	Language and Power	3
ANTH 3690	Language and Gender	3,4
ANTH 6400	Language and Culture	3
LING 4110	Brain and Language	3
LING 4720	Translation Studies Theory	3
PHIL 3800	Language and Thought	3,4
PHIL 6180	Mental Representation	3,4

Students majoring in linguistics who elect to graduate with a B.S. degree must have credit for two mathematics courses:

- one calculus course, MATH 1210 Calculus I (4 c.h.) or equivalent; and
- one statistics course MATH 1230 Statistics For Scientists (4 c.h.), or a higher level class in statistics.

In addition to courses listed here in cooperating departments, students may elect to take language courses to broaden their linguistic base. Students may count up to 9 credit hours of courses in a language other than English toward the major. No language courses taken to fulfill the college proficiency requirement may be counted toward the major.

Courses

Course ID	Title	Credits
ANTH 3290	The Nature of Language	3
ANTH 3300	History of Writing	3
ANTH 3310	Historical Linguistics	3
ANTH 3400	Language and Culture	3
ANTH 3420	Semantics: Linguistic Approaches to Meaning	3
ANTH 3440	Dialect in America	3
ANTH 3441	Lexicography	3
ANTH 3535	Native American Language and Linguistics	3
ANTH 3590	Introduction To Syntax	3
ANTH 3630	Linguistic Phonetics	3
ANTH 3640	Phonology	3
ANTH 3650	Morphology	3
ANTH 3660	Discourse Analysis	3
ANTH 3670	Language & Acquisition	3
ANTH 3680	Language and Power	3
ANTH 3690	Language and Gender	3
ANTH 3780	Language Death	3
ANTH 4930	Languages of Louisiana	3
ANTH 6400	Language and Culture	3
ANTH 6415	Pidgins and Creoles	3
ANTH 6420	Linguistic Field Methods	3
ANTH 6700	Spoken Nahuatl	3
ANTH 6720	Spoken Yoruba	3
ANTH 6800	Spoken Yucatecan Maya	3
ANTH 6810	Introduction to Maya Hieroglyphs	3
ANTH 6840	Beginning Kaqchikel (Maya) Language	3,4
ANTH 6845	Beginning K'iche' Language	3
ANTH 6850	Intermediate K'iche' Language	3
ANTH 6855	Advanced K'iche' Language	3
ANTH 6860	Introduction to K'iche' Culture	3
ANTH 6870	Kaqchikel Maya Culture	3
ANTH 7290	Linguistic Analysis	3
ANTH 7310	Prehistory of Languages	3
ANTH 7340	Dialectology	3
ANTH 7400	Language & Culture	3
ANTH 7441	Lexicography: Dictionaries	3

ANTH 7535	Native American Language and Linguistics	3
ANTH 7570	Intermediate Kaqchikel Language	3
ANTH 7580	Advanced Kaqchikel Language	3
ANTH 7590	Syntactic Theory	3
ANTH 7630	Linguistic Phonetics	3
ANTH 7640	Phonology	3
ANTH 7650	Morphology	3
ANTH 7660	Discourse Analysis	3
ANTH 7670	Language & Acquisition	3
ANTH 7680	Language and Power	3
ANTH 7690	Language and Gender	3
ANTH 7780	Language Death	3
ANTH 7930	Languages of Louisiana	3
LING 3000	Tunica La's Sleeping Language	3
LING 3010	Semantics	3
LING 3700	Second Language Acquisition	3
LING 3890	Service Learning	1
LING 4110	Brain and Language	3
LING 6720	Translation Studies Theory	3

Courses Offered by Other Departments

Course ID	Title	Credits
ASLS 1010	American Sign Language I	4
ASLS 1020	American Sign Language II	4
ASLS 2030	American Sign Language III	4
ASLS 3050	Introduction to Interpreting ASL to English to ASL	3
ASTC 1010	Beginning Chinese I	4
ASTC 1020	Beginning Chinese II	4
ASTC 2030	Intermediate Chinese I	4
ASTC 2040	Intermediate Chinese II	4
ASTC 3050	Adv Chinese Language I	4
ASTC 3051	Heritage Chinese	4
ASTC 3060	Adv Chinese Language II	4
ASTC 3065	Issues in Contemporary China	4
ASTC 3070	Business Chinese	3
ASTC 4070	Adv Chinese Read & Write	3
ASTC 4080	Chinese Media Literacy	3
ASTC 4360	Special Topics in Chinese Lang	3
ASTJ 1010	Beginning Japanese I	4
ASTJ 1020	Beginning Japanese II	4
ASTJ 2030	Intermediate Japanese I	4
ASTJ 2040	Intermediate Japanese II	4
ASTJ 3050	Advanced Japanese Speaking I	3
ASTJ 3051	Advanced Japanese Speaking II	3
ASTJ 3060	Advanced Japanese Reading II	3
ASTJ 4060	Advanced Japanese Comp & Pres	3
ASTJ 4070	Advanced Japanese Composition & Presentation II	3
FREN 1010	Elementary French I	4
FREN 1020	Elementary French II	4
FREN 2030	Intermediate French	4
FREN 2130	Intermediate French Conversation	2
FREN 3060	Business French	3
FREN 3140	French Phonetics	3
FREN 3150	Advanced French Through Media I	3
FREN 3160	Advanced French Through Media II	3
FREN 3170	French Pop Culture	3
FREN 4050	Teaching French	3
FREN 4060	Professional French	3
FREN 4080	French Around the World	3
FREN 4100	French In Louisiana	3
FREN 4110	Field Research on French in Louisiana	3
FREN 4160	Translation Theory & Practice	3
FREN 4210	History of French Language	3
FREN 6070	Survey of French Linguistics	3
FREN 6085	Pidgins and Creoles	3
FREN 6110	Field Research on French in Louisiana	3
FREN 6160	Translation Theory and Practice	3
FREN 6210	History of French Language	3
FREN 6910	Independent Study FREN Ling	1-3
GERM 1010	Elementary German I	4
GERM 1020	Elementary German II	4
GERM 1120	Elem German Grammar Revw	4
GERM 1470	German For Beginners	1-4
GERM 2030	Intermediate German	4
GERM 2040	Intermed German II	4
GERM 3050	Advanced Grammar & Composition	3
GERM 3360	Translatn:Theory & Pract	3
GERM 4250	Adv Comp Convr Phonetics	3
GERM 7130	Old High German	3
GREK 1010	Elementary Greek	4
GREK 1020	Intermediate Greek	4
HACR 1010	Elementary Haitian Creole I	4
HACR 1020	Elementary Haitian Creole II	4
HACR 2030	Intermediate Haitian Creole	4
HBRW 1010	Elementary Hebrew I	4
HBRW 1020	Elementary Hebrew II	4
HBRW 1100	Readings In Hebrew	1
HBRW 2030	Intermediate Hebrew I	4
HBRW 2130	Intermediate Hebrew II	3
HBRW 2140	Reading In Hebrew	1
HBRW 2230	Biblical Hebrew I	3
HBRW 3100	Advanced Hebrew I	3
HBRW 3110	Advanced Hebrew II	3
HBRW 3230	Biblical Hebrew II	3
ITAL 1010	Elementary Italian I	4
ITAL 1020	Elementary Italian II	4
ITAL 1030	Elem Ital For Romnc Lang I	4
ITAL 1040	Elem Ital Romnc Lang II	4

ITAL 1050	Experiencing Rome: Conversational Language and Culture	3
ITAL 2030	Intermediate Italian	4
ITAL 2040	Intermed Ital Romnc Lang	4
ITAL 3130	Advanced Conversation and Composition	3
ITAL 3200	Italian for business	3
LATN 1010	Elementary Latin	4
LATN 1020	Intermediate Latin	4
MATH 1110	Probability & Statistics I	3
MATH 1210	Calculus I	4
MATH 1230	Statistics For Scientists	4
PHIL 1210	Elementary Symbolic Logic	3
PHIL 3110	Contemporay European Philosophy	3
PHIL 3430	Semantics of Nat. Langu.	3
PHIL 3800	Language and Thought	3
PHIL 6060	Advanced Symbolic Logic	3
PHIL 6180	Mental Representation	3
PHIL 6620	Philosophical Logic	3
PORT 1120	Intensive Portuguese	4
PORT 2030	Intermediate Portuguese	4
PORT 2050	Immersive Intermedia Portugues	4
PORT 3040	Grammar & Writing - Portuguese	3
PORT 3050	Immersive Grammar & Writing	3
RUSS 1010	Elementary Russian I	4
RUSS 1020	Elementary Russian II	4
RUSS 2030	Intermediate Russian	4
RUSS 2040	Intermediate Russian II	4
SOCI 3030	Intro To Research Design	3
SOCI 3040	Social Statistics	3
SPAN 1010	Introductory Spanish I	4
SPAN 1020	Elements of Spanish II	4
SPAN 1120	Intensive Intro Spanish	4
SPAN 2030	Elements of Spanish III	4
SPAN 2040	Span Conversations & Composition	3
SPAN 3040	Spanish Grammar and Writing	3
SPAN 3050	Spanish Grammar & Writing Business	3
SPAN 3060	Spanish Grammar & Writing Medical Profession	3
SPAN 3080	Spanish Grammar and Writing for the Legal Professions	3
SPAN 4260	Span Phonetic/Phonolgy	3
SPAN 4270	Iberoamer Dialectology	3
SPAN 6010	Method Tchg Span & Port	3
SPAN 6060	Hispanic Bilingualism	3
SPAN 6510	Hist of the Span Lang	3
SWHL 1010	Swahili I	3
SWHL 1020	Swahili II	3
SWHL 2030	Swahili III	3
THEA 3090	Stage Speech I	3
YRBA 1010	Elementary Yoruba I	4
YRBA 1020	Elementary Yoruba II	4

Linguistics, MA

4+1 MA in Linguistics

The Linguistics Program at Tulane offers an accelerated Master of Arts program in Linguistics to enrolled seniors. Students choosing this fast-track option must take 6 graduate credits (2 courses) while still completing undergraduate course work. These 6 graduate credits are in addition to the 30 credits required for the Bachelor's degree in Linguistics. They will count toward the 30 graduate credits (10 courses) required for the MA in Linguistics, although they may also be used to fulfill one or two of the four area requirements for the undergraduate Linguistics major (Phonology, Morphosyntax, Language History, Language and Thought). Having earned these 6 graduate credits while completing the undergraduate major, student in the 4+1 MA program will take just 24 graduate credits (8 courses) during their fifth year. This program allows students to bypass the time commitment and anxiety of the graduate admissions process and places them within a year of obtaining their Master's degree upon graduating with their Bachelor's degree.

Requirements

4+1 MA in Linguistics Courses

Students are required to take 10 out of the following courses:

Course ID	Title	Credits
ANTH 6400	Language and Culture	3
ANTH 6420	Linguistic Field Methods	3
ANTH 7290	Linguistic Analysis	3
ANTH 7310	Prehistory of Languages	3
ANTH 7340	Dialectology	3
ANTH 7590	Syntactic Theory	3
ANTH 7630	Linguistic Phonetics	3
ANTH 7640	Phonology	3
ANTH 7650	Morphology	3
ANTH 7660	Discourse Analysis	3
ANTH 7670	Language & Acquisition	3
ANTH 7680	Language and Power	3
ANTH 7690	Language and Gender	3
ANTH 7780	Language Death	3
ANTH 7930	Languages of Louisiana	3
FREN 6085	Pidgins and Creoles	3
LING 7010	Semantics	3

Linguistics, PhD

Linguistics is a major that gives students insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). At Tulane, we look at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn

language (language acquisition); and how people process language (psycholinguistics, brain and language).

Our PhD program is unique because it is the only university-level interdisciplinary linguistics program in New Orleans and in the state at large, as well as one of only three in the Gulf South. We have unique resources, physical and human: (1) the Roger Thayer Stone Center for Latin American Studies, (2) the Cuban and Caribbean Studies Institute, (3) the Women's Center, (4) the Amistad Center, (5) the New Orleans Center for the Gulf South, (6) the Latin American Library, (7) the Louisiana Collection, (8) An enticing mix of less commonly taught languages (for example, Kaqchikel, Nahuatl, Yucatec Maya, Spoken Yoruba, Diaspora Yoruba, Swahili, Haitian Creole, Classical languages and writings of the Maya), (9) a growing computer science program with strong emphasis on artificial intelligence and human cognition, and (10) a committed faculty.

The Linguistics Ph.D. program at Tulane is highly competitive. All students admitted to the program receive a stipend and a tuition waiver for five years. If you are interested in applying to the program, please contact the faculty member(s) with whom you are interested in working. You may also contact the Director of the program at ling@tulane.edu.

Requirements

As a graduate student in linguistics, you are required to complete 48 hours of course work before advancement to candidacy, which will include at least one course drawn from each of the following categories:

1. Acoustic phonetics
2. Phonology
3. Morphology or syntax
4. Language variation and change (for instance, sociolinguistics, historical linguistics, dialectology, bilingual education, or multilingualism)
5. Semantics, pragmatics, philosophy of language, or discourse
6. A non-Indo-European language other than your native language (Note that this requirement can be satisfied by one of the Less Commonly Taught Languages offered at the 1000 level, which will be covered by the tuition waiver as long as you are a full-time student, but a course below the 6000 level cannot count towards graduate credit. Non-Indo-European languages taught in the Anthropology Department are 6000 level and above and so would count toward the graduate program as well as fulfilling this requirement.)

Depending on your previous course work and training, you may be able to waive some of these courses. Course waivers are to be requested on an individual basis, and must be approved by the program graduate adviser.

This range of courses ensures that you will receive a rigorous and broad background in linguistics, which will prepare you for your own research projects and will make you highly qualified for the job market. You should normally enroll in 12 credit hours (4 courses) per semester until you have completed the required course work for the Ph.D., which will normally take 4-5 semesters, depending on your background. This ensures that you will fulfill Tulane's residency requirement of four semesters of full-time study at the university, as well as Tulane's minimum course-hour requirements. (See the university graduate requirements for more information on Tulane's residency and course-hour requirements.)

In all of your course work, a grade level of B- (B minus) is the formal minimum for a passing performance in the graduate program. Although a grade of B- is a passing grade, it is considered a "weak" pass. One or two B- grades can be cause for probation or dismissal. In addition to your course grades, however, the general assessment of your overall progress in the program will also include the opinions of the faculty. The faculty meets at the end of each semester to discuss graduate students' progress. Renewal of your fellowship from year to year is dependent upon continuing satisfactory progress in your studies.

Language of Scholarship Requirement

In addition to taking at least one course in a non-Indo-European language, you must show competence in a major language of published scholarship other than English. You should meet with your adviser or the program director to discuss your proposed language and your plan for fulfilling the requirement. This requirement must be filled before advancement to candidacy.

If your native language is a major language of published scholarship other than English, you can use English to satisfy this requirement.

For everyone else, competence can be demonstrated by (i) two semesters of language instruction at the junior (3000) level or above, or (ii) a translation exam.

Comprehensive Examinations

Students must take two Ph.D. comprehensive examinations, a general examination covering all major fields of linguistics and a special field examination tailored to their chosen field of dissertation research. The general comprehensive examination is to be taken in early September of the student's third year (fifth semester) in the program, and the special field examination is to be taken in early to mid-January of the third year (sixth semester). You may petition the program to substitute a published paper for the special field exam.

Dissertation Prospectus

Immediately after taking your special field examination, if not before, you should form your dissertation committee. It must consist of at least three tenured or tenure-track Tulane faculty members. Your committee may have additional members as well, but this is not required.

Your first task with the dissertation committee is to write a research paper, called the dissertation prospectus. The prospectus should consist of a substantial dissertation proposal and a comprehensive bibliography. It may be based on a grant proposal to an external funding agency, particularly in the case of proposed fieldwork. The work described in the prospectus should lead naturally into your dissertation. The prospectus should contain a statement of the topic area of your proposed dissertation project, a problem statement, a statement of the theoretical orientation and methodology, and a comprehensive bibliography. Work out the specific details of your prospectus with the members of your dissertation committee. Once it is complete, you will schedule an oral defense of the prospectus before the members of your

committee. The prospectus defense should take place before the end of your third year (sixth semester) in the program.

Advancement to Candidacy

After you have passed your comprehensive examinations and your language requirement and your dissertation committee has approved your prospectus, you will apply for Candidacy for the Ph.D. Once you have advanced, you are considered 'ABD' (All But Dissertation). Application for some research grants requires this status.

Fieldwork

You may find it necessary to conduct fieldwork before writing your dissertation. You are encouraged to seek outside funding to support your fieldwork. If you succeed in securing outside funding to replace your Tulane stipend for one year, you may be eligible to bank that year of stipend for use in your sixth year. If your research does not require you to absent yourself in order to pursue fieldwork, you may continue directly to writing your dissertation.

Teaching or Research Training

The program normally requires a total of 6 semesters of training as a Research Assistant, Teaching Assistant, and/or Instructional Teaching Assistant during the first 5 years.

Writing, filing, and defending the dissertation

Following advancement to candidacy, you will normally be eligible for a fifth year of financial support to work full time toward the completion of the dissertation. Receiving your final year of fellowship is contingent upon your having met the following requirements:

- Achievement of ABD status
- Submission of an acceptable plan for research and writing during the final year of support
- Completion of the language requirements

Students generally find writing a dissertation to be a challenging and rewarding process. However, it is also an inherently stressful activity. For this reason, you should meet regularly with the members of your committee at every stage of your project, and keep in touch with them about data collection and writing. And finally, remember that all of the faculty members have also written a dissertation (and likely supervised a number of them too), and are happy to discuss any issues that come up for you.

Upon completion of an acceptable draft of your dissertation, you will then, in consultation with the chair of your dissertation committee, schedule a public defense of your work. All members of the Tulane community are invited to the defense, and anyone else is welcome to attend. You should prepare a short presentation of your work, summarizing the main research question(s), how you went about doing your project, and your key findings. Your dissertation committee will then ask you questions about your dissertation, as may other members of the audience, time permitting.

There are a host of important deadlines to keep track of, as well as very specific formatting minutia which you must strictly follow in order to file the dissertation. Consult the relevant sections of Deadlines for Graduating Students (https://liberalarts.tulane.edu/academics/graduate-studies/graduating-students/). As always, you are ultimately responsible for being aware of and complying with all formal requirements and university deadlines. After you have submitted a complete draft of your dissertation, defended it publicly, and made any revisions suggested by your committee, you are ready to file the dissertation. Tulane's general guidelines permit a maximum of seven years from your initial matriculation to file the Ph.D.

When the final version of the dissertation is accepted by the doctoral committee and filed with the university, and all other requirements are certified as fulfilled, you have earned a Ph.D. in Linguistics!

Medieval and Early Modern Studies Major

MEMS is a multidisciplinary program with a focus on the history and cultures of the medieval and early modern world. The Program consists of faculty and students from diverse departments within the School of Liberal Arts (Art History, Asian Studies, Classical Studies, English, French and Italian, Germanic and Slavic Studies, History, Jewish Studies, Music, Philosophy, Political Science, Spanish and Portuguese) and offers undergraduate major and minor concentrations, as well as graduate degree programs in affiliated professors' home departments. We regularly sponsor conferences, colloquia, and presentations by scholars around the world.

Requirements

The major consists of 30 credits (10 courses) to be distributed in the following manner.

Course ID	Title	Credits
Select three courses each from two of three categories:		18
Medieval (300-1499)		
Early modern (1500-1699)		
Crossover (spanning medieval and early modern)		
Select four additional courses		12
Total Credit Hours		**30**

The student may take up to four courses in a single department. Of the ten courses, no more than three courses may be taken below the 3000 level, and at least two must be completed at the 4000 level or above.

Medieval and Early Modern Studies Categories

Medieval

Course ID	Title	Credits
MEMS 1999	Medieval and Early Modern Events Management	1-3
MEMS 2000	Intro to Medieval Studies	3
MEMS 4000	Topics in Medieval Studies	3
MEMS 4990	Honors Thesis	3
MEMS 5000	Honors Thesis	4
ARHS 1010	Art Survey I: Prehistory through the Middle Ages	3
ARHS 3200	Early Christian and Byzantine Art	3

ARHS 3210	Art and Experience in the Middle Ages	3
CLAS 3230	Ancient Christianity	3
ENLS 4120	Medieval Literature	3
ENLS 4450	Chaucer	3
FREN 4220	Medieval French Literature	3
HISA 1020	After Rome: The Early Medieval World	3
HISA 1030	Medieval Europe 1100-1450	3
HISA 2030	Byz & Early Med Civilization	3
HISA 4140	The Crusades 1095-1291	3
HISA 4150	The Age of the Vikings	3
HISA 2310	Medieval England	3
HISA 2350	Medieval Italy	3
HISA 3170	Medieval Spain	3
HISA 3910	Special Topics	1-3
HISA 4910	Special Topics	1-3
HISA 6090	Sem Sel Topics Byzan Hist	4
HISA 6190	Special Topics: Mediev+Ancient	3
HISA 6230	Medieval Cities	3
HISA 6270	Women&Gender Middle Ages	3
HISE 4140	Household Gender Sexuality	3,4
ITAL 4010	Topics in 13th & 14th Century Italian Literature	3
JWST 3500	Goldn Age Spansh Jewry I	3
JWST 3520	Goldn Age Span Jewry II	3
JWST 3530	Jewish Middle Ages	3
JWST 4110	Rabbinic Judaism	3
JWST 4350	Rashi, Halevi, Maimonide	3
SPAN 4420	Intro. Medieval Iberia	3
SPAN 6810	Reading Medieval Iberia	3

Crossover

Course ID	Title	Credits
MEMS 1999	Medieval and Early Modern Events Management	1-3
MEMS 3600	Writing the Past	4
MEMS 4990	Honors Thesis	3
MEMS 5000	Honors Thesis	4
ENLS 2010	Intro To British Literature I	3
ENLS 4490	Early Major Authors	3
ENLS 5010	Capstone Seminars	4
FREN 6210	History of French Language	3
GERM 3550	Germ Lit In Translation	3
GERM 3660	Love, Death & Sexuality	3
HISA 3070	Topics Medieval & Renais Hist	3
HISE 1210	Eur & Wider World To 1789	3
HISE 2410	Spain, 1369-1716	3
HISM 2200	Pre-Modern Islamic World	3
MUSC 1410	Hist Euro Music To 1800	3
RUSS 3530	Survey of Russian Art	3

[1] Only when medieval and early modern studies topic. Director approval required.

Early Modern

Course ID	Title	Credits
MEMS 1999	Medieval and Early Modern Events Management	1-3
MEMS 2200	Topics in the Early Modern Period	1-3
MEMS 2201	Topics in the Early Modern Period	1-3
MEMS 2202	Topics in the Early Modern Period	1-3
MEMS 4990	Honors Thesis	3
MEMS 5000	Honors Thesis	4
ARHS 3380	Italian Renaissance Art	3
ARHS 3420	Van Eyck to Bruegel	3
ARHS 3430	Rubens to Rembrandt	3
ARHS 3913	Special Topics in Art History	3
ARHS 6410	Amsterdam and the Global Dutch Golden Age	3,4
ARHS 6420	Early Modern Copies	3-4
ARHS 6813	Seminars in the History of Art	3,4
ENLS 2230	Introduction to Shakespeare	3
ENLS 4040	Early Modern Transatlantic Lit	3
ENLS 4130	Renaissance Literature	3
ENLS 4140	17th-Century Literature	3
ENLS 4150	Early Modern Drama	3
ENLS 4190	Enlightenment Literature and Culture	3
ENLS 4450	Chaucer	3
ENLS 4460	Shakespeare I	3
ENLS 4470	Shakespeare II	3
ENLS 4480	Milton	3
FREN 4320	Renaissance Literature	3
FREN 4410	17th-Century French Literature	3
FREN 4420	17th-Century Drama	3
GERM 4800	Advanced Undergrad Sem	3
HISA 6050	The Italian Renaissance	3
HISE 4140	Household Gender Sexuality	3
HISE 2320	Early Modern England	3
HISE 2420	The Age of Reformation	3
HISE 6050	The Italian Renaissance	3
HISE 6100	Ren & Ref 1450 to1660	3
HISE 6330	Imperial Spain 1469-1659	3
HISE 3300	Death Disease Destitution	3
HISE 6370	Seminar Early Mod Englnd	3
ITAL 4020	Topics in Renaissance Literature	3
ITAL 4030	Topics in 17th & 18th Century Literature	3
JWST 3540	Jewish Renaissance to Age Reas	3
MUSC 4950	Spec Topic In Musicology [1]	3
PHIL 2020	History of Modern Phil	3
PHIL 2120	Classics Modrn Poli Phil	3
SPAN 4430	Lit of the Golden Age	3

SPAN 6330	Span Prose of Golden Age	3
SPAN 6410	Don Quijote	3
SPAN 6430	Drama of the Golden Age	3
SPAN 6440	Poetry of the Golden Age	3

[1] Only when medieval and early modern studies topic. Director approval required.

Medieval and Early Modern Studies Minor

MEMS is a multidisciplinary program with a focus on the history and cultures of the medieval and early modern world. The Program consists of faculty and students from diverse departments within the School of Liberal Arts (Art History, Asian Studies, Classical Studies, English, French and Italian, Germanic and Slavic Studies, History, Jewish Studies, Music, Philosophy, Political Science, Spanish and Portuguese) and offers undergraduate major and minor concentrations, as well as graduate degree programs in affiliated professors' home departments. We regularly sponsor conferences, colloquia, and presentations by scholars around the world.

Requirements

The minor consists of 18 credits (6 courses) to be distributed in the following manner:

Course ID	Title	Credits
Select two courses each from two of three categories:		12
Medieval		
Early modern		
Crossover		
Select two additional courses		6
Total Credit Hours		**18**

Medieval and Early Modern Studies Categories

Medieval

Course ID	Title	Credits
MEMS 1999	Medieval and Early Modern Events Management	1-3
MEMS 2000	Intro to Medieval Studies	3
MEMS 4000	Topics in Medieval Studies	3
MEMS 4990	Honors Thesis	3
MEMS 5000	Honors Thesis	4
ARHS 1010	Art Survey I: Prehistory through the Middle Ages	3
ARHS 3200	Early Christian and Byzantine Art	3
ARHS 3210	Art and Experience in the Middle Ages	3
ENLS 4120	Medieval Literature	3
ENLS 4450	Chaucer	3
FREN 4220	Medieval French Literature	3
HISA 1020	After Rome: The Early Medieval World	3
HISA 1030	Medieval Europe 1100-1450	3
HISA 2030	Byz & Early Med Civilization	3
HISA 4140	The Crusades 1095-1291	3
HISA 4150	The Age of the Vikings	3
HISA 2310	Medieval England	3
HISA 2350	Medieval Italy	3
HISA 3910	Special Topics	1-3
HISA 3170	Medieval Spain	3
HISA 6090	Sem Sel Topics Byzan Hist	4
HISA 6230	Medieval Cities	3
HISA 6270	Women&Gender Middle Ages	3
HISA 4910	Special Topics	1-3
ITAL 4010	Topics in 13th & 14th Century Italian Literature	3
JWST 3500	Goldn Age Spansh Jewry I	3
JWST 3520	Goldn Age Span Jewry II	3
JWST 3530	Jewish Middle Ages	3
JWST 4110	Rabbinic Judaism	3
JWST 4350	Rashi, Halevi, Maimonide	3
SPAN 4420	Intro. Medieval Iberia	3
SPAN 6810	Reading Medieval Iberia	3

Crossover

Course ID	Title	Credits
MEMS 1999	Medieval and Early Modern Events Management	1-3
MEMS 3600	Writing the Past	4
MEMS 4990	Honors Thesis	3
MEMS 5000	Honors Thesis	4
ENLS 2010	Intro To British Literature I	3
ENLS 4490	Early Major Authors	3
FREN 4210	History of French Language	3
GERM 3550	Germ Lit In Translation	3
GERM 6400	Advanced Undergrad Sem	3
HISE 1210	Eur & Wider World To 1789	3
MUSC 1410	Hist Euro Music To 1800	3
RUSS 3530	Survey of Russian Art	3
SPAN 6510	Hist of the Span Lang	3

[1] Only when medieval and early modern studies topic. Director approval required.

Early Modern

Course ID	Title	Credits
MEMS 1999	Medieval and Early Modern Events Management	1-3
MEMS 2200	Topics in the Early Modern Period	1-3
MEMS 2201	Topics in the Early Modern Period	1-3
MEMS 2202	Topics in the Early Modern Period	1-3
MEMS 4990	Honors Thesis	3
MEMS 5000	Honors Thesis	4
ARHS 3380	Italian Renaissance Art	3
ARHS 3420	Van Eyck to Bruegel	3

ARHS 3430	Rubens to Rembrandt	3
ENLS 4130	Renaissance Literature	3
ENLS 4140	17th-Century Literature	3
ENLS 4150	Early Modern Drama	3
ENLS 4190	Enlightenment Literature and Culture	3
ENLS 4450	Chaucer	3
ENLS 4460	Shakespeare I	3
ENLS 4470	Shakespeare II	3
ENLS 4480	Milton	3
FREN 4320	Renaissance Literature	3
FREN 4410	17th-Century French Literature	3
FREN 4420	17th-Century Drama	3
HISA 6050	The Italian Renaissance	3
HISE 4140	Household Gender Sexuality	3
HISE 2320	Early Modern England	3
HISE 2420	The Age of Reformation	3
HISE 6050	The Italian Renaissance	3
HISE 6100	Ren & Ref 1450 to1660	3
HISE 6330	Imperial Spain 1469-1659	3
HISE 3300	Death Disease Destitution	3
HISE 6370	Seminar Early Mod Englnd	3
ITAL 4020	Topics in Renaissance Literature	3
ITAL 4030	Topics in 17th & 18th Century Literature	3
JWST 3540	Jewish Renaissance to Age Reas	3
MUSC 4950	Spec Topic In Musicology [1]	3
PHIL 2020	History of Modern Phil	3
PHIL 2120	Classics Modrn Poli Phil	3
SPAN 6330	Span Prose of Golden Age	3
SPAN 6410	Don Quijote	3
SPAN 6430	Drama of the Golden Age	3
SPAN 6440	Poetry of the Golden Age	3

[1] Only when medieval and early modern studies topic. Director approval required.

Middle East and North African Studies Program

Programs

Undergraduate

Major

- Middle East and North African Studies Major (p. 316)

Minor

- Arabic Studies Minor (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/middle-east-and-north-african-studies/arabic-studies-minor/)

Arabic Studies Minor

Overview

Standard Arabic has an estimated 206 million speakers, while colloquial Arabic is spoken by a total of over 400 million, which makes it the fifth most widely spoken language in the world. Arabic classes at Tulane highlight the richness of Arabic culture and literature, as well as its practical applications in the global political economy.

Requirements

The Arabic minor consists of 5 courses for a minimum of 15 credits, distributed as follows:

Course ID	Title	Credits
Core Courses		
ARBC 2030	Intermediate Arabic	4
ARBC 3150	Advanced Arabic	3
Electives		
Select three or four of the following:		
ARBC 3060	Business Arabic	3
ARBC 3170	Media Arabic	3
ARBC 3220	Introduction to Arabic Literature	3
ARBC 3250	Arab Modern Culture	3
ARBC 3300	Arabic for International Relations and Diplomacy	3

If a student wishes to complete two or more minors, no courses counting toward the student's one minor will count toward the student's other minor(s). Courses taken abroad that the student wishes to count toward the Arabic minor will be evaluated on a case-by-case basis.

Middle East & North African Studies Major

Overview

Middle East and North African Studies (MENA) trains students to develop critical and analytical thinking on the Middle East and the Maghreb through an interdisciplinary, transnational approach. The MENA major draws on a number of departments and programs across Tulane's School of Liberal Arts to offer a wide array of courses introducing students to the rich history, layered politics, diverse cultures, linguistic, and religious traditions of a complex region. This background enables students to transcend simplistic generalizations and stereotypes about the region and its people while promoting students' global literacy in an increasingly interconnected world. The MENA major prepares students to pursue careers in government, policy, trade, research, and a variety of other fields.

Students must complete at least ten courses (30 credits minimum) from an approved list of Middle East-related courses. These ten courses must be distributed as follows:

1. **Arabic & Hebrew courses:** Students must take at least one course in Arabic beyond ARBC 2030 Intermediate Arabic (normally, ARBC 3150) or at least one course in Hebrew beyond HBRW 2030 Intermediate Hebrew I (normally, HBRW 2130 Intermediate Hebrew II). Students who

demonstrate proficiency in Arabic, Hebrew, Turkish, or Persian language in a suitable manner can substitute another Middle East-related course from the approved list for this requirement. Turkish and Persian are not offered at Tulane.

2. **History courses:** Students must take HISM 2200 History of Islam to 1400 **and** HISM 2210 History of Modern Middle East, 1750 to the Present. Students can petition to count similar courses at other universities or programs toward this requirement.

3. **Arab-Israeli Conflict:** Students must take one course on the Arab-Israeli conflict.

4. **Politics courses:** Students must take at least one of the following two courses: POLC 3340 Middle East Comparative Politics **or** POLI 4660 Middle East Security.

5. **Electives:** Students must select at least five elective courses from the approved electives list. These must be advanced content courses, at least one of which must be at the 4000 or 6000 level.

Requirements

Students must complete at least ten courses (minimum of 30 credit hours) as follows:

Required Courses

Course ID	Title	Credits
Arabic & Hebrew Requirements		
Students must take at least one course in Arabic beyond ARBC 2030 Intermediate Arabic (normally, ARBC 3150) or at least one course in Hebrew beyond HBRW 2030 Intermediate Hebrew I (normally, HBRW 2130 Intermediate Hebrew II). [1]		3
Arabic Courses		
ARBC 3150	Advanced Arabic	
ARBC 3170	Media Arabic	
ARBC 3220	Introduction to Arabic Literature	
ARBC 3250	Arab Modern Culture	
ARBC 3300	Arabic for International Relations and Diplomacy	
Hebrew Courses		
HBRW 2130	Intermediate Hebrew II	
HBRW 3100	Advanced Hebrew I	
HBRW 3110	Advanced Hebrew II	
History Requirements		
Students must take both of the following courses. Students can petition to count similar courses at other universities or programs toward this requirement. [2]		
HISM 2200	Pre-Modern Islamic World	3
HISM 2210	History of Modern Middle East since 18th Century	3
Arab-Israeli Conflict Requirement		
Students must take one of the following courses:		3
JWST 3220	Arab/Israeli Conflict	
or POLI 4670	Politics of Arab Israeli Confl	
or HISM 3220	Arab/Israeli Conflict	
or POLI 3550	Conflict Mgmt in Arab-Israeli	
Politics Requirement		
Students must take at least one of the following two courses:		3
POLC 3340	Middle East Comp Politics	
POLI 4660	Middle East Security	
Elective Requirements		
Students must select at least five elective courses from the approved electives list. These must be advanced content courses, at least one of which must be at the 4000 or 6000 level.		15
Total Credit Hours		**30**

[1] Students who demonstrate proficiency in Arabic, Hebrew, Turkish, or Persian language in a suitable manner can substitute another Middle East-related course from the approved list for this requirement. Turkish and Persian are not offered at Tulane.

[2] These courses are offered at least once every other year. They must be taken in the first semester that they are offered after the student enters the program.

Elective Courses

Courses listed above taken in addition to the minimum required courses can also count as electives. Additional electives may be added with permission of the Program Director.

Course ID	Title	Credits
Anthropology Courses		
ANTH 3470	Many Faces of Islam	3
French Courses		
FREN 4530	Islam and Enlightenment	3
FREN 4830	Francophone Literature of the Maghreb	3
FREN 4831	Writing Algeria	3
FREN 4850	Morocco in Film and Literature	3
FREN 4870	Women Writers of the Arab World	3
History Courses		
HISM 3910	Special Topics	1-4
HISM 6910	Special Topics	1-4
Jewish Studies Courses		
JWST 3740	Israel: Culture, Pol, and Hist	3,4
JWST 4500	The History of Zionism	3-4
Middle East North African Studies Courses		
MENA 4100	Home and the World: Arab American Experiences	3
Political Science Courses		
POLI 3020	Special Projects	3-4
Spanish Courses		
SPAN 4300	Literatures and Cultures of Al-Andalus	3

Native American and Indigenous Studies Program

Programs

Undergraduate

Minor

- Native American and Indigenous Studies Minor (p. 318)

Native American and Indigenous Studies Minor

Overview

Though only 1.9% of the US population, Native Americans have played and continue to play an important part in American society. Largely invisibilized by the foregrounding of other ethnic minority groups, Native Americans in the US struggle for recognition (federal, state, and local), for survival as cultural groups (cf. Ile de Jean Charles evacuation/resettlement), and for basic rights (legal protections, religious freedom, education, health services, and subsistence). Researchers at Tulane are actively involved with Native American tribes of Louisiana, working with them on issues of language and culture revitalization, displacement due to coastal erosion, health concerns and services, and equity issues. There are many courses at Tulane that deal with Native American culture, history, and languages. Through a structured introduction to these peoples and cultures, Tulane students can gain an appreciation for continuing contribution of these communities to the American story. Students will also have an opportunity to work closely with researchers collaborating with Native communities, learning as they contribute to projects bolstering indigenous lifeways.

Situated in Bvlbancha, "the place of other tongues", Tulane is committed to increasing diversity and engagement. Recognition of Native American presence, persistence and legacies (tangible and intangible) contributes to our educational mission.

Mission: To further understanding of indigenous peoples and the issues confronting their communities through engaged learning and research.

Requirements

The Native American Studies minor requires five courses (15 Credits).

Course ID	Title	Credits
Core Courses		**6**
Choose two of the following		
ANTH 1101	Native America: Introduction	
ANTH 3535	Native American Language and Linguistics	
One archaeology course		
Electives (Choose Three) from any of the lists below [1]		**9**
Archaeology Course Offerings:		
ANTH 3060	Ethnology of South America	3
ANTH 3240	Ancient Civilizations of Mesoamerica	3
ANTH 4120	Conquest and Colonialism	3
ANTH 4130	North American Prehistory	3
ANTH 4410	Olmec and Maya Civilization	3
ANTH 6100	South American Archaeology	3
ANTH 6130	Southeastern U.S. Prehistory	3
Linguistic Electives:		
ANTH 3535	Native American Language and Linguistics	3
ANTH 4930	Languages of Louisiana	3,4
ANTH 6700	Spoken Nahuatl	3
ANTH 6800	Spoken Yucatecan Maya	3
ANTH 6840	Beginning Kaqchikel (Maya) Language	3,4
ANTH 6845	Beginning K'iche' Language	3
ANTH 6850	Intermediate K'iche' Language	3
ANTH 6855	Advanced K'iche' Language	3
LING 3000	Tunica La's Sleeping Language	3
Other electives:		
ANTH 3570	Indigenous Movements in Latin America	3
ANTH 3580	The Politics of Fieldwork	3
ANTH 3710	Historical Ecology of Amazonia	3
ANTH 6860	Introduction to K'iche' Culture	3
ANTH 6870	Kaqchikel Maya Culture	3
ARHS 3700	Art and Architecture of Ancient America	3
MUSC 4270	Indigenous media and sound in Latin America	3
THEA 2750	Native America on Stage and Screen	3

[1] Courses not listed above with 60% or more Native American content can be added to the student's program by approval of the director.

Additional courses:

TIDE 1265 Indian Tribes on the Bayou (1 c.h.)This is a one credit TIDES course and does NOT count toward the minor, but may be taken during a student's first semester as an introduction to indigenous cultures of Louisiana. Full title: **TIDE 1265 Indian Tribes Down The Bayou: Native American Communities of Southeastern Louisiana.**

Political Economy Program

Programs

Undergraduate

Major

- Political Economy Major with Concentration in Economics and Public Policy (p. 319)
- Political Economy Major with Concentration in International Perspectives (p. 319)
- Political Economy Major with Concentration in Law, Economics, and Policy (p. 320)
- Political Economy Major with Concentration in Moral and Historical Perspectives (p. 321)

Tulane University

Graduate

- Political Economy with Data Analytics, MA (p. 322)

Political Economy Major with Concentration in Economics and Public Policy

Tulane University's most popular and acclaimed multidisciplinary major, the Political Economy major aims to promote sustained reflection on the multiple connections between political and economic activities and institutions.

The Political Economy major supports and promotes Tulane University's mission to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, to act and to lead with integrity and wisdom.

The political economy major aims to promote sustained reflection on the interrelations of political and economic activities and institutions. It provides undergraduate students with the basic skills of economic analysis. The major is also based firmly on the view that the study of the interrelations of politics and economics has a rich humanistic tradition and that its pursuit can encourage sustained reflection on fundamental values. Political economy is a multidisciplinary major built on a core of eight required courses and five elective courses drawn from economics, political science, history and philosophy.

This major is designed to avoid the sometimes excessive specialization that characterizes more traditional undergraduate majors. While providing students basic skills of economic analysis, the political economy major at Tulane is distinctively based on the view that technical economic analysis should not be divorced from a broader concern for understanding the moral and historical foundations of economic institutions and political structures.

Internship Grants and Senior Thesis

In the summer between junior and senior years, a political economy major may elect to participate in a summer internship. The Murphy Institute offers a limited number of grants in an open competition for political economy majors only. With consent of the Associate Director, a student may pursue a degree with honors in political economy. A senior honors thesis is required.

Finally, it should be noted that undergraduate majors in political economy are invited to participate in various activities sponsored by the Murphy Institute. The Murphy Institute hosts prominent scholars and public figures in a series of annual lectures. Student majors are invited to all of these occasions, as well as to more informal meetings with our visitors.

Requirements

Course ID	Title	Credits
Core Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ECON 3010	Intermediate Microeconomics	3
PECN 3010	Positive Political Economy	3
PECN 3020	Pol Ecn:Historical Ovrvw	3
PECN 3030	The Individual,Soc&State	3
PECN 3040	Comp & Intl Pol Econ	3
PECN 6000	Major Seminar In Pol Econ	3,4
Concentration Requirements		
ECON 3230	Econometrics	3
Select two of the following:		6
ECON 3020	Intermediate Macroeconomics	
ECON 3100	Economics of Money & Banking	
ECON 3320	Urban Economics	
ECON 3330	Environmental & Natural Resource	
ECON 3810	Labor Economics	
ECON 3970/3980	Special Studies	
Select two of the following:		6
ECON 4230	Econometrics	
ECON 4300	Regulation	
ECON 4500	Health Econ & Policy	
ECON 4600	Inequality & Poverty in Latin America	
ECON 4610	Game Theory	
ECON 4300	Regulation	
ECON 4970/4980	Special Studies In Economics	
PECN 4300	Behavioral Economics &Public Policy	
POLA 3240	Public Policy	
POLA 4230	Environ Politics & Policy	
Total Credit Hours		**39-40**

Political Economy Major with Concentration in International Perspectives

Tulane University's most popular and acclaimed multidisciplinary major, the Political Economy major aims to promote sustained reflection on the multiple connections between political and economic activities and institutions.

The Political Economy major supports and promotes Tulane University's mission to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, to act and to lead with integrity and wisdom.

The political economy major aims to promote sustained reflection on the interrelations of political and economic activities and institutions. It provides undergraduate students with the basic skills of economic analysis. The major is also based firmly on the view that the study of the interrelations of politics and economics has a rich humanistic tradition and that its pursuit can encourage sustained reflection on fundamental values. Political economy is a multidisciplinary major built on a core of eight required courses and five elective courses drawn from economics, political science, history and philosophy.

This major is designed to avoid the sometimes excessive specialization that characterizes more traditional undergraduate majors. While providing students basic skills of economic analysis, the political

economy major at Tulane is distinctively based on the view that technical economic analysis should not be divorced from a broader concern for understanding the moral and historical foundations of economic institutions and political structures.

Internship Grants and Senior Thesis

In the summer between junior and senior years, a political economy major may elect to participate in a summer internship. The Murphy Institute offers a limited number of grants in an open competition for political economy majors only. With consent of the Associate Director, a student may pursue a degree with honors in political economy. A senior honors thesis is required.

Finally, it should be noted that undergraduate majors in political economy are invited to participate in various activities sponsored by the Murphy Institute. The Murphy Institute hosts prominent scholars and public figures in a series of annual lectures. Student majors are invited to all of these occasions, as well as to more informal meetings with our visitors.

Requirements

Course ID	Title	Credits
Core Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ECON 3010	Intermediate Microeconomics	3
PECN 3010	Positive Political Economy	3
PECN 3020	Pol Ecn:Historical Ovrvw	3
PECN 3030	The Individual,Soc&State	3
PECN 3040	Comp & Intl Pol Econ	3
PECN 6000	Major Seminar In Pol Econ	3
Concentration Requirements		
Select two of the following:		6
ECON 3020	Intermediate Macroeconomics	
ECON 3340	Government and The Economy	
ECON 3370	World Economy	
ECON 3540	Development Economics	
ECON 4330	International Trading Relations	
ECON 3970/3980	Special Studies	
Select three of the following:		9
ECON 3330	Environmental & Natural Resource	
PHIL 6510	Theories of Economic Justice	
POLC 3410	Politics & Nationalism	
POLC 4030	Comp Poli Econ Welfare State	
POLI 3540	Internationl Political Economy	
POLI 4620	Global Envirnmnt Politcs	
Total Credit Hours		**39**

Political Economy Major with Concentration in Law, Economics, and Policy

Tulane University's most popular and acclaimed multidisciplinary major, the Political Economy major aims to promote sustained reflection on the multiple connections between political and economic activities and institutions.

The Political Economy major supports and promotes Tulane University's mission to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, to act and to lead with integrity and wisdom.

The political economy major aims to promote sustained reflection on the interrelations of political and economic activities and institutions. It provides undergraduate students with the basic skills of economic analysis. The major is also based firmly on the view that the study of the interrelations of politics and economics has a rich humanistic tradition and that its pursuit can encourage sustained reflection on fundamental values. Political economy is a multidisciplinary major built on a core of eight required courses and five elective courses drawn from economics, political science, history and philosophy.

This major is designed to avoid the sometimes excessive specialization that characterizes more traditional undergraduate majors. While providing students basic skills of economic analysis, the political economy major at Tulane is distinctively based on the view that technical economic analysis should not be divorced from a broader concern for understanding the moral and historical foundations of economic institutions and political structures.

Internship Grants and Senior Thesis

In the summer between junior and senior years, a political economy major may elect to participate in a summer internship. The Murphy Institute offers a limited number of grants in an open competition for political economy majors only. With consent of the Associate Director, a student may pursue a degree with honors in political economy. A senior honors thesis is required.

Finally, it should be noted that undergraduate majors in political economy are invited to participate in various activities sponsored by the Murphy Institute. The Murphy Institute hosts prominent scholars and public figures in a series of annual lectures. Student majors are invited to all of these occasions, as well as to more informal meetings with our visitors.

Requirements

Course ID	Title	Credits
Core Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ECON 3010	Intermediate Microeconomics	3
PECN 3010	Positive Political Economy	3
PECN 3020	Pol Ecn:Historical Ovrvw	3
PECN 3030	The Individual,Soc&State	3

PECN 3040	Comp & Intl Pol Econ	3
PECN 6000	Major Seminar In Pol Econ	3
Concentration Requirements		
Select two of the following:		6
ECON 3320	Urban Economics	
ECON 3330	Environmental & Natural Resource	
ECON 3340	Government and The Economy	
ECON 4300	Regulation	
ECON 4500	Health Econ & Policy	
ECON 3970	Special Studies	
ECON 3980	Special Studies	
Select three of the following:		9
HISU 6270	American Disasters	
HISU 6911	Special Topics	
PHIL 3560	Social & Polit Ethics	
PHIL 3640	Philosophy of Law	
PHIL 6510	Theories of Economic Justice	
PECN 4010	Constitutionalism	
PECN 4040	Democ/Capitlsm/Free Spch	
POLA 3240	Public Policy	
POLA 4230	Environ Politics & Policy	
POLA 4250	Politics of Poverty Policy	
POLA 4270	Constitutional Law	
POLA 6290	Judicial Process	
Total Credit Hours		**39**

Political Economy Major with Concentration in Moral and Historical Perspectives

Tulane University's most popular and acclaimed multidisciplinary major, the Political Economy major aims to promote sustained reflection on the multiple connections between political and economic activities and institutions.

The Political Economy major supports and promotes Tulane University's mission to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, to act and to lead with integrity and wisdom.

The political economy major aims to promote sustained reflection on the interrelations of political and economic activities and institutions. It provides undergraduate students with the basic skills of economic analysis. The major is also based firmly on the view that the study of the interrelations of politics and economics has a rich humanistic tradition and that its pursuit can encourage sustained reflection on fundamental values. Political economy is a multidisciplinary major built on a core of eight required courses and five elective courses drawn from economics, political science, history and philosophy.

This major is designed to avoid the sometimes excessive specialization that characterizes more traditional undergraduate majors. While providing students basic skills of economic analysis, the political economy major at Tulane is distinctively based on the view that technical economic analysis should not be divorced from a broader concern for understanding the moral and historical foundations of economic institutions and political structures.

Internship Grants and Senior Thesis

In the summer between junior and senior years, a political economy major may elect to participate in a summer internship. The Murphy Institute offers a limited number of grants in an open competition for political economy majors only. With consent of the Associate Director, a student may pursue a degree with honors in political economy. A senior honors thesis is required.

Finally, it should be noted that undergraduate majors in political economy are invited to participate in various activities sponsored by the Murphy Institute. The Murphy Institute hosts prominent scholars and public figures in a series of annual lectures. Student majors are invited to all of these occasions, as well as to more informal meetings with our visitors.

Requirements

Course ID	Title	Credits
Core Courses		
ECON 1010	Introduction to Microeconomics	3
ECON 1020	Introduction to Macroeconomics	3
ECON 3010	Intermediate Microeconomics	3
PECN 3010	Positive Political Economy	3
PECN 3020	Pol Ecn:Historical Ovrvw	3
PECN 3030	The Individual,Soc&State	3
PECN 3040	Comp & Intl Pol Econ	3
PECN 6000	Major Seminar In Pol Econ	3
Concentration Requirements		
Select two of the following:		6
ECON 3330	Environmental & Natural Resource	
ECON 3420	Economic History of the United States	
ECON 3540	Development Economics	
ECON 4500	Health Econ & Policy	
ECON 3970	Special Studies	
ECON 3980	Special Studies	
Select three of the following:		9
HISU 4580	Slavery & Freedom Antebellum S	
HISU 6270	American Disasters	
HISU 6911	Special Topics	
PHIL 3560	Social & Polit Ethics	
PHIL 3640	Philosophy of Law	
PHIL 6040	Philosophy of Law	
PHIL 6510	Theories of Economic Justice	
PHIL 6740	Contemporary Polit Phil	
PECN 4010	Constitutionalism	
PECN 4040	Democ/Capitlsm/Free Spch	
PECN 4300	Behavioral Economics &Public Policy	
PECN 4970/4980	Special Topics Political Econ	
POLT 3820	Contemp Political Ideas	
POLA 4270	Constitutional Law	

POLT 4860	American Pol Thought	
Total Credit Hours		**39**

Political Economy with Data Analytics, MA

Overview

The Master of Arts in Political Economy with a Data Analytics Emphasis is a two-year (four-semester) interdisciplinary program. The major goal of the program curriculum is to train public policy specialists using advanced technologies and data analytics.

Requirements

A minimum of thirty- (30) credit hours of coursework with a cumulative GPA ≥ 3.0. The 30 hours include 12 hours of core courses, 18 hours of graduate Data Analytics Electives.

Course ID	Title	Credits
Core Courses		
MATH 6080	Intro to Statistical Inference	3
or CCCC 7300	Quantitative Analysis	
ECON 6230	Econometrics	3
PECN 6100	Empirical Approaches to Political Economy	3
PECN 6200	Advanced MA Seminar for Political Economy	3
Electives (pick 5 from the list)		**15**
BIMI 6100	Elements in Biomedical Informatics	
BIMI 6200	Introduction to Data Science for Biomedical Informatics	
BIMI 7100	Statistical Machine and Deep Learning in Biomedical Practice	
BIOS 6290	Data Management and Statistical Computing	
BIOS 6300	Introduction To ArcGIS	
BIOS 6800	Public Health GIS II	
CCCC 7200	Research Design	
CMPS 6160	Introduction to Data Science	
EENS 6150	Intro to GIS	
EENS 6030	Advanced GIS	
MATH 6040	Linear Models	
MATH 6080	Intro to Statistical Inference	
MATH 7310	Applied Mathematics I	
MATH 7360	Data Analysis	
MGSC 7310	Modeling and Analytics	
MGSC 7340	Web Analytics	
MGSC 7520	Advanced Modeling and Analytics	
POLS 7112	Quantitative Methods I	
POLS 7112	Quantitative Methods I	
POLS 7114	Qualitative Methods	
One Additional Elective from the Following		**3**
ECON 6680	Economics of Poverty	
ECON 6300	Regulation	
ECON 6330	Intl Trading Relations	
ECON 6500	Health Econ & Policy	
ECON 6520	Econ Public Expenditures	
ECON 6530	Economics of Taxation	
ECON 6540	Public Finance & Public Policy	
ECON 6560	Comparative Economic Systems	
ECON 6580	Labor & Pop In L.A.	
ECON 6590	Econ Devel of Latin America	
ECON 6600	Inequality and Poverty in Latin America	
ECON 6650	Labor & Population in Lat Amer	
ECON 6660	Seminar On Latin American Countries	
ECON 6710	Economics of Education Policy and Reform	
PHIL 6510	Theories of Economic Justice	
POLS 7116	Dissertation Prospectus Seminar	
SOCI 6130	Race, Crime and Control	
Total Credit Hours		**30**

Religious Studies Minor

Religion is and always has been a central feature of human life, for individuals and communities. The interdisciplinary field of Religious Studies enables students to approach it from different perspectives: philosophical, historical, political, sociological, anthropological and literary.

Requirements

5 courses (15 hours), completed with a grade of C or better, courses in at least 2 distinct areas or disciplines, and at least 2 at the 3000-level or higher. Eligible courses already taken can count toward the degree.

Courses can be found each semester on the Class Schedule under “Religious Studies” (RLST) as well as in listings of particular departments. Examples of courses eligible for the RLST Minor:

Course ID	Title	Credits
RLST 1020	Religions of the World	3
RLST 3020	Religious Tolerance & Coexiste	3
RLST 3950	Spec Topics Rel Studies	3
ANTH 3200	Magic, Witchcraft and Religion	3
ANTH 3350	Culture and Religion	3
CLAS 1040	Mythology	3
CLAS 2320	Ancient Greek Religion	3
CLAS 3230	Ancient Christianity	3
HISA 2360	History of Christianity, From the Jesus Movement to the Reformation	3
HISE 2420	The Age of Reformation	3
JWST 1010	Introduction to Jewish Civilization: Foundations	3
JWST 1020	Intro to Jewish Civ:Modern Era	3
JWST 2100	Intro To Hebrew Bible	3
JWST 3540	Jewish Renaissance to Age Reas	3
MUSC 3460	Music, Religion, Spirit	3

PHIL 3010	Philosophy of Religion	3
PHIL 3020	Topics in Bible & Philosophy	3,4
PHIL 3500	Buddhism	3
POLT 3610	Jewish Political Thought	3

Social Policy and Practice Coordinate Major

The multidisciplinary coordinate Major in Social Policy & Practice introduces students to problems, policies, and methods in the social policy and welfare field through three core courses and additional elective coursework in the social and behavioral sciences. The major is designed to encourage students to explore social policy interests prior to employment or graduate education. It also serves as an excellent pre-professional major for social work, the social sciences, education, law, public health, public policy, and related fields.

The program in Social Policy & Practice is designed to grant students a considerable degree of freedom in the choice of electives and to offer ample avenues for students interested in pursuing independent research and/or internship experiences. The program is particularly interested in encouraging the study of social problems related to living in an urban environment such as issues related to race, class, poverty, gender, social justice and the intersections among them. Students in the program are encouraged to pursue study abroad opportunities. The option to write an honors thesis is available to students who are in the University's Honors Program.

Social Policy & Practice graduates often find that they have many career options because of their broad academic backgrounds and well-developed writing, critical thinking, and interpersonal skills that are highly valued by employers in a wide variety of settings. Students in the major are well prepared for entering the fields of social work, education, public policy, public health, law, medicine, business, and any other field that values a solid liberal arts education.

All social policy majors are required to have a coordinate major in one of three social science departments: Political Science, Economics, or Sociology.

Requirements

Course ID	Title	Credits
Required Courses		
SOWK 2000	Intro Social Policy/Prac	3
SOWK 4000	SPP. Emerging Programs & Policy	3
POLA 3240	Public Policy	3
Elective Courses		
Select seven elective courses		21
Total Credit Hours		**30**

Elective Courses

All SPP students are required to take 7 elective courses (21 hours) to be selected from a list of approved courses (see below) or to be negotiated in conjunction with the Program Director. Petitioning the Program Director for elective approval for courses other than those listed below must occur before the student takes the course. These courses will be policy-oriented courses in sociology, economics, political science, and other SLA disciplines and programs. No elective credit will be accepted for courses outside of Newcomb-Tulane College.

Students can take only three courses below the 4000-level for elective credit. All other elective courses must be at the 4000-level or above. A maximum of two study abroad courses can be counted as electives toward fulfillment of the SPP coordinate major, and those study abroad courses can only be counted at the below-4000 level.

All the departments have approved their courses for listing as SPP electives. The courses below are offered on a regular basis at Tulane by regular faculty members. Please note that some of these courses have prerequisites. Students should consult the course catalog prior to registering to ensure that they have met any department-specific prerequisites.

Economics

Course ID	Title	Credits
ECON 1010	Introduction to Microeconomics	3
ECON 3320	Urban Economics	3
ECON 3810	Labor Economics	3
ECON 4600	Inequality & Poverty in Latin America	3

Political Science

Course ID	Title	Credits
POLI 3040	Politics of Immigration	3
POLA 3270	Courts and Politics	3
POLA 4250	Politics of Poverty Policy	3
POLA 4260	Race, Sex, & Power	3
POLA 4270	Constitutional Law	4
POLC 4030	Comp Poli Econ Welfare State	3
POLC 6100	Politics & Health	4
POLC 6120	Comparative Social Policy	4
POLI 4620	Global Envirnmnt Politcs	3

Sociology

Course ID	Title	Credits
SOCI 1030	Sociology of The Family	3
SOCI 1050	Intro to Education & Society	3
SOCI 1060	Urban Sociology	3
SOCI 1080	Deviant Behavior	3
SOCI 1090	Social Problems	3
SOCI 1300	Criminology	3
SOCI 2180	Wealth,Power and Inequality	3
SOCI 2600	Environmental Sociology	3
SOCI 6010	Adv Special Topics: SOCI	3,4
SOCI 6012	Adv Special Topics: SOCI	3
SOCI 6060	Issues In Soc of Gender	3
SOCI 6200	Issues In Soc of Family	3
SOCI 6260	Gender, Work & Family	3
SOCI 6300	Urban Policy & Planning	3
SOCI 6330	Sociology of Education	3
SOCI 6890	Qual Research Methods	3
SOCI 6930	Social Movements in Latin America	3

Graduate Level Social Work Courses

Priority for enrollment in graduate level social welfare courses is reserved for graduate students, but instructors will often consider undergraduates for enrollment when space is available. The instructor has total discretion in determining the suitability of the undergraduate for enrollment in a graduate course.

Strategy, Leadership & Analytics Minor

The Strategy, Leadership and Analytics Minor prepares students to be leaders who can manage the dynamics of rapidly changing marketplaces and adapt strategically and creatively for future careers.

Learning outcomes:

- Economic Planning Acumen – Students will understand the language and practice of financial and data-driven strategies, including financial planning and analytics measurement and forecasting.
- Leadership Concepts and Practices – Students will analyze and assess leadership strategies through historical and contemporary lenses.
- Critical Perspectives on Business, Industries, and Society – Students will be able to contextualize business trends and economic markets through a liberal arts discipline or perspective.
- Integration of Disciplinary Expertise with Career Opportunities – Students will be able to link their chosen majors to employment trends and practices.

Requirements

Minors will take 18 hours of coursework that includes: one gateway course (3 credits), one economic planning or forecasting course (3 credits), and 12 credits of elective courses. Students are encouraged, but not required, to choose electives based on learning modules that are organized on the program website by organizational paradigms or industries.

Course ID	Title	Credits
Gateway Course:		
SLAM 1010	Entrep Lead & Prob Solv	3
Economic Planning Courses (Take at least one of the following):		
ECON 1010	Introduction to Microeconomics	3
SLAM 2010	Financial Literacy	3
SLAM 2020	Financial Analysis and and Budgets	3

Elective Choices:

Choose 12 hours of courses from the following list. Suggested modules may be found on the program website.

Course ID	Title	Credits
ACCN 2010	Financial Accounting	3
ANTH 3190	Economic Anthropology	3
ANTH 3195	Financial Lives	3,4
ARBC 3060	Business Arabic	3
ARHS 4560	Museum Internship	3
ARHS 6660	Art Acquisitions, Collect Mgmt	3
ASTC 3070	Business Chinese	3
CLAS 4110	Classical Leadership Lab	3
COMM 2650	Mass Communication Law	3
COMM 3260	Media Industry Analysis	3,4
COMM 4670	Creative Economy Topics	3,4
ECON 1020	Introduction to Macroeconomics	3
ECON 3100	Economics of Money & Banking	3
ECON 3340	Government and The Economy	3
ECON 3420	Economic History of the United States	3
ECON 3810	Labor Economics	3
HISU 2680	Working in America	3
INTR 1990	Liberal Arts Internship	1
MEMS 1999	Medieval and Early Modern Events Management	1-3
MUSC 2800	Intro To Music Business	3
PHIL 2600	Ethics In Business	3
POLC 4030	Comp Poli Econ Welfare State	3-4
POLI 3540	Internationl Political Economy	3,4
SLAM 2030	Introduction to Data Analytics	3
SLAM 2600	Introduction to Creative Industries	3
SLAM 3010	Principles of Leadership	3
SLAM 3020	Strategic Leadership in Practice	3
SLAM 3030	Marketing Strategies for Business and Creatives	3
SLAM 3050	Public Relations	3
SLAM 3060	Philanthropy and Social Change	3
SLAM 3070	Non-Profit Development	3,4
SLAM 3080	Fundraising and Sponsorship	3
SLAM 3100	Digital Entrepreneurship	3
SLAM 3910	Special Topics	3
SLAM 3911	Special Topics	3-4
SLAM 3912	Special Topics	3
SLAM 3913	Special Topics	3
SLAM 3914	Special Topics	3
SLAM 4570	Public Service Internship	1-3
SOCI 1510	Work In American Society	3
SOCI 2180	Wealth,Power and Inequality	3
SOCI 2500	Organizational Behavior	3
SOCI 2700	Soc Psych Everyday Life	3
SPAN 3050	Spanish Grammar & Writing Business	3
THEA 6550	Stage Management	3
THEA 6552	Performing Arts Management	3

Urban Studies Minor

The Urban Studies minor is intended for any undergraduate student seeking to develop a multi-disciplinary but focused exploration of cities, urban life and artifacts, and the design and organization of urban space and experience. It is designed to complement pursuit of any major(s) throughout the Liberal Arts, Science and Engineering, Architecture, Public Health, and Business and offers an excellent

academic supplement to pre-professional training for many areas of law, social work, and medicine.

Requirements

Course ID	Title	Credits
Requirements [1]		
URST 2010	The City I	3
URST 2020	The City II	3
Electives [2]		
Select 4 of the following:		12
ANTH 3360	Anthropology of Cities	
CLAS 3190	Pompeii:Life in a Roman Town	
ECON 3320	Urban Economics	
ECON 3420	Economic History of the United States	
HISA 6230	Medieval Cities	
HISL 6610	Latin American Modernity	
HISU 6540	African-American Culture	
POLA 4250	Politics of Poverty Policy	
PSYC 3310	Intro to African American Psychology	
SOCI 1060	Urban Sociology	
SOCI 1090	Social Problems	
SOCI 1300	Criminology	
SOCI 2180	Wealth,Power and Inequality	
SOCI 6120	Race/Ethnicity In Amer	
SOCI 6180	Wealth, Power, and Inequality	
SOCI 6300	Urban Policy & Planning	
SOCI 6960	Urban Latin America	
SPAN 4510	Hispanic Cities	
URST 3100	Urban Geography	
URST 6010	Special Topics	
Total Credit Hours		**18**

1 City I and City II can be taken in any order. Any course in which a student earns less than C- does not count toward fulfillment of the minor program. Students must achieve a C average across all required coursework.

2 Or other urban electives per program approval. List includes pre-approved course only. In as much as course offerings change, students are advised to check with the Urban Studies Program for up-to-date listings and may petition the Urban Studies Steering Committee in advance regarding other course approvals. Listed courses may have prerequisites. Prospective students should consult the catalog and/or relevant department.

Additional Information

Students must ensure that at least one elective course (3 credits) is at the 3000 level or higher and that elective courses are drawn from at least two departments, programs, or schools. Any course in which a student earns less than C- does not count toward fulfillment of the minor program. Students must achieve a C average across all required coursework.

US Public Policy Minor

The Tulane Summer Minor Program in U.S. Public Policy will give students a foundation for graduate school in public policy or a policy-oriented career in business or government at the local, state, or national level. Students complete relevant coursework and participate in service learning that together provide them with tools in the analysis of policy, knowledge in substantive policy areas, and experience in local government. Students completing the minor will fulfill one of Tulane's service learning graduation requirements.

Requirements

A minor in public policy requires 5 courses (15 hours/credits), including:

Course ID	Title	Credits
ECON 1010	Introduction to Microeconomics (Can be taken prior to or subsequent to the summer program.)	3
POLA 3240	Public Policy (Should be taken prior to or as part of the summer program.)	3
POLA 4110	Policy Research Shop (This class creates a partnership between city goverment and Tulane students in order to address issues of concern to the city and to increase students' civic engagement. In this course, the professor solicits policy topics from local elected and appointed officials and bureaucrats and their students write policy briefs on these issue areas. In exchange for the policy brief, policy sponsors agree to allow the students to present their findings at an official forum, such as city council meeting. Students will spend 20 hours during the program working on research for an office in City Hall as part of a required 20-hour service learning element.)	3
Elective 1 Must be taken during summer session		3
Elective 2 Can be taken during the summer session. If it is not taken during the summer, the director of the program must approve that the course will count toward the minor.		3
Total Credit Hours		**15**

1 If taking only one elective over the summer, students will need to take an additional elective in public policy, which must be approved by the program director.

Important Policies

***Pre-Requisites*:** There are no prerequisites for the courses during the summer. All courses are open to any student of any major. Prerequisites may be in place during the fall and spring semesters.

***Minimum Grades*:** Students must achieve a C average (2.0) across all required coursework. Students cannot take courses in the program as S/U.

***Non-minor Participation in Program*:** Courses are open to all students but declared minors will have priority registration.

***Double-Counting*:** According to SLA policy, students must have 27 credits in each major that do not also count toward a minor. No courses may overlap between minors.

SCHOOL OF MEDICINE

Overview

Street Address

Tulane University School of Medicine
Office of Academic Affairs
131 S. Robertson Street
New Orleans, LA 70112
Phone: 504-988-6191
Fax: 504-988-6705

Mailing Address

Tulane University School of Medicine
Office of Academic Affairs
1430 Tulane Avenue #8010
New Orleans, LA 70112

https://medicine.tulane.edu/

L. Lee Hamm
M.D., University of Alabama at Birmingham
Dean

One of the nation's most recognized centers for medical education, Tulane University School of Medicine is a vibrant center for education, research and public service. Celebrating its 175th anniversary in 2009, Tulane School of Medicine is the second-oldest medical school in the Deep South and the 15th oldest medical school in the United States.

Tulane School of Medicine recruits top faculty, researchers and students from around the world, and pushes the boundaries of medicine with groundbreaking medical research and surgical advances. From invention of the binocular microscope to robotic surgeries, Tulane School of Medicine remains at the forefront of modern medical innovation. Tulane School of Medicine is equipping the next generation of medical professionals with the tools to succeed in a rapidly changing world and shape the future of health care. On a daily basis, we strive to meet our mission of "Education, Research and Patient Care: We Heal Communities."

Tulane School of Medicine is fully accredited by the Liaison Committee on Medical Education.

Academic Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

Program of Nursing Policies

A full description of academic policies for nursing students can be found in the Program of Nursing (p. 374) page accessible through the Academic Department tab of the School of Medicine page.

School of Medicine Policies (p. 328)

- Graduate Student Policies
  - Requirement to Stay Informed
  - Enrollment Requirements
  - Processes
    - Absences
    - Change of Name/Address
    - Course Audits
    - Course Changes
    - Course Registration
    - Professional/Environment of Learning Program
    - Transferring Credits
    - Updating Grade of Incomplete
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  - General Policies
    - Academic Standards
    - Class Attendance
    - Code of Academic Conduct
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    - Student Employment
    - Technical Standards
    - The Tulane University Code
- Medical Students
  - Non-Curricular Academic Policies
    - School of Medicine Academic Calendars
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- Essential Functions/Technical Standards
- Purpose
- Overview
- Exemption of Basic Medical Science Courses
- Clinical Rotation Requirements
- HIPAA (Health Information Portability and Accountability Act) Training
- Universal Precautions Training
- USMLE Requirements: Step 1 and Step 2
- Educational Site Requests
- Senior Scheduling Requirements
- Right to a Healthcare Provider not involved in Evaluation

- Grading Policy
  - Grading Guidelines for Pre-Clinical and Clinical Courses
  - Grades for Clinical Rotations (T3 and T4 Years)
  - Reporting of Grades
  - Preclinical (T1 and T2) Elective Courses
  - Retention and Student Support
  - Academic Deficiencies, Resolving Deficiencies and Grounds for Dismissal
  - Appeal Process for Grades and MSPE
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  - Masters of Medical Sciences
- Student Records
  - Definitions (p. 342)
  - FERPA: Policy on Access to Student Records (p. 342)
  - Transfer Student/Credit Policies (p. 342)
- Absences and Leaves
  - Student Excused Absence Policy (p. 342)
  - Leave of Absence (p. 343)
- Financial Matters
- Tuition Refunds for Withdrawals
  - GENERAL POLICY STATEMENT
  - Accounts Receivable Billing Cycles
  - Tuition Refunds for Withdrawals
  - Off-Cycle and Leave of Absence Billing
  - Billing for Repeated Coursework
  - Other Refunds
  - Student Conduct and Behavioral Expectations
    - Code of Student Conduct (University Policy)
    - Unified Code of Graduate Student Academic Conduct (p. 344)
    - Medical Student Code of Professional Conduct (SOM)
    - Work hours
    - Dress Code
    - Email
    - Policy on Social Media and Out-of-work Conduct
    - Honor Code
    - Alcohol and Other Drugs Policy (University Policy)
    - Narcotics, Marijuana, and Other Controlled Substances
    - Possession of Weapons

School of Medicine Policies

Graduate Student Policies

Requirement to Stay Informed

Students are responsible for checking their Tulane issued email accounts daily since announcements from the BMS Program Office, School of Medicine Departments or other entities at Tulane are frequently sent via email. If you have an email other than the one given to you by Tulane,

it is a good idea to have your Tulane email automatically forwarded to the email address you use.

Enrollment Requirements

A student admitted to any degree program in BMS must be continuously enrolled in a degree-granting division of the University during the 12-month calendar year and maintain full-time status. A student admitted into any BMS degree program must be in continuous registration in a degree-granting division of the University until the awarding of the degree. Any student who is not registered for course work in a degree-granting division of the University must be registered in Master's Research or Dissertation Research every semester, including the summer, in order to remain in continuous registration. Although these courses are zero-credit-hour courses, registration will maintain full-time status.

Processes

Absences

- **Medical or Psychological Leave:** Medical or psychological leave should be requested in accordance with the Case Management Victim Support Services processes (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/).
- **Vacation:** Ph.D. students are entitled to 2 weeks of vacation (10 days) per year in addition to holidays approved by Tulane University (See Academic Calendar). Foreign students holding a student visa who wish to temporarily leave the United States must obtain permission of their department chairman (if applicable) and submit a written request to the BMS Program Office at least ***30 days prior to their travel*** and/or before making any travel arrangements. Students granted permission then apply for a new I20 or IAP-66 in order to return to the United States. Any foreign student who leaves the United States without the consent of the BMS Program Office will be subject to disciplinary action. Students not returning from leave of absence within the approved date may have their stipends suspended and may be required to re-apply to the Graduate Program in Biomedical Sciences.
- **Other than Vacation:** Master's students should coordinate absences with their individual Program Director. Any Ph.D. student desiring to take a leave of absence from the Program for any reason except medical/psychological for an extended period of time (more than one week) must submit the request in writing to their Dissertation Advisor and to the BMS Office, stating the reason(s) for the requested absence. Approval for such leave will be granted by the Steering Committee. In emergencies, the Co-Director or the Assistant Dean will grant this leave and present the request to the Steering Committee as soon as possible. This policy applies to all full-time Ph.D. students in the BMS Program.

Change of Name/Address

Students must complete a change of name/address form and submit it to the BMS Program Office when appropriate. Changes of address may also be made by logging into *Gibson Online* (https://gibson.tulane.edu/tulane/jsp/login.html).

Course Audits

Students may audit any course in the Graduate Program in Biomedical Sciences that he/she is otherwise qualified to attend except under the following circumstances:

1. The course has reached capacity with "for grade" students and/or;
2. The course is listed as "permission of the instructor required: and permission has not been granted, and/or;
3. Official course registration is required. Usual advisor signatures, tuition and fees and add/drop dates apply. No transfers from audit to credit will be permitted after add/drop date;
4. There are no class work or attendance requirements;

A student may take a course for credit any following semester after taking the course for audit, if otherwise qualified. This requires a second official registration and payment for the course. Students paying audit tuition and fees are entitled to copies of handouts, assignments and/or other class materials. The conditions for student participation and evaluation of student work will be agreed upon in advance by the student and the instructor. Courses taken for Audit will not appear on final transcript.

Course Changes

Student-Driven: Students wishing to add or drop courses should consult the Schedule of Classes for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties. ALL add/drops must be processed in ***Gibson Online*** unless you have two or more classes which have a time overlap. In this case, you need to fill out an add/drop form (from the BMS website or office) and obtain signatures from both instructors. You must fill out the exact course ID and section number even if there is only one section. Students may add or withdraw from a course with approval of the instructor and the BMS Program Office. Refer to the BMS Calendar for the last days to drop a course with and without record. A student wishing to add a course after general registration should complete the Drop/Add form and have appropriate approval of the course instructor and advisor prior to the start of the course. Registration will not be permitted beyond the first week of a course. Credit will

not be given for courses in which the student was not registered.

Department-Driven: Departments often make schedule changes for courses. If a student has registered for a class and a change has been made, that class will automatically be dropped from their schedule. If the student still wants to take that class, it is their responsibility to re-register. Departments are responsible for notifying students (usually via email) if a class has been cancelled or a section change has been made.

Course Registration

Students register using Gibson Online (https://gibson.tulane.edu/tulane/jsp/login.html). Class schedules are found on the University Registrar's website at www.registrar.tulane.edu. (http://www.registrar.tulane.edu/) This site also contains a link to the Schedule of Classes. Registration for Summer and Fall semester courses opens in March and Registration for Spring semester courses opens in November. The schedule is updated twice annually. All students are responsible for their own class schedules. Consultation with assigned academic advisors or thesis mentors is strongly encouraged before enrolling in any BMS classes.

The convenience of registration on the web coupled with the delivery of tuition bills via email greatly reduces the time each student must spend on campus dealing with administrative details. Students, however, must know that by registering they assume full financial responsibility for keeping the University informed of any address changes so that bills and priority registration materials may be delivered promptly.

Students should also be aware of the requirement to confirm attendance at the beginning of each semester. Notices will be emailed to all enrolled students when the confirmation option becomes available on ***Gibson***. In addition, they must consult the academic calendar on the University Registrar's webpage when adding or dropping courses once the term has begun. Failure to heed the dates set forth in the official calendar could result in academic or financial penalty.

Registering for Independent Study:
Students must register for Independent Study (BMSP-7990) and Special Topics (BMSP-7500) in person with the BMS Office at the beginning of the semester. If registration is delayed, students run the risk of not receiving credit in that semester. ***Please submit forms to the BMS office to register.***

Missed Deadlines:
Registration deadlines are in the calendar section of the BMS website. If registration deadlines are missed, you will not be able to use Gibson to register and must fill out a drop/add form, available in the forms section of the BMS website or in the BMS Office.

Registration Holds:
Students who have an outstanding financial balance with Accounts Receivable and/or are blocked by Student Health concerning their immunization records will need to resolve these issues before registering. The BMS Program Office can help with identifying the nature of registration holds.

Enrollment Verification:
If enrollment verification is needed, contact the National Student Clearinghouse: Tel: 703-742-4200 Fax: 703-742-4239

Email: enrollmentverify@studentclearinghouse.org
Web: www.studentclearinghouse.org (http://www.studentclearinghouse.org/)

Professional/Environment of Learning Program

The Tulane University School of Medicine (SOM) is committed to creating and maintaining a positive environment for its faculty and learners. This environment is based on mutual respect and accountability. The BMS Program is designed to provide an environment that is professional, respectful, inclusive, and intellectually-stimulating. Our program allows for individuals to report concerns. Most important is early intervention to prevent concerning behavior from escalating. Exemplary behavior by individuals who are exceptional role models for professionalism can also be acknowledged within the system.

The School of Medicine has developed a reporting/tracking system for concerns about the environment of learning and workplace. Incidents are reported by a variety of mechanisms, documented in the system, and recorded in a confidential database. Each report will be investigated following the method of the Professionalism Pyramid for Graduated Interventions (first developed at the Vanderbilt School of Medicine). https://medicine.tulane.edu/student-affairs/professionalismenvironment-learning-program (https://medicine.tulane.edu/student-affairs/professionalismenvironment-learning-program/).

Transferring Credits

Students may request transfer of credits any time after the successful completion of one semester as a registered student in the BMS Program. In order to successfully complete a semester, a student must enroll in all core courses in the first semester and every semester thereafter until their formal request for transfer of credits is approved. Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane University must first be submitted in writing to the Steering

Committee through the BMS Office, who will review the transfer request and make a recommendation for approval.

In general, up to 12 semester hours of transfer credit may be accepted for a master's degree, and up to 24 semester hours of transfer credit may be accepted toward the Ph.D. degree. To be considered for transfer credit, graduate work done at another institution or in another division of Tulane University must carry a grade of B or better and must have been completed no more than four years from the date of first registration for graduate work if applied towards a master's degree and no more than six years from the date of first registration for graduate work if applied toward a Ph.D. degree. The transfer of credits taken earlier may be approved by the Assistant Dean or Co-Director in unusual cases only.

Updating Grade of Incomplete

At the end of the semester, if the student has earned an "I" (incomplete) in a class, he/she has 30 days after the semester to clear this up. Incomplete grades that are not resolved within 30 days of the end of the semester are changed to Fs. The "I" will remain on the student's transcript, accompanied by the final course grade. Extensions of the 30-day deadline must be requested in writing by the student and must be approved by the instructor and the BMS Assistant Dean or Co- Director.

Withdrawals

Voluntary: A student who has registered for a semester and plans to withdraw from the program must inform the BMS Program Office in writing. After appropriate action has been completed with the Assistant Dean or Co-Director, confirmation of withdrawal will be sent to the student. The official date of the withdrawal from the program must be approved by the Assistant Dean or Co- Director and usually is the date of formal notification. The withdrawal date is important for determining possible refunds. Students who officially have withdrawn from the program must surrender their student identification cards at the time of withdrawal. After the last day to drop courses, a student withdrawing from the program without adequate reason, as determined by the Assistant Dean or Co-Director, will receive WF grades. A W grade will be recorded if withdrawal has been approved for medical reasons.

Medical: Students may experience medical and/or psychological conditions as well as problems around substance misuse that significantly impacts 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. Students must request a medical withdrawal in accordance with the checklist on the Case Management and Victim Support Services Website: https://cmvss.tulane.edu/content/medical-withdrawal-leave-return (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/). ***Students must notify the BMS Office of their intent to request a medical withdrawal or leave prior to beginning the process.***

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

1. Work below the standard specified by the college in which the student is enrolled.
2. Violation of the honor system or other misconduct.
3. Possibility of danger to the health of the student or to other students if enrollment is continued.
4. The University reserves the right to forbid any student's continued enrollment without assignment of reason. The Graduate Program in Biomedical Sciences, 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. The Graduate Program in Biomedical Sciences also has 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 Program Office.

General Policies

Academic Standards

Quality of Work Requirements: A minimum average quality-point average ratio of 3.0 (B) must be maintained by a student in the Graduate Program in Biomedical Sciences.

If a student receives one B- grade, the student is immediately considered for probation. If a student receives two grades of B-, or one grade less than B- during his/her tenure in the BMS program, the student is placed on probation and considered for dismissal by the Assistant Dean or Co-Director, in consultation with the Steering Committee. The student's advisor will be consulted and will submit information to the Steering

Committee on the student's academic progress and research work. The student will be recommended to be removed from probation if they receive no further grades of B- or less in the following semester, as long as the student maintains a grade point average of 3.0 or better in BMS studies.

Grades in BMS are reported as shown below.

Grade	Description
A	4.00
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000
D-	0.667
F	Failure
I	Incomplete
IP	In progress
S	Satisfactory
U	Unsatisfactory
W	Withdraw
WF	Withdraw Fail

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: 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.

Grade or Academic Complaints: University procedures for grade and other academic complaints are available in the BMS Office.

Student Request for Review of Status: Any degree candidate enrolled and placed in jeopardy by these policies may request a review of status by the Steering Committee. The procedure for a request of a review is to submit to the BMS Steering Committee through the BMS office, a written explanation of extenuating circumstances or other matters pertinent to the request for hearing. The decision of the Steering Committee shall be considered final.

Class Attendance

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. See Absences and Withdrawals in the Process section.

Code of Academic Conduct

The Graduate Program in Biomedical Sciences expects students to conduct their academic endeavors with honesty and integrity. Activities covered by the Code of Academic Conduct include course work, examinations, and research. This Code outlines individual responsibilities as well as procedures to be followed if there is a question concerning a student's academic honesty or integrity. These values are held in common by all departments and enforced by the sanctions of the Assistant Dean and the Co-Director of the program. All students enrolled in BMS are subject to these regulations and should be familiar with this Code of Academic Conduct. A copy of the Code of Academic Conduct is available in the program office. Principles and activities not covered by this Code may fall under the purview of university or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the Assistant Dean of Graduate Studies or the BMS Program Co-Director.

Policy on Intellectual Property

The University policy on intellectual property applies to all graduate students. Any invention or discovery resulting from projects supported in whole or in part by funds, personnel, or facilities provided by or administered by the Board of Administrators of Tulane University is the property of Tulane University. The University has a policy of sharing with the inventor any income derived from such discoveries. For more information on Tulane's policy, see "Intellectual Property Policy and Procedures" in the Tulane Faculty Handbook, a copy of which is available in the Graduate program office.

Student Employment

PhD students are not permitted to be employed off campus during their entire program. Any off- campus employment for remuneration may disqualify a student from receiving financial aid from the Graduate Program in Biomedical Sciences.

Technical Standards

Technical Standards are non-academic requirements essential for meeting the academic requirements of certain graduate programs in the School of Medicine of Tulane University. Within any area of specialization, students must demonstrate competence in those intellectual and physical tasks that together represent the fundamentals of research in their chosen discipline.

The PhD degree programs and some MS degree programs at the Tulane University School of Medicine require a dissertation or thesis based on independent research. Granting of those degrees implies the recipient has demonstrated a base of knowledge in their chosen field of study and possesses the ability to independently apply that knowledge to form hypotheses, design and conduct experiments, interpret experimental results, and communicate these findings to the scientific community. Thus, a candidate for the PhD or some of the MS degrees in the health sciences must possess abilities and skills that allow for observation, intellectual and conceptual reasoning, motor coordination, and communication. The use of a trained intermediary is not acceptable.

The following technical skills are required of the successful student:

- **Observation:** The candidate must be able to acquire knowledge by direct observation of demonstrations, experiments, and experiences within the research and instructional setting.
- **Intellectual/Conceptual Abilities:** The candidate must be able to measure, calculate, analyze, reason, integrate and synthesize information to solve problems.
- **Motor Skills:** The candidate must possess motor skills necessary to perform procedures required for experimentation within the chosen discipline. Those individuals with physical challenges are encouraged to contact the appropriate administration to determine their educational options within the chosen discipline.
- **Communication:** The candidate must be able to communicate and discuss his or her experimental hypotheses and results to the scientific community.
- **Behavioral and Social Attributes:** The candidate must possess the emotional and mental health required for appropriate utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities inherent in managing a scientific setting, the ability to function under the stress inherent in research, and the ability to understand and comply with ethical standards for the conduct of research.

The Tulane University Code

The University requires of all of its student's behavior compatible with its high standards of scholarship and conduct. The Vice President for Student Affairs is responsible for formulating appropriate procedures and regulations concerning student behavior and for the judicial consideration of violations. A more detailed description can be found at: https://catalog.tulane.edu/university/#academicpoliciestext.

Medical Students

The Office of Admissions and Student Affairs (504.988.5331) is your primary source for answers to academic questions and problems. Dr. Elma LeDoux has been the Associate Dean of Student Affairs since 2020. The Office of Admissions and Student Affairs staff schedules dean's hours, keeps up-to-date on curriculum requirements, processes paperwork for USMLE testing, and serves as a general resource for student issues. The office also administers the application process for Tulane medical students applying to residencies. The Office of Admissions and Student Affairs is responsible for the annual White Coat Ceremony, graduation, and orientation activities for incoming first-year students and for third-year students' transition into the clinical years.

The Office of Admissions and Student Affairs has a website at http://medicine.tulane.edu/student-affairs (http://medicine.tulane.edu/student-affairs/) . You can find pictures of the staff, along with staff email addresses and phone numbers. The areas of responsibility for each staff member are listed. The website also has information related to career planning, pre-clinical and clinical courses, and life as a medical student.

DISCLAIMER : Please note that School of Medicine (SOM) policies for the MD program may change after publication of the Tulane University catalog. For the

most current policies, please check the SOM Student Handbook and LCME Policies, available at the following link: https://medicine.tulane.edu/student-affairs (https://medicine.tulane.edu/student-affairs/)

Non-Curricular Academic Policies

School of Medicine Academic Calendars

The T1/T2 preclinical academic calendars are maintained by the T1/T2 course curriculum committee in the Office of Academic Affairs. Detailed calendars are available to students in eMedley.

The T3/T4 clinical academic calendar are posted in eMedley's eCurriculum: https://he.emedley.com/univ/tu/common/adfs/login.php .

Promotion and Graduation Policy

All students are required to complete all courses, electives, and required clinical clerkships with the grade of 70% or better.

Students must pass USMLE Step 1 prior to August 15th of their fourth year

During Year 3 and Year 4, students are required to complete 20.5 months of educational activity.

All senior students are recommended to sit for USMLE Step 2CK before December 31 of their senior year to be successful in the Match. Step 2 must be passed in order to graduate.

Before graduation, the Admissions and Student Affairs staff and administration will ensure that all students have met the requirements for graduation. The Student Professionalism and Promotion Committee will recommend to the dean candidates for graduation.

Essential Functions/Technical Standards

Purpose

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME).

Overview

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. Tulane School of Medicine intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty.

The School of Medicine has a societal responsibility to train competent healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and wellbeing are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The essential abilities and characteristics described herein are also referred to as technical standards. They are described below in several broad categories including: observation; communication; motor function; intellectual-conceptual, integrative, and quantitative abilities; and ethical, legal, attitudinal, behavioral, interpersonal, and emotional attributes.

Candidates must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other professional activities. Individuals whose performance is impaired by use of alcohol or other substances are not suitable candidates for admission, retention, promotion or graduation.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The following abilities and characteristics are defined as technical standards and are requirements for admission, retention, promotion, and graduation. Candidates and current students who have questions regarding the technical standards are encouraged to contact the dean of Admissions and Student Affairs; candidates and current students who believe they may need to request reasonable accommodation(s) in order to meet the standards are encouraged to contact Tulane's Goldman Center for Student Accessibility or Tulane's ADA/504 Coordinator.

DEFINITIONS

For purposes of this Policy, the following terms and definitions apply:

- "Candidate" means candidates for admission to medical school as well as Tulane University medical students in the MD program who are candidates for retention, promotion or graduation.

POLICY GUIDELINES

General Requirements

OBSERVATION: Candidates must be able to acquire information from demonstrations and participate in experiments of science, including but not limited to such things as dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. Candidates must be able to accurately acquire information from patients and assess findings. These skills require the use of vision, hearing, and touch or the functional equivalent. They must be able to observe a patient accurately both directly and through indirect methods (at a distance and close at hand), to obtain and analyze medical history. Medical students must be capable of viewing and interpreting diagnostic modalities and to detect and interpret non-verbal communication from the patient. They must be able to perform a full and complete physical examination in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan.

COMMUNICATION: Candidates must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact. Candidates must be able to read and write in standard format, and must be able to interact with computers when necessary in rendering patient care. Candidates must obtain a medical history in a timely fashion, must be able to record information accurately and clearly in a written patient work-up, and orally present the work-up in a focused manner to other healthcare professionals. Candidates must be able to listen carefully and develop rapport with patients and their families, in order to elicit information and perform appropriate examinations; observe patients attentively; perceive changes in mood, activity and posture; and interpret non-verbal communication such as facial expressions, affects, and body language. Candidates must communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.

MOTOR FUNCTION: Candidates must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers, *e.g.*, elicit information from inspection, palpation, auscultation, percussion, etc. Candidates must be able to respond to clinical situations in a timely manner and execute the movements reasonably required to provide both general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, balance, and equilibrium. Specifically, candidates must be able to manipulate equipment and instruments, perform basic laboratory tests and procedures, and possess the physical capacity to examine patients in order to identify both normal and abnormal clinical findings. Finally, candidates must be able to adhere to universal precaution protocols and meet the safety standards applicable to all required clinical settings, *e.g.*, inpatient, outpatient, emergency department, etc.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES: Candidates must be able to assimilate the detailed and complex information presented in the medical student curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; independent study; simulation; use of computer technology; observation; and through direct patient care. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical settings and health care systems.

ETHICAL, LEGAL, ATTITUDINAL, BEHAVIORAL, INTERPERSONAL, AND EMOTIONAL ATTRIBUTES: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. Because the medical profession is governed by generally accepted ethical principles and by state and federal laws, candidates must have the capacity to learn and understand these values and laws to perform within their guidelines. Students must be of the highest ethical and moral behavior. As such, candidates and current students must meet the legal standards to be licensed to practice medicine in Louisiana as well as the standards of Tulane School of Medicine, even as students may choose to practice in other locations after graduation. Candidates for admission must pass the criminal background check, as required by AAMC. In addition, after matriculation, students who are enrolled in Tulane's School of Medicine's medical education program must immediately notify the Associate Dean of Students of any arrest, charge, conviction or institutional investigation or action occurring thereafter. Felony conviction or failure to disclose prior or new offenses can lead to disciplinary action by the school that may include dismissal.

In addition to legal requirements, candidates must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to their curriculum and to the diagnosis and care of patients.

Candidates must be able to relate to patients, patients' families, staff, and colleagues with honesty, integrity, dedication, and non-discrimination. Students must be able to develop mature, sensitive, and effective relationships with patients. Students should be self-reflective, must be able to identify personal reactions and responses, recognize multiple points of view, and integrate all of these appropriately into clinical decision-making. Students must be able to communicate and provide treatment to persons whose culture, sexual orientation, or spiritual beliefs are different from their own. Candidates must not let their own personal attitudes, perceptions, and stereotypes compromise care of the patient.

Candidates must behave in a manner that is conscientious, altruistic, with a spirit of cooperation and teamwork. Candidates must be able to contribute to collaborative, constructive learning environments and integrate constructive feedback from others in order to modify behavior. Candidates must have the physical and emotional stamina and resilience to tolerate physically and emotionally taxing workloads and function in a competent and professional manner. Candidates must be able to tolerate and adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

Ability to Meet the School of Medicine's Technical Standards:

The School of Medicine intends for its students and graduates to become competent and compassionate physicians through an undifferentiated medical degree. SOM expects its graduates to be capable of entering residency training (graduate medical education) while meeting all requirements for medical licensure. Criminal background checks may be conducted as part of the process of admission, participation, promotion, and/or graduation.

Should a candidate have or develop a health condition that would cause a direct threat to the health or safety of the patients, the candidate, or others, an evaluation with Tulane School of Medicine and the Goldman Center for Student Accessibility may be necessary. As in initial assessments, a complete and careful reconsideration of the objective requirements to participate in the program, as well as the qualifications of the candidate, with or without accommodation, to meet such requirements will be evaluated. In addition, Tulane will take into account the student's willingness, desire, and ability to complete the medical curriculum and fulfill all requirements for medical licensure, and Tulane recognizes that students with varied types of disabilities are able to successfully practice medicine. Failure to meet these technical standards, with or without reasonable accommodations, requires a student to appear before the School of Medicine's Professionalism and Promotion Committee to determine a plan for the student to regain a successful path within Tulane School of Medicine.

Equal Access to the School of Medicine's Educational Program:

Tulane University School of Medicine has a history of training physicians with disabilities and provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students. Otherwise qualified individuals will not be excluded from admission or participation in the School of Medicine's educational programs and activities based solely on their status as a person with a disability.

Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate or student's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete Tulane SOM's undifferentiated undergraduate medical degree program and advance to graduation, residency, training, or licensure, the candidate may be denied admission or may be separated, discontinued, or dismissed from the program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations in order to meet these technical standards, to self-disclose to Goldman Center for Student Accessibility and request accommodations (https://accessibility.tulane.edu/). Candidates must provide documentation of the disability and the specific functional limitations during the registration process with the Goldman Center for Student Accessibility. Candidates who fail to register with the Goldman Center for Student Accessibility or who fail to provide necessary documentation shall not be considered to be claiming or receiving accommodations under the federal or state disability laws. Students are held to their performance, with or without accommodation. No candidate will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate poor performance.

While Tulane SOM administration works in consultation with the Goldman Center for Student Accessibility to determine and coordinate approved accommodations, disability documentation remains confidential.

(Approved by SOM Executive Faculty April 2021.)

Exemption of Basic Medical Science Courses

Goals of the undergraduate medical program include integration across all basic science disciplines and developing teamwork skills that are necessary to practice medicine in the evolving healthcare system. While it is recognized that students may enter medical school with advanced training in a basic science discipline, even if obtained at Tulane, they will not be exempted from course work or examinations.

Clinical Rotation Requirements

During the third and fourth years of medical school, students are required to complete 20.5 months of educational activity. Clinical clerkships are assigned according to a predetermined order ("the donut"). Students receive detailed information about clinical scheduling and registration generally in mid to late October, a few months before each annual registration period begins. (In rare cases, curricular exceptions/changes for entire classes may be made, for example in the wake of pandemics or natural disasters. Students are required to monitor their Tulane emails daily to learn of critical curriculum updates.)

Required rotations include the following:

Required Core Clerkships (generally T3 year)

Clerkship	Weeks
Internal Medicine	8 Weeks
Family Medicine	6 Weeks
Surgery	8 Weeks
Pediatrics	8 Weeks
Psychiatry	4 Weeks
Neurology	4 Weeks
OB/Gyn	8 Weeks

Required Rotations (generally T4 year)

Rotations	Weeks
Community Medicine	2 Weeks
Radiology	2 Weeks*
Emergency Medicine	2 Weeks*
Acting Internship	4 Weeks*
Electives (may include MD/MPH rotation)	26 Weeks*

*may be completed outside of Tulane University affiliated hospitals

Descriptions and requirements for clinical rotations can be found on eMedley at https://he.emedley.com/univ/tu/common/adfs/login.php .

HIPAA (Health Information Portability and Accountability Act) Training

Patient information must remain confidential. To ensure proper confidentiality, the federal government enacted HIPAA legislation. Each student must complete HIPAA training. This generally occurs during orientation for the third-year clerkships.

Universal Precautions Training

Blood-borne pathogen (BBP) training is mandatory for all medical students and must be updated annually. Training is offered online via Training Wave and is documented by the Office of Environmental Health and Safety. BBP training can be accessed by clicking here (https://tulane.bridgeapp.com/learner/courses/2f128bd3/enroll/) and logging in using your Tulane credentials. Students will also receive an email regarding the course once assigned.

USMLE Requirements: Step 1 and Step 2

1. A passing score for USMLE step 1 must be recorded by NBME by August 15th in the fourth year. However, students are advised to complete Step 1 BEFORE third-year clerkships begin for the best possible fourth-year scheduling and Match outcomes. Students not passing Step 1 are required to take a leave of absence until a passing score on Step 1 is achieved. Students must allow 30 days after NBME records a passing score before they should expect to return to clerkships: this allows clerkship departments adequate time to place and credential students.

Please note the following scheduling considerations:

2. All students are required to pass USMLE Step 2CK prior to graduating medical school.

3. Students not passing Step 2CK by April of their fourth year of medical school will be required to take a leave of absence until a passing score is achieved.

4. These two USMLE exams must be passed to graduate from Tulane University School of Medicine. Failure to pass USMLE Step 1 or Step 2 CK will result in a student's being withdrawn from the academic rolls as a medical student.

5. All senior students are recommended to sit for USMLE Step 2 CK before December 31 of their senior year to participate in the Match.

6. A student may accumulate a maximum of 24 months of leave for the purpose of meeting the USMLE requirement. After 24 months, if USMLE Step 1 and Step 2 CK are not passed, students will be dismissed.

7. The Student Professionalism and Promotion Committee and the associate dean for admissions and student affairs may recommend a delay in a student sitting for Step 1 until a study program is satisfactorily completed.

Educational Site Requests

Students are assigned to clinical rotations through the Office of Admissions and Student Affairs. The specific geographic location of the rotation is determined by the department in which the rotation takes place. Assignment is made via a lottery with provision for special circumstances.

Students can appeal their assignments through the individual departments. In the case of no resolution, the matter can be referred to the associate dean for resolution.

Changing the order of rotations for the required third-year rotations is discouraged unless there are extenuating circumstances. Students should monitor their Tulane emails for the process for modifying or delaying their third-year rotations.

Fourth-year students should follow schedule-change request rules and deadlines outlined in eMedley's eCurriculum.

Senior Scheduling Requirements

T4 scheduling strategies depend a great deal on students' specialty choices. All students are expected to take an active role in matching their career objectives to their senior scheduling: this process begins in the T1 year with self-exploration, participation in AAMC's Careers in Medicine software, and attendance at multiple career-focused activities such as brown-bag informational sessions.

Each specialty has identified specialty-specific advisors, with whom students are encouraged to meet regularly, and particularly before the T4 scheduling process begins (initial informational sessions are generally held in October of T3 year; T4 scheduling appointments begin in mid-January of T3 year). Watch your Tulane email for information about career advising activities, services, and expectations.

Right to a Healthcare Provider not involved in Evaluation

Students have the right to be provided healthcare by individuals who are not involved in their assessment or instruction as medical students. As such, it is the policy of the School of Medicine that healthcare providers for students are not involved in the assessment of those students.

In the rare exception in which a faculty member is the only content expert in the region, a student *may* choose a faculty provider. In this instance, the faculty member will recuse himself/herself from participation in any academic or promotion evaluation of the involved student.

Grading Policy

The following policy on grading will apply to students entering the first year of the School in Academic Year 1987-88 and thereafter.

Grading Guidelines for Pre-Clinical and Clinical Courses

All pre-clinical courses are graded Pass/Fail or Condition. Condition grades are converted to C/P or F.

Following Hurricane Katrina, preclinical courses were graded on a Pass (P)/Fail (F) basis only. This policy was in effect for the 2005 – 2006 and 2006 – 2007 academic years. This policy was

approved by the Executive Faculty in 6/06 and renewed 6/07 with annual review thereafter.

Grades for Clinical Rotations (T3 and T4 Years)

For questions about how a specific rotation is graded), please consult the course director.

In general, all two-week rotations are graded on a pass/fail basis, and four-week rotations (with a few exceptions) are graded according to the following criteria:

Grade	Description
H - Honors	Should be awarded to a student whose performance in all phases of the course surpassed the minimum standards required by the faculty and was clearly superior to that of the average student taking the course. In courses for which an overall final numerical grade is derived, "Honors" might correspond to a grade of 94 (on a scale of 100) or higher.
HP - High Pass	Should be awarded to a student whose performance surpassed the minimum standards required by the faculty and was distinctly above average for students taking the course. In courses for which an overall final numerical grade is derived, "High Pass" might correspond to grades in the range 86 – 93 (ref. Subsection C. above). This grade may also be awarded in the case of a student whose performance was uneven in different phases of the course (e.g., a student who achieved high scores on objective examinations but whose ward or laboratory work was unremarkable).
P - Pass	Should be awarded to a student whose performance in the course met or surpassed the minimum standards required by the faculty. In courses for which an overall final numerical grade is derived, "Pass" generally corresponds to a grade in the range 70 – 85.
C - Condition	In pre-clinical courses, "Condition" should be assigned to a student whose performance was marginal. In pre-clinical courses for which an overall final numerical grade is derived, "Condition" generally corresponds to a grade in the range 65 – 69. It may also be assigned to a student who failed to meet the minimum standards required in one or more sections of a course, despite an overall final passing average (e.g., a student who scored well on written examinations but who did not perform satisfactorily in the laboratory component). Invariably, this grade constitutes an academic deficiency requiring remedial work consisting of at least passing a repeat comprehensive final examination and possibly successful repetition of the course. In clinical clerkships, "Condition" is assigned to students whose performance on the wards or in other clinical aspects of the clerkship was satisfactory but who failed the final comprehensive examination. In such cases, the deficiency must be cleared by passing a repeat examination. NOTE: "Condition" grades are noted on the transcript with a "C." When the condition is cleared, the "C" is followed by a "P" ("C/P"). A student can only receive a "Condition/Pass" in clearing a deficiency by condition examination. A student must earn a 70 on the condition examination. If a student chooses to repeat the course rather than take the condition exam, the student must pass the course with a 75.

F - Failure	Assigned to the student whose performance did not meet the minimum standards required by the faculty for this course. In pre-clinical courses or in clinical clerkships for which an overall final numerical grade is derived, “Failure” might correspond to grades below 65. In clinical clerkships, “Failure” should be assigned to students whose performance on the ward or in other clinical aspects of the clerkship was unsatisfactory irrespective of their having passed the final comprehensive examination. NOTE: When a student “fails,” the “F” remains on the transcript. The course is listed again when the student passes, and the actual grade earned is recorded. Thus a student can “Honor” a course after failing it the first time. The student must make a minimum of 75 for the course to pass a course that is repeated.
I - Incomplete	Assigned in cases where there is an unavoidable delay, caused by illness or other emergencies, in completion of course requirements. This grade will be assigned at the end of the course(s) when all but a minor portion of the course requirements have been completed. The “I” is a temporary grade and will be replaced on the transcript with the grade earned by the student. The student must satisfactorily complete the course requirements, thus earning at least a passing grade before being eligible for promotion to the succeeding year of study. All incompletes must be completed within six months of receiving the incomplete grade. After six months, incomplete grades are converted to failures. Grades of incomplete will be considered academic deficiencies for the purposes of advancement. Students with incomplete grades in pre-clinical courses must resolve the incompletes before they can advance to the next year. Students in the clinical curriculum who have two or more unresolved academic deficiencies (including any combination of incomplete grades, failures, or condition grades) must stop clinical rotations until all deficiencies are resolved. Students may not graduate with an incomplete on their transcript, even if they have completed all other graduation requirements. All incompletes must be resolved or converted to failures before a student is eligible to graduate. For example, if the student has earned an incomplete in an elective he or she does not need to meet graduation requirements, the incomplete must be converted to an F on the student’s transcript if the student opts not to resolve the incomplete.

W - Withdrawn

Assigned for all courses currently being taken in cases where a student must be placed on leave-of-absence for a medical condition, as certified by a physician, or in cases where the student is suffering serious personal difficulties, as judged by the senior associate dean or his appointed delegate, and is thus unable to complete course requirements. Generally, a "W," as opposed to an "I," will be recorded on the transcript in cases where the student is forced to discontinue studies before completing approximately two-thirds of the course requirements. The "W" is also assigned in all courses currently being taken when the student voluntarily and permanently withdraws from the School of Medicine.

The School of Medicine reserves the discretion to determine the time frame distinguishing between the grades of "I" and "W," as described above. This determination will be made by the senior associate dean in consultation with the course director(s).

Reporting of Grades

Grades are to be posted within 6 weeks of course completion. Grades are submitted by departments and are posted on the Banner System, available any time for students to view. Students may also review their academic files directly in the Office of Admissions and Student Affairs. Generally, files can be reviewed any time during business hours (8:30 a.m.– 4:30 p.m.).

Extramural Reporting

No numerical grades for any course will be reported extramurally. The official transcript for each student will show only the letter grade earned, whether pass/fail or H, HP, P, C, F, I or W, depending on the type of rotation.

Preclinical (T1 and T2) Elective Courses

Students are required to complete one pre-clinical elective during the first two years (four semesters) of medical school. This pre-clinical elective does *not* count toward the required minimum number of clinical electives students must complete in their T3/T4 years. This may include research, MPH classes, MBA classes, or other electives listed on the Office of Admissions and Student Affairs website. These are graded P (Pass) or no-credit (no indication on transcript).

The specific grade awarded to each student shall be based on the following criteria:

Distribution	Credits
Pass	Awarded to a student whose performance met or surpassed the minimum standards required by the faculty
No Credit	Assigned to a student whose performance failed to meet the standards required by the faculty

Courses graded on a Pass/Fail basis will be noted as such on the official transcript.

Retention and Student Support

The Student Professionalism and Promotion Committee meets monthly, but no less frequently than quarterly, to review the academic progress of all students who have accrued deficiencies. The committee's role is to support as well as to evaluate students to assure their future success as physicians. Retention is a top priority of the committee and of the administration and faculty of the school.

Struggling students are encouraged to seek help from the course and clerkship directors, the learning specialist, tutors, the Director of Student Support, and the Dean of Students.

Counseling services for students is encouraged and supported. While adhering to fair and consistent policies, the committee shall also consider all extenuating circumstances that may affect a student's performance.

An emphasis solely on academic performance runs contrary to the fundamental conviction of the faculty and administration at Tulane. Grades do not provide the sole criteria to determine the future performance of a physician; nevertheless, the academic standards of the School of Medicine must be maintained. Considering the responsibility to the public, the Student Professionalism and Promotion Committee and the Executive Faculty shall be as flexible and as reasonable as possible under the circumstances regarding academic deficiencies. Reasons for dismissing a student include incurring excessive academic deficiencies as judged by the Student Professionalism and Promotion Committee and detailed in this handbook, failure to remove academic deficiencies, failure of one or more courses in a repeated year, multiple and repeated academic special action, and/or unprofessional conduct.

The faculty of the school of medicine wants every student to be successful and to graduate. It is expected that students having difficulties will take advantage of every resource available to them including going to class, meeting with course directors, meeting with the Office of Medical Education, and meeting with the Deans.

Academic Deficiencies, Resolving Deficiencies and Grounds for Dismissal

A failing, or "Condition (C)," or incomplete grade in any course or clerkship constitutes an academic deficiency and requires review by the Student Professionalism and Promotion Committee which recommends to the Course Director or Clerkship Director how the deficiency is to be resolved, or if the student has more than one deficiency, what the student's promotional status may be. C grades are not permanent and are converted to either Condition/Pass (C/P)

or Failing (F) grades. Incomplete grades are also temporary and must be converted within 6 months, or they will be converted to failures. Incomplete grades may be resolved by completing the outstanding work.

Condition grades may be resolved by re-examination given on a scheduled date immediately prior to the beginning of the next school year.

Remediation of conditioned grades requires a 70 and/or higher to pass. Remediation of pre-clinical courses that are failed, requires a grade of 75 or higher. For the pre-clinical years (T1 and T2), all academic deficiencies must be removed before a student can be advanced to the next year.

Unless decided otherwise by the Student Professionalism and Promotion Committee, T1 students needing to remediate a T1 course in the summer between T1 and T2 year may continue on to phase II in the spring of T1 year but may not continue in the fall unless the deficiency has been resolved.

For T1s needing to repeat a course(s) the following year (that cannot be resolved in the summer), they should register for and take the T1 Immunology course in the spring of their T1 year. They may sit in on phase II courses but will not sign up or take them for a grade until the T1 course deficiency has been resolved.

In the clinical years (T3 and T4), when a student receives two deficiencies (I, C, or F) grades, the student must stop clinical rotations until all deficiencies are remediated. In the T4 year, students must remediate deficiencies acquired in the required clerkships by October to ensure graduation in May.

Students serving as officers of student organizations are expected to be in good academic standing without any unresolved condition, or failing, or incomplete grades on their transcripts.

If, for any reason, a student must repeat a course or courses or an entire semester due to academic deficiency, appropriate tuition and fees based on the academic year of repetition will be charged.

Academic reasons for requiring a student to repeat a year include the following: incurring more deficiencies than can be cleared in one summer; one or more academic deficiencies accompanied by generally marginal performance; failure to remove an academic deficiency during the summer, or major lapses in professional behavior.

Passing grades in all major required courses of the current phase are necessary for advancement to the succeeding phase.

Rules established by the Student Professionalism and Promotion Committee and the Executive Faculty, combined with existing precedents regarding resolution of deficiencies and dismissal, are consistently enforced. These include the following:

Pre-Clinical Coursework (Phases 1 and 2):

1. A student may only repeat the same course or course equivalent once.

2. When repeating a pre-clinical course following a failure, the student must earn a grade of at least 75 or higher depending on the parameters established by the particular department. Failure to meet these requirements results in a second failure of that course and the student is dismissed, according to rule #1.

3. Failure in one pre-clinical course and a "C" in a second one in a single year requires repetition of the year.

4. Failure of two individual pre-clinical courses results in dismissal.

5. Any combination of three deficiencies (F or C) in phases 1 or 2 results in dismissal.

6. A student cannot proceed in the clinical curriculum until deficiencies are resolved. The student must take a leave of absence to remedy the deficiencies prior to advancement to the clinical phase.

7. Students having difficulty in pre-clinical courses (as determined by course directors) are required to meet with course directors and the associate dean within 14 calendar days of notification. Failure to do so may result in an official professionalism issue report

8. A student may be dismissed due to failure to follow the Tulane University Code of Student Conduct or the Code of Professional Excellence of the School of Medicine (see section below)

9. For details regarding the appeal process regarding grades or re-admissions, see section below.

Clinical Clerkships (Phase 3):

1. A student may only repeat a clerkship once.

2. When repeating a clerkship following a failure, the student must meet the parameters established by the particular department. Failure to meet these requirements results in a second failure of that clerkship and the student is dismissed, according to rule #1.

3. Failure of two individual clerkships results in dismissal.

4. Any combination of three deficiencies (F or C) in phases 3 results in dismissal.

5. A student who has 2 deficiencies (I, C, or F) cannot proceed in the clinical curriculum until these deficiencies are resolved. The student must take a leave of absence to remedy the deficiencies prior to advancement.

6. Students having difficulty in clerkships (as determined by clerkship directors) are required to meet with clerkship directors and the associate dean within 14 calendar days of notification. Failure to do so may result in an official professionalism issue report

7. A student can have a condition grade or fail a clerkship based on professionalism alone regardless of academic performance.

8. For details regarding the appeal process regarding grades or re-admissions, see appeal process.

These changes were recommended by Committee on Student Professionalism and Promotion Affairs. The changes were approved by Executive Faculty August 26, 2014. Further changes were adopted by the Student Professionalism and Promotion Committee in January 2019 and on August 6, 2019.

Appeal Process for Grades and MSPE

General Policy Statement:

Appeal Process for Grades

The student who disputes a grade should go first to the course director. If no resolution can be reached, the appeal goes to the chairman of the department. If no resolution can be reached, the appeal goes to the senior associate dean for student affairs. At the senior associate dean's discretion (or the dean's instruction), there will be a called meeting of the Student Professionalism and Promotion Committee to consider the appeal. Both parties and all pertinent evidence will be heard. The Committee will make a recommendation, either favorable or unfavorable, to the Executive Faculty. Final appeals are made to the Dean who recuses him/herself in the Executive Faculty deliberations. All appeals must be made within 30 days of grade assignment.

Appeal Process for MSPE (Medical Student Performance Evaluation)

All students review their MSPEs prior to ERAS upload in late September or early October (the ERAS schedule varies each year). If a student disputes a comment in the MSPE, the student must first meet with the respective course director to either modify or eliminate the comment. If there is no resolution, the student can then request a change through the Department Chair. If there is still no resolution, the student can appeal to the Committee on Student Performance and Professionalism who make a recommendation to the Executive Faculty. Final appeals are made to the Dean who recuses him/herself in the Executive Faculty deliberations. All appeals must be made within 30 days of Executive Faculty decision.

Appeal Process for Re-admission

A student who has been ***dismissed*** may apply for re-admission by submitting a request for re- admission directly to the senior associate dean for students. If the senior associate dean finds merit in the request, the matter is remanded to the Student Professionalism and Promotion Committee and Admissions Committee. The Committees will entertain the request and all evidence, including oral testimony relative to the request, and make a recommendation (either favorable or unfavorable) to the Executive Faculty, where the final decision is made.

In the case of a student who has voluntarily resigned and seeks ***re-admission***, the appeal is directly to senior associate dean for students. The matter is then taken to the Student Professionalism and Promotion Committee and Admissions Committee in the same fashion as described above.

Masters of Medical Sciences

Students who successfully complete at least two years of medical school, but who do not graduate with the MD degree, may be eligible to earn a Masters of Medical Sciences (MMS) degree: students should consult the Biomedical Sciences program for additional information.

Student Records

Tulane University complies with the provisions of FERPA, the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), 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. Under FERPA, education records are defined as records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. A school official with legitimate educational interests may review a student's education record in order to fulfill the official's professional responsibility without prior written consent.

Definitions

For purposes of this Policy, the following terms and definitions apply:

- School official: any person employed by Tulane in any administrative, supervisory, academic or research, or support staff position (including public safety and health services staff); any person or company with whom Tulane has contracted to provide a service to or on behalf of Tulane (such as an attorney, auditor, or collection agent); any person serving on Tulane's Board of Administrators; or any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks
- Legitimate educational interest: the need to review an education record in order to fulfill an official's professional responsibility.

FERPA: Policy on Access to Student Records

The **Family Educational Rights and Privacy Act** of 1974, 20 U.S.C. §1232G, is a Federal law that protects the privacy of education records for eligible students. FERPA applies to all educational institutions that receive funds under the Department of Education.

The Family Educational Rights and Privacy Act (FERPA) affords you certain rights with respect to your education records.

Transfer Student/Credit Policies

Request for transfer are generally **not** entertained without significant extenuating circumstances. Students transferring into either the sophomore or junior class (there is no transfer permitted into the senior class) from other American and Canadian medical schools, which are accredited by the Liaison Committee on Medical education of the American Medical Associate/Association of American Medical Colleges, are generally given full and equal credit of all passing coursework completed for the first year or first two years of curriculum. In the very rare instances where a transfer student is considered, admission is at the prerogative of the Admissions Committee with approval by the Student Professionalism and Promotion Committee.

Absences and Leaves

Student Excused Absence Policy

Students are expected to attend all required pre-clinical sessions and to participate fully in clinical coursework. Part of becoming a professional is to think beyond self and to work for the betterment of the medical profession and patients. However, certain life events including sickness, family emergencies, marriages, etc. may necessitate missing class or patient care activities.

Students in all years should not expect to extend breaks or holidays with Excused Absence requests. For example, travel costs to or from a Thanksgiving destination are not considered legitimate reasons for excused absence requests, and these requests are routinely denied.

The School of Medicine has the following rules concerning absences:

Preclinical (T1 and T2 years):

1. Students are expected to fill out an Excused Absence Request Form to request absences. The form is on TMedWeb on the Institutional Forms page within the Student Guide tab. Excused absences are coordinated through the Office of Admissions and Student Affairs.

2. An excused absence does not obviate the need to make up work missed. Make-up processes are determined by course directors.

3. Students are also expected to notify their laboratory instructors and course directors of excused absences.

4. Any absence not excused will be considered unexcused.

5. Students should submit Excused Absence Request Forms in a timely fashion. Generally this is at least 30 days before a predicted life event, and within 24 hours following an illness or emergency.

6. In general, excused absences should be limited to a maximum of 2 per month.

Clinical (T3 and T4 years):
During clinical years, students have responsibilities to their patients and team. Reliable attendance is one significant component of professionalism. Therefore, attendance expectations are high.

Students are required to attend the following activities:

Students are required to attend the following activities,

- T3 orientation
- Mandatory Clerkship/rotation orientation days
- NBME Subject Examinations (shelf exams)
- Clinical skills exams

In addition, students may have clinical care responsibilities on the following holidays:

- MLK Jr.
- The Saturday and Sunday before and Wednesday after Mardi Gras
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- The Wednesday before and Monday after Thanksgiving break

Students should not expect to extend holidays or breaks with excused absences. These requests are routinely denied.

Interview season (October through January) and ***USMLE Step 2 CK examination dates*** may provide additional attendance challenges for students.

In addition to the special circumstances above for interview season (October through January) and USMLE Step 2 CS and USMLE Step 2 CK examination dates, the following attendance guidelines apply:

Interview season/USMLE exam date clarifications to be approved by Curriculum Committee 8/2/2017

Leave of Absence
Students on LOA are not eligible for federal financial aid.

Students taking a leave of absence for other than medical or emergency reasons should notify the Office of Admissions and Student Affairs by May for those entering the third year, by June for those entering the second year.

Leaves of absence will generally be granted for one year. Students may request one additional year of leave. Requests are to be made directly to the senior associate dean for Admissions and Student Affairs. Leaves of absence will not be granted for additional time after two years have been granted. Students failing to report following a leave of absence will be dismissed. All reasonable attempts will be made to notify students that an approved leave of absence is nearing expiration.

Students may be placed on leave of absence to complete requirements, including remediation and USMLE requirements. Students are allowed 24 months total LOA to complete all USMLE requirements. Failure to successfully complete USMLE Step 1 and Step 2 CK in the prescribed time will result in dismissal. For more information, see handbook section specifically devoted to USMLE requirements.

Financial Matters
Marissa Lespinasse is our contact person for most Financial Aid matters. Her office is on the 15th floor of the Murphy Building. Additionally, Michael Goodman, Associate VP of University Financial Aid, and his staff can handle medical school financial aid matters. The Tulane University School of Medicine Financial Aid Office is located in the Tidewater Building, 1440 Canal Street, Suite 1213. You may phone Financial Aid at 504.988.6135

Tuition Refunds for Withdrawals
GENERAL POLICY STATEMENT
This policy addresses tuition and fee refunds for students in the MD program who are withdrawing from School of Medicine (SOM) MD courses or rotations. Students in combined degree programs should consult with their combined degree program for other schools' tuition/fee refund policies. In addition, students who are considering a leave of absence must adhere to SOM's policies for leaves of absence (and, for medical leaves of absence, Tulane University's policies for beginning and returning from medical leaves of absence. The Associate Dean of Admissions and Student Affairs can provide students with direction for beginning or returning from a medical leave of absence).

Accounts Receivable Billing Cycles
Tulane SOM tuition is billed according to semester, rather than according to academic phases or modules. In general, the T1/T2 fall semester begins in early August. The T3 fall semester begins in early May. The T4 fall semester begins in early July. The spring semester for all cohorts begins in early January. Use these dates to interpret withdrawal deadlines below.

Tuition refund dates apply only to the semester in progress: a student who withdraws from medical school may be eligible for a full or partial tuition refund for the current semester but is not eligible for a refund for any previous semester.

Tuition Refunds for Withdrawals
Tuition refund deadlines differ by pre-clinical (T1 and T2) and clinical (T3 and T4) curriculum. In general, students are responsible for all fees after the 100% refund deadline for both the pre-clinical and clinical curriculum. Students should see SOM's detailed Tuition Refunds policy (https://medicine.tulane.edu/lcme-accreditation-policies/). No refunds are issued after the 25% refund date.

Off-Cycle and Leave of Absence Billing

T1 and T2 students who are making satisfactory academic progress and who take a leave of absence that does not require them to withdraw from a course that is in progress, or whose academic progress is otherwise "off cycle," will have their tuition charges reviewed on a case-by-case basis during the affected semesters. Students are responsible for all fees during all semesters of enrollment.

In general, tuition in the clinical years (T3 and T4) for students making *satisfactory academic progress* is capped at four semesters (2 semesters in the T3 year and 2 semesters in the T4 year).

T3 and T4 students who begin or end a leave of absence in the middle of a semester will have their tuition charges reviewed on a case-by-case basis during the affected semesters. Students are responsible for all fees during all semesters of enrollment.

Tuition for students who take leaves of absence in the T3 or T4 year is front-loaded: that is, students may be charged a full semester of tuition if their leave begins in the middle of the semester. However, students may not be charged tuition in their final semester if they have already paid four semesters during their clinical years.

Fees are not capped or credited: students will be able to benefit from the resources that fees pay for, even if students have reached their tuition "cap."

Billing for Repeated Coursework

Tuition for *students who need to repeat courses or rotations* because of failure or withdrawals will be assessed tuition on a pro-rated basis for the requirements they must repeat. Students repeating courses or rotations will be assessed full fees during each semester of enrollment.

Other Refunds

Academic and activity fees: There are no refunds for recreation center fees, campus health fees, activity fees, or academic services fees after the 100% refund deadline has passed.

Health Insurance fees: There are no refunds on health insurance purchased through the university, but the policy is portable for the period covered. Students should contact the Tulane Student Health Insurance administrators for more details.

Parking fees: On-campus parking is typically paid on a monthly basis. No refunds are offered for partial month usage. Students should contact the Tulane Parking Office for details about their parking contract.

Deming Housing: Deming housing is billed on a semester basis. Students should refer to the Deming contract and contact Deming Pavilion administrators for more details.

Student Conduct and Behavioral Expectations

Code of Student Conduct (University Policy)

Tulane University maintains a code of conduct applicable to all students. Please click here (https://conduct.tulane.edu/resources/code-student-conduct/) and follow the download link for the full Code of Student Conduct document, which is updated annually.

Unified Code of Graduate Student Academic Conduct

Tulane University maintains a unified code of conduct that was passed by Graduate Council and GAPSA and covers all graduate and professional students, including MD students. The Unified Code of Graduate Student Academic Conduct does not replace professional or ethical codes specific to MD students regarding their training as medical professionals. The unified code may be found here (https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final_0.pdf).

Medical Student Code of Professional Conduct (SOM)

The Tulane University School of Medicine community believes that a profession gains its credibility by its commitment to society. As a professional group, we recognize our multiple responsibilities to our patients, colleagues, communities, families, and ourselves. Realizing that it is a privilege and an honor to be a medical professional, we hold the following ideals:

The School of Medicine, the Honor Board, and the Student Professionalism and Promotion Committee strive to instill and uphold the values and ideas set forth in this policy.

Definition: Unprofessional behavior is defined as behavior that violates these ideals. These behaviors include, but are not limited to: acting improperly towards patients, supervisors and/or peers; disrespect for faculty, patients, supervisors and/or peers; dishonest, unethical and/or illegal behavior; failure to meet clinical responsibilities; and failure to correct deficiencies in academic performance in a responsible and timely fashion.

Disciplinary Action and Due Process Policy: Unprofessional behavior will not be tolerated. This procedure outlines how unprofessional behavior will be addressed in the School of Medicine.

Initially, perceived breaches of this code should be discussed privately among the parties. If private resolution is not possible, the following steps will occur:

The senior associate dean for Student Affairs may make exceptions to this procedure based on the severity of the unprofessional activity. That is, the senior associate dean has the option to refer matters directly to the Committee on Student Professionalism and Promotion in lieu of proceeding through the above process.

Approved by Student Professionalism and Promotion Committee (formerly "Committee on Student Affairs") (March 2004)

Approved by Executive Faculty (5/5/04)

Work hours

Students are expected to follow work-hour restrictions established by the Accreditation Council for Graduate Medical Education for interns. Generally, students are required to work no more than 80 hours per week. They are also required to have at least one day off in seven days. Work hours are monitored by the departments and reviewed by the curriculum committee on an annual basis.

Dress Code

Any student not conforming to the guidelines will not be allowed to enter the patient's/SP's exam room. Students whose religious or cultural customs may conflict with certain aspects of this dress code should speak with the Office of Admissions and Student Affairs. Patients expect that their doctors will be dressed professionally, so now is the time to adapt to this reasonable expectation. Professional attire

inspires confidence among patients and helps to reinforce the doctor-patient bond.

Approved by Student Professionalism and Promotion Committee (formerly "Student Affairs Committee") (2/7/12)

Email

Students receive important information through email listservs; therefore, **students should check email at least once each day**. If you learn that classmates are receiving listserv email but you are not, please contact the Office of Admissions and Student Affairs and give your email address and your graduation year (*i.e.*, Class of 2020, graduating in 2020). You can contact the office by phone (504.988.5331).

Policy on Social Media and Out-of-work Conduct

Tulane SOM's most current policy on social media may be found with other current LCME policies: https://medicine.tulane.edu/lcme/policies

Honor Code

Constitution

ARTICLE V: THE HONOR SYSTEM

Section 1.

There shall be an Honor Board composed of the President and Vice President of the Medical Student Body, the president of each class, four (4) representatives of the Sophomore, Junior, and Senior classes, and two (2) representatives of the Freshman class. Said representatives are to be elected at a general election conducted by each of the respective classes. The Board shall meet as often as necessary, the meeting to be presided over by the Chief Administrator who is elected by the members of the Honor Board.

Section 2.

General Violations

I. It shall be a violation of this Honor Code for a student to cheat.

II. It shall be a violation of this Honor Code for a student to knowingly circumvent any course requirement.

III. It shall be a violation of this Honor Code for a student to steal.

IV. It shall be a violation of this Honor Code for a student to purposely impair another student's educational opportunity.

V. It shall be a violation to act in a manner which is detrimental to the moral and ethical standards of the medical profession.

VI. It shall be a violation for a student to knowingly deceive another student, faculty member, or professional associate with the intent to gain advantage, academic or otherwise, for said student or for any other student.

VII. It shall be a violation for any student to fail to report any infraction of the Honor System to an appropriate representative.

The following actions may be found to constitute violations of the Honor Code.

Section 3.

The Honor Board shall act as a jury to render a decision as to the innocence or guilt of the accused, and in the event of the latter shall make recommendations for a penalty to be acted on by the Dean of the School of Medicine. The Honor Board shall have sole and final authority to judge the innocence or guilt of the accused.

The Honor Board also recognizes Tulane University's "Code of Student Conduct" and may defer authority as set forth in Article IV of the by-laws, section 3.

Sanctions:

A. General: An individual found to have violated this Honor Code shall be subject to such sanctions as may be recommended by the hearing panel and acted on by the Medical School Dean, or the Dean's designee, pursuant to rules laid out in the Bylaws of the Medical Student Body.

B. Mandatory Sanctions: In the event of a finding of any honor code violation, a letter shall be prepared by the Chief Administrator as to the findings of the hearing panel and that letter shall be permanently placed in the student's Medical School file.

C. Course Related Violations: In the event of a finding of an honor code violation regarding any course requirement, the hearing panel shall make any sanctions which the hearing panel deems just and fair which includes, but is not limited to, an entry of a failing, conditional, or passing grade. Consideration may be given to the opinions of the course director and investigators' meetings set forth in Article IV, section 2-h in the determination of appropriate sanctions.

D. Other Sanctions: In addition to the mandatory sanctions set forth in section b and course sanctions set forth in section c, recommended sanctions for any honor code violation may include one or more of the following:

I. Permanent expulsion from the Medical School.

II. Suspension from the Medical School for a specified time.

III. Any other sanction or sanctions which the hearing panel deems just and fair under the circumstances.

Section 4.

The Honor Board shall be responsible for educating the student body on all issues concerning this honor code.

ARTICLE VI: BYLAWS AND AMENDMENTS

Section 1.

Adoption, amendment, or repeal of bylaws may be brought about through a 2/3 vote of the Executive Committee.

Section 2.

Amendment of this Constitution can only be accomplished by the majority vote at a general election held for that purpose.

Section 3.

Amendments must be published two (2) weeks in advance of voting and notices must be posted throughout the School of Medicine.

Section 4.

Bylaws may be suspended by a 2/3 vote of the Executive Committee.

ARTICLE VII: MISCELLANEOUS
Section 1.

All matters of interpretation of this constitution shall be decided by the members of the Honor Board.

Section 2.

Taxes, dues, and fees or revenues may be levied upon the Student Body only by consent of a majority of said body.

Effective: March 1935

Revised: February 1976, March 1977, May 1984, May 1987, May 1988, April 1991, April 1999, July 2014,

ARTICLE IV: PRELIMINARY PROCEDURES OF THE HONOR BOARD
Section 1.

Complaint

a. Only Tulane University medical students, faculty, and staff members may file a complaint.

b. Any person witnessing a questionable violation of the Honor Code should attempt to clarify the matter with the involved party. If after clarification you still suspect an Honor Code violation, then all suspected violations shall be reported directly to the Honor Board.

c. All complaints are to be placed in a sealed envelope marked "Honor Board Complaint" and given to any Honor Board representative or class president.

d. The complaint shall be in writing and shall contain at least the following information:

I. The name of the accused, if known, or a description of the accused, if the name of the accused is not known.

II. The alleged violation.

III. A statement of the alleged facts on which the alleged violation is based, including time, place, and date, if known.

IV. A list of witnesses, if any, and a short description of other evidence, if any, tending to support the allegation.

V. The signature, local address, and telephone number of the complainant.

e. All complaints shall be considered and all complainants must testify at an Honor Board hearing which may be held pursuant to the complaint.

f. No complaint shall be considered if it is filed more than thirty days after the initial discovery of the alleged violation unless there is reasonable justification for such a delay. Days during medical school holidays, vacations, and out-of-town externships and rotations shall not be counted.

Section 2.

Investigation

a. When an Honor Board representative receives a complaint, he or she shall deliver the complaint, unopened, to the Chief Administrator.

b. The Chief Administrator shall appoint two Honor Board representatives to investigate the complaint. When possible, the investigators shall not be in the same graduation class of the involved parties.

c. Either the Chief Administrator or one of the designated investigators must inform the accused of the investigation within five working days of the decision to begin an investigation.

d. The entire investigation of the alleged violation shall be conducted by the two investigators. The investigators shall use reasonable discretion in carrying out a full investigation.

e. The investigators may interview the accused, complainant, witnesses, and any other person relevant to the investigation.

f. Both investigators shall record in writing all interviews held pursuant to the alleged Honor Code violation.

g. Every reasonable attempt shall be made to limit dissemination of information as to the alleged violations by all parties involved, including witnesses, complainants, and the accused.

h. In the case of a course violation, investigators may meet with the faculty member or chairperson of the course to determine their opinion on what sanctions they would deem appropriate should there be a trial and should the accused be found guilty. Such conversations shall not include the name of the accused.

i. If the Chief Administrator is aware of prior investigations or hearings against the accused, then the Chief Administrator may disclose this information to the investigators who in turn may include a brief summary in their investigative report.

Section 3.

Hearing Determination

a. After completion of the investigation, the two investigators shall meet with the Chief Administrator and elect whether to refer the alleged violation(s) to an Honor Board hearing, dismiss the case, or refer the case to the Code of Student Conduct. Those violations which may be deferred to the Code of Student Conduct include, but are not limited to, areas outside of academic activities and may include actions punishable by civil or criminal authorities. (see publication of the Office of the Vice President for Student Affairs, "Code of Student Conduct")

b. The Chief Administrator and the two investigators shall elect to refer the alleged violation(s) to an Honor Board hearing if they believe that there is sufficient evidence such that "it is more likely than not" that the accused has violated this Honor Code.

c. A majority vote of the two investigators and the Chief Administrator shall be necessary to refer the alleged violation(s) to an Honor Board hearing. This vote shall be made by secret ballot.

Section 4.

Notification of the Accused of the Hearing

If it is decided to proceed with a hearing, the Chief Administrator shall so notify the accused in writing at least five working days prior to the hearing date. This notice:

a. Shall state the name of the accused.

b. Shall state the nature of the charges against the accused.

c. Shall state the date, time, and location of the hearing on the alleged violation(s).

d. Shall inform the accused of the right to request appearances of witnesses (including character witnesses) on his or her behalf.

e. Shall inform the accused that the accused may bring an advisor of his/her choice selected from the students of Tulane Medical School to the hearing. Such an advisor at the hearing in no case shall be legal counsel. The advisor may not participate in the proceeding except to advise the accused.

Section 5.

Recusal

a. Any Honor Board representative, whether elected or ad hoc, shall recuse himself or herself from investigating an alleged violation and/or sitting on a hearing panel when the representative feels any personal prejudice(s) may interfere with his or her objectivity. Such recusal shall be requested at the earliest possible point and shall be granted by the Chief Administrator.

b. Any Honor Board representative, hearing panel member, and/or the accused may request that the hearing panel recuse any of its members before proceeding with a hearing. The accused will be supplied with a list of possible hearing panel members prior to the hearing. Such request, setting forth the reason for recusal, shall be made prior to the commencement of the hearing and a majority vote of the other hearing panel members, including the Chief Administrator, shall suffice to recuse a member.

c. In the event of any removal, recusal, or other inability of an Honor Board representative to perform his or her duties with the Honor Board, the Chief Administrator shall select an Honor Board representative as a replacement for the recused.

d. In the event of any removal or recusal of an Honor Board representative from a hearing panel, that Honor Board representative shall not be allowed to attend further hearings on that case unless called as a witness for either accused or complainant.

e. Where the recused representative is the Chief Administrator, his or her duties shall immediately pass to the delegated Assistant Administrator for the duration of that case.

ARTICLE V: HEARING

Section 1.

Timing

The hearing addressing the alleged Honor Code violation(s) shall take place within a reasonable time of the decision to proceed with a hearing, taking into account the time of year, the availability of Honor Board representatives, and the needs of the accused. In the event the accused refuses to appear before the hearing panel, the trial will proceed in their absence.

Section 2.

Hearing Panel

For each hearing based on an alleged Honor Code violation, there shall be one hearing panel which shall determine whether the accused has violated this Honor Code and, if so, what sanction(s) shall be recommended. In the event the accused has admitted guilt prior to the hearing panel, the hearing panel will still proceed in the same manner in order for panel members to hear full disclosure of information prior to deciding upon sanctions. The panel shall consist of a minimum of six members representing each class (T1-T4) of the medical school. The chief administrator is not to be counted in this number.

a. The Chief Administrator shall preside over the hearing, but shall not vote as to whether a violation has occurred or as to recommend sanction(s).

b. No Honor Board member shall sit on a hearing panel when he or she has investigated the alleged violation.

c. Should there be an insufficient number of Honor Board representatives to sit on a hearing panel due to recusal, illness, or any other reason, the Vice-President, Secretary, or Treasurer, in that order, shall be appointed by the Chief Administrator, as a temporary replacement from the same class as the absent representative.

Section 3.

Hearing Procedure

a. General.

I. The Chief Administrator shall preside over the hearing and shall be present during the deliberations.

II. No person shall be present in the hearing room unless he or she has been called by the hearing panel.

III. The accused may address the hearing panel and may question witnesses.

IV. The advisor of the accused shall not address the hearing panel and shall not question witnesses.

V. The accused and the accused's representative or advisor shall be given the opportunity to be present at the hearing except during the deliberations of the hearing panel.

VI. Hearing panel members may recall investigators, complainants, the accused, and/or witnesses, but the accused must always be present when testimony is given.

VII. The Chief Administrator may prohibit any question if the question compromises the rights of the accused and/or does not significantly contribute to determining whether the accused has violated this Honor Code.

VIII. The hearing shall be recorded by audio means. These recordings shall be used for the sole purpose of recalling information during the hearing procedure by the hearing

panel. All recordings shall be destroyed after deliberations have been made.

b. Testimony.

The order of those testifying before the hearing panel shall be the following:

I. The Investigators

a. Each investigator shall report his or her findings to the hearing panel.

b. Each investigator shall surrender any tangible evidence to the hearing panel.

c. After each investigator has testified, the hearing panel shall question the investigator. The accused may then question the investigator. The hearing panel may then question the investigator again.

II. The Complainant.

a. The complainant shall make a statement to the hearing panel.

b. The hearing panel shall then question the complainant.

c. The accused may question the complainant.

d. The hearing panel may question the complainant again.

III. The Accused.

a. The accused may make a statement to the hearing panel.

b. The hearing panel shall question the accused.

c. The complainant may question the accused.

d. The hearing panel may question the complainant again.

IV. The Witnesses.

The ordering of the witnesses shall be at the discretion of the Chief Administrator.

a. The witness shall make a brief statement to the hearing panel relevant to the facts of the event in question.

b. The hearing panel may question the witness.

c. The complainant may question the witness.

d. The accused may question the witness.

e. The hearing panel may question the witness again.

V. Closing Statement

The complainant and then the accused may make a brief closing statement to the hearing panel.

Section 4.

Deliberation

a. The hearing panel shall, after reasonable discussion in closed session, vote as to whether the accused has violated this Honor Code.

I. The hearing panel shall find that the accused has violated this Honor Code if they believe that there is “clear and convincing evidence” that the accused has violated this Honor Code.

II. A vote of violation by at least two-thirds of the hearing panel members shall be required to find that the accused has violated this Honor Code. The decision as to whether the accused has violated this Honor Code shall be made by secret ballot.

b. If the hearing panel finds that the accused has violated this Honor Code, then the accused may make a statement to the hearing panel relating to which sanction(s) the hearing panel should recommend to the Dean.

c. The hearing panel shall then, in closed session, after reasonable discussion, vote as to sanctions pursuant to Article V, sections 3 c and d of the Constitution. The hearing panel shall not vote as to sanctions pursuant to Article V, section b of the Constitution.

d. A vote of at least two-thirds of the hearing panel members shall be required to recommend other sanctions.

e. Deliberations of the hearing panel shall not be recorded.

f. With the exception of the recommendation of the accused, pursuant to section 4(b), no outside person may communicate with any hearing panel member regarding the hearing or deliberations during any part of deliberations, including, but not limited to recesses and/or the period of time between voting as to whether the accused has violated this Honor Code and voting as to sanctions.

Section 5.

Submission of findings to the Dean

a. If there is a finding that the accused has violated this Honor Code, the Chief Administrator shall appoint a hearing panel member to prepare a written statement of the findings and recommended sanctions. This statement, along with the recordings of the proceedings and all physical evidence, shall be submitted to the Medical School Dean, or the Dean’s designee, within one day after the hearing’s conclusion. The accused shall also be provided with a copy of the panel’s statement within one day after the hearing’s conclusion.

b. The Dean, or the Dean’s designee, shall defer to the findings of the hearing panel and shall act on the recommended sanction(s) within a reasonable period, unless the accused has filed an appeal.

Section 6.

Appeal

a. The accused may appeal the finding that the accused has violated this Honor Code and/or the recommended sanction(s)

to the Medical School Dean or the Dean's designee, within seven days after the hearing's conclusion. The Dean or the Dean's designee shall determine the method of hearing an appeal. On any appeal to the Dean, the Dean must meet with both the accused and the Chief Administrator or a member of the Honor Board designated by the Chief Administrator.

b. The Dean, or the Dean's designee, shall give great weight to the findings and recommendations of the hearing panel and shall not reverse a finding that the accused had violated this Honor Code absent the Dean's, or the Dean's designee, belief that such a finding was the result of bias or lack of due process. The Dean, or the Dean's designee, may only reduce the recommended sanction(s). Sanctions may be reduced in the best interest of justice or upon a finding that they were arbitrarily or capriciously imposed.

c. The Dean, or the Dean's designee, shall notify, in writing, the Chief Administrator of this determination within seven days of hearing an appeal. The Chief Administrator will then be given the opportunity to respond to the Dean's decision. Once the Dean has heard the response of the Chief Administrator, the Dean, or the Dean's designee will notify, in writing, the accused and the Chief Administrator of this determination.

d. If the Dean, or the Dean's designee, does alter any recommended sanction(s), the Honor Board may appeal, if it so chooses, to the Chancellor of the Medical Center.

e. When the accused is a graduating fourth-year student, the timetable for appeal shall be expedited.

ARTICLE VI: REVIEW OF FACULTY OR ADMINISTRATOR ACTION

Section 1.

Standard

If a faculty member reduces a student's grade or an administrator assesses any penalty against a student for any alleged conduct, which if true, would have violated this Honor Code, the student shall have the right to request that the Honor Board determine whether the alleged conduct occurred and whether it violated this Honor Code. A student is not entitled to this review if the grade was based on conduct or performance which, if true, would not have violated this Honor Code.

Section 2.

Review by the Honor Board

a. Investigation.

An investigation will proceed in the same manner set forth in Article IV, Section 2 of the By- laws to the Constitution.

b. Hearing.

I. An Honor Board hearing shall, pursuant to Article V, sections 3 & 4, determine whether the alleged conduct occurred and, if the alleged conduct did occur, whether the conduct violated this Honor Code.

II. If the hearing panel finds that the conduct violated this Honor Code, the hearing panel shall, pursuant to Article V, section 4, recommend the appropriate sanction(s) (which may be greater than the reduced grade by the faculty member or the penalty assessed by the Administrator) to the Dean or the Dean's designee.

Section 3.

Review by the Dean

a. If the hearing panel finds that the alleged conduct by the student occurred, and that the conduct violated this Honor Code, this determination and the recommended sanction shall be subject to the student's right of appeal to the Dean, or the Dean's Designee, as set forth in Article V, section 6.

b. If the hearing panel finds that the alleged conduct did not occur or, if it did occur, that it did not violate this Honor Code, the Honor Board shall so inform the faculty member or administrator involved. The faculty member or administrator shall have five days to increase the grade or reduce the penalty. If the faculty member or administrator refuses to increase the grade or refuses to reduce the penalty, or if the increase or reduction is not satisfactory to the student, the Dean, or the Dean's designee, shall decide the appropriate grade to be given or penalty to be assessed.

c. All issues of grade changes not related to an Honor Board violation shall be referred to the Student Professionalism and Promotion Committee.

ARTICLE VII: HONOR BOARD FILE

The Chief Administrator shall maintain a file which shall include a record of all complaints, findings, recommendations, appeals, and final determinations. This file shall be in the Student Executive Committee office and shall not include names of the accused, the complainant, or other witnesses. All members of the Medical School shall be permitted to review files with the Chief Administrator provided they have a legitimate reason to do so.

ARTICLE VIII: SELECTION OF HONOR BOARD REPRESENTATIVES

Section 1.

Composition

The Honor Board shall be composed of twenty (20) members. These members shall include the President and the Vice-President of the Medical Student Body, the President of each class, four (4) representatives of the Second, Third, and Fourth year classes, and two (2) representatives of the First year class.

Section 2.

Chief Administrator

The Chief Administrator shall be an Honor Board representative with at least one (1) year's experience on the Honor Board. He or she shall be elected by the Honor Board members within a reasonably short period after the second, third, and fourth year representatives take office.

Section 3.

Assistant Administrator

Upon election, the Chief Administrator shall designate another member of the Honor Board with at least one (1) year's experience to preside over Honor Board activities during any period(s) that the Chief Administrator should be unable to perform his/her duties. If the Assistant Administrator is subsequently unable to perform his/her duties, then the Chief Administrator shall appoint a new Assistant Administrator to act in his/her place.

Section 4.

Duration of term

a. The term of the first year representatives shall begin immediately upon posting of the Fall semester election results and shall end immediately upon the posting of the Spring semester election results of the following year.

b. The term of the second year representative shall begin immediately upon the posting of the Spring election results and shall end immediately upon posting of the third year election results. It is a one-year term.

c. The term of the third year representative shall begin immediately upon posting of the Spring semester election results and shall end upon graduation. It is a two-year term.

d. In the event that a representative does not continue with the class that he/she represents, for any reason, his/her term will be ended and a replacement shall be elected from the class by simple majority of those voting.

ARTICLE IX: FACULTY-HONOR BOARD LIAISON

The Faculty-Honor Board liaison shall be a member of the Executive Faculty appointed by the dean. His/her function shall be to facilitate communication and education between the Honor Board and the faculty.

ARTICLE X: REMOVAL OF HONOR BOARD REPRESENTATIVES

Section 1.

Removal Due to an Honor Code Violation

Any Honor Board representative found to have violated this Honor Code shall be immediately removed from his or her position with the Honor Board, upon written notice made by the Chief Administrator. Such removal shall be in addition to, and independent from, any sanction(s) recommended by the hearing panel.

Section 2.

Removal by the Student Body for Reasons Other than an Honor Code Violation

a. Any member of the student body may circulate a petition among members of his or her class to remove an Honor Board representative who represents his or her class. Such removal may be for any reason. The petition must include the signatures of one-fourth of the members of the respective class. Upon delivery of such a petition to the Chief Administrator, a vote shall be scheduled with the assistance of the S.E.C. (Article II, section 7). Such a vote shall be scheduled as soon as is reasonably possible.

b. A two-thirds vote of those students voting shall be required to remove the Honor Board representative.

c. Should the vote result in removal, the representative shall be informed, in writing, by the Chief Administrator. A replacement shall be elected within seven days, in accordance with applicable S.E.C. rules. Days during Medical School holidays and vacations shall not be counted.

Revised: May 1952, May 1970, March 1986, May 1990, April 1999, April 1965, May 1976, May 1987, April 1991, April 1966, March 1977, May 1988, November 1992, May 1969, May 1982, April 1989, June 1993

Alcohol and Other Drugs Policy (University Policy)

Tulane University is concerned about the abuse of alcohol, illegal drugs, and controlled substances on campuses and in the workplace. In addition to having an alcohol and drug policy (found here (https://campushealth.tulane.edu/policies/tulane-alcohol-policy/)), the medical center complies with the Drug Free School Act of 1989. That act mandates that university officials turn over to local police authorities for arrest and prosecution any person who illegally uses drugs.

Tulane University circulates its drug and alcohol policy annually to students and employees. A drug education and counseling program for medical center students is provided on a confidential basis through the Phoenix Society (http://tmedweb.tulane.edu/clubs/phoenix/).

Narcotics, Marijuana, and Other Controlled Substances

The use of certain drugs for "recreational" purposes is illegal and can have devastating consequences for you professionally. The Medical Practice Act of the State of Louisiana (Louisiana Revised Statutes 37:1261 through 37:1291) clearly states the following:

> "Conviction of a crime or entry of a plea of guilty or *nolo contender* to a criminal charge . . . habitual or recurring use of morphine, opium, cocaine, or other drugs having a similar effect . . . constitutes . . . causes for non-issuance, suspension, revocation, or the imposition of restrictions on any license . . . to practice medicine or surgery."

All other states of the Union have laws that are substantively the same as those in effect in Louisiana.

It should go without saying that it is totally unacceptable for medical students, physicians, nurses, and other medical personnel to attend to patient care or other professional duties while under the influence of alcohol or any of the drugs mentioned above.

Possession of Weapons

Carrying a rifle or handgun on Tulane University property is not allowed. Any student in possession of a rifle or handgun is subject to severe disciplinary action that may include expulsion.

It is expected that medical students will conduct themselves within the boundaries of the law and in accordance with the standards expected of members of the medical profession.

Degree Requirements

Degree Requirements

- General Graduate School Requirements

- Biomedical Sciences Graduate Program -Master of Science (MS)
  - One Year Programs
  - Two Year Programs
- Biomedical Sciences Graduate Program - Doctor of Philosophy
- Doctor of Medicine

General Graduate School Requirements

A full description of Master's (p. 89) and PhD Degree (p. 92) 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.

Biomedical Sciences Graduate Program - Master of Science (MS)

One Year Programs (Applications open October 1st)

The one-year M.S. programs are designed to enrich and improve academic credentials of graduates and strengthen their academic foundation for further intellectual development, including entrance into medical, dental, or other health profession-related programs. These programs are offered in the Departments of Anatomy (http://medicine.tulane.edu/departments/structural-cellular-biology/academic-programs/), Biochemistry & Molecular Biology (https://medicine.tulane.edu/biochemistry-molecular-biology/), Medical Genetics and Genomics (https://medicine.tulane.edu/centers-institutes/hayward-genetics-center/masters-medical-genetics-genomics/), Microbiology & Immunology (https://medicine.tulane.edu/microbiology-immunology/), Pathology (https://medicine.tulane.edu/pathology-laboratory-medicine/), Pharmacology (https://medicine.tulane.edu/pharmacology/) and Physiology (https://medicine.tulane.edu/physiology/).

Two Year Programs (Applications open October 1st)

Two-year, research-intensive M.S. programs are designed to enhance the academic credentials and scientific research experience of graduates and prepare them for careers in academic or industrial research.

The two-year thesis-required program In Biochemistry and Molecular Biology leads to a Master of Biomedical Science in Biochemistry and Molecular Biology degree. Our distinctive program emphasizes student development in five areas to broaden and strengthen their academic foundation, and equips students with basic and advanced lab skills for a career in academic or industrial research.

The MS Clinical Anatomy degree is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences.

The MS Anatomy Research program is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed specifically for candidates who wish to develop research careers in biomedical science and medical education.

The Masters in Molecular and Cellular Pathobiology is a full-time two-year thesis-based post-baccalaureate program leading to a Master of Science in Molecular and Cellular Pathobiology. This program is designed to enrich the scientific research experience and improve the academic credentials of students interested in careers in the biotech and pharmaceutical industries, as well as in academia.

Biomedical Sciences Graduate Program - Doctor of Philosophy

Tulane's Ph.D. Program in Biomedical Sciences takes an interdisciplinary approach to graduate education and research. There are many ways to shape your Tulane experience to fit your needs and career goals, and our program has an array of options to accelerate, customize, and enrich your education and, ultimately, your career. The program is dynamic, giving you an array of controls that allows you to heavily customize your experience here to suit you.

All PhD students receive a full tuition waiver and a stipend of approximately $30,000 per year for the entire duration of the program, usually between four and seven years.

Students undertaking work for the degree of Doctor of Philosophy should understand that this degree is awarded not for an accumulation of course credits only, but for superior attainment and accomplishment in research. Ordinarily the student is expected to finish the course requirements, 48 hours of credits at a minimum, in two full years of graduate study and complete the dissertation by the fourth year. The student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. A minimum of one year of full-time study in residence at Tulane University is required.

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 6-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research and faculty. Students should choose a Dissertation Advisor by the end of the second semester but must choose a Dissertation Advisor by the end of the third semester. Students may choose to further specify their study by choosing an Area of Research Emphasis (a Departmental Track in Anatomy, Biochemistry, Medical Genetics and Genomics, Microbiology and Immunology, Pathology, Pharmacology or Physiology). An area of research emphasis may add further course requirements beyond those required for the Biomedical Sciences PhD degree without specialization.

Doctor of Medicine

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The pre-clinical curriculum (years 1 and 2) is taught as a series of system-based modules that progress through two phases. In Phase I, the foundational courses of histology, physiology, biochemistry, and genetics, along with foundations in medicine are organized into system-based modules structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the

latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

Students begin learning clinical skills early in Year 1. Specialty-based clinical training begins in May of Year 2 and continues throughout most of Year 3. The final phase of the curriculum is designed to help students choose and prepare for their residency choice while enhancing skills in emergency medicine, radiology and cultural competence. The curriculum provides enough flexibility for early and numerous opportunities in community service and service-learning, dedicated time for students interested in dual degrees (MPH, MBA), or mentored research.

Academic Departments

- Biomedical Sciences Graduate Programs (p. 354)
- Combined Degrees (p. 396)
- MD Degree Program (p. 371)
- Program of Nursing (p. 373)
- Tulane Center for Aging (p. 370)

Office of Graduate Medical Education

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https://medicine.tulane.edu/education/gme (https://medicine.tulane.edu/education/gme/)

We are extremely proud of the training opportunities offered by this health sciences center. Collectively, we have thirty-nine residency and fellowship programs. The goal of the GME office, in conjunction with our eighteen affiliated training institutions, is to provide an excellent basis for postgraduate education by offering comprehensive clinical and research programs, didactics and supervision in the care of our patients. While in residency and fellowship training at Tulane, skills are developed which equip our graduates for a lifetime of learning, professional advancement, and quality patient outcomes.

Our physicians-in-training are encouraged to develop their knowledge, skills and judgment to the maximum potential while at the same time meeting and exceeding the goals and objectives of their respective programs. Tulane residents and fellows are exposed to a rich academic environment which is designed to foster careers as contemporary clinical investigators, teachers, and practitioners of the medical arts and sciences.

Mission

The Office of Graduate Medical Education is responsible for ensuring that all residents and fellows at Tulane University School of Medicine are provided an accredited educational experience of the highest quality.

Tulane Center for Aging

Street Address

Tulane Center for Aging
1430 Tulane Ave, 8513
New Orleans, LA 70112

Email: aging-studies@tulane.edu
Phone: 504-988-3369

Mailing Address

Tulane Center for Aging
333 South Liberty Street
SOM 7010
New Orleans, LA 70112

https://medicine.tulane.edu/tulane-center-aging (https://medicine.tulane.edu/tulane-center-aging/)

An Aging Population

The demographic reality today and in the foreseeable future is a graying population, both in terms of an increase in life expectancy and in the number of people over the age of 65. The retirement of the baby boomers, 77 million strong, will place a strain on Social Security and Medicare in the next decades. Only a compression of morbidity, coupled to changes in health systems management and healthcare delivery, can relieve this pressure. This will require significant research effort, in biological sciences, clinical medicine, behavioral and social sciences, as well as demography, economics, and policy planning. The research will engage basic, clinical, and translational scientists in multidisciplinary teams. The issues surrounding the expansion of the elder population transcend medicine and public health. The design and implementation of elder-friendly communities is emerging rapidly with abundant economic impact on this state and country. Furthermore, the increase in elder health that is an essential social and economic imperative will require planning for second and even third careers. The concept of 'active retirement' is taking on new meaning under current economic conditions. This in turn engages universities in forms of continuing education that have yet to be thoroughly explored, and it also has important implications for the model of the workplace.

Mission

The Tulane Center for Aging is dedicated to the enhancement of the quality of life of an aging population through research, education, and innovative approaches to healthcare and community planning and design.

Vision

The Tulane Center for Aging will foster and support the development of research programs across a broad spectrum of disciplines that will provide solutions to the problems associated with aging at the level of the individual, the community, and the population. Special emphasis will be placed on multidisciplinary efforts that harness the extensive resources available at the Uptown and Downtown Campuses and at the Tulane National Primate Research Center. In the process, these efforts will strengthen individual programs, departments, and

disciplines throughout Tulane University. They will also contribute to the development of new initiatives. Virtually any area of endeavor at the University becomes a focus for the Center when the dimension of aging is applied. The Tulane Center for Aging will from the outset play a leading role in the strengthening of geriatrics and gerontology training at the University. This will be achieved by coordinating research, training/education, and service efforts. Our long term goal is to create a policy planning think tank that will serve the state and the region.

Program

- Aging Studies, PhD (p. 370)

Combined Degrees

Combined Degrees

- MD/MBA
- MD/MPH
- MD/MS in Bioethics
- MD/PhD

MD/MBA

Future leaders in medicine must excel as clinicians as well as managers in the complex and rapidly evolving environment that now dominates health care. A growing number of medical students are complementing their medical education with MBA degrees. MD/MBA holders can operate their clinics more effectively, run a healthcare organization, manage a research project, or advocate for their patients and work to fix the healthcare system.

The School of Medicine is partnering with the internationally recognized A. B. Freeman School of Business to offer medical students two options for completing a joint MD/MBA program. These opportunities allow students to complete both degrees more rapidly than when done separately.

MBA Overview

In the MBA program, students take 54 credit hours at the Freeman School. Classes teach business fundamentals including leadership, management, operations, accounting, statistics, and analytics. In modules on the Practice of Management, students get hands-on business experience. Elective courses further their education in areas of finance, strategic management and leadership, marketing, analytics, and entrepreneurship. Students develop the ability to analyze opportunities for and likelihood of success of organizations operating in various environments.

MD/MPH

Tulane's MD/MPH combined degree program is open to students who have been accepted to Tulane's School of Medicine and who wish to pursue both an MD from Tulane and an MPH from Tulane's School of Public Health and Tropical Medicine (SPHTM).

The MD/MPH program is a global, integrated program in an excellent learning environment which:

- Integrates healthcare training for individuals and populations;
- Provides the foundation for a holistic approach to patient care;
- Encompasses diverse and challenged populations domestically and internationally;
- Provides in-depth training in population and public health knowledge, behaviors, and skills; and,
- Allows students to match their specific population interest with a degree concentration in the School of Public Health and Tropical Medicine.

Program Information

Tulane's MD/MPH combined degree program offers Tulane School of Medicine students a unique opportunity to build on their patient-based medical education with a population-based public health degree. The combined degree program is designed to be completed in four or five years, integrating the requirements for the School of Medicine with those from the School of Public Health and Tropical Medicine. Browse the links below to learn more general information about the program.

MD/MS in Bioethics

Recognizing local needs and national trends, an interdisciplinary faculty from the Program in Medical Ethics and Human Values in Tulane University's School of Medicine has created a new major degree within a currently existing program. The Master of Science in Bioethics and Medical Humanities will be a special track within the Biomedical Sciences (BMS) Graduate Program at Tulane School of Medicine. It will include an option for a dual degree (MD/MS) similar to the other combined degrees shown on this page.

This is a two-year, 33 credit hour post-baccalaureate program leading to a Master of Science in Bioethics and Medical Humanities. This program is designed to improve the credentials of learners who are:

1. Dual-degree students in Medicine;
2. Interested in applying for admission to medical, dental, and other health-related professional schools;
3. Mid-Career Professionals who wish to enhance their scholarly and clinical background in these areas for future service or scholarship.

MD/PhD

Tulane brings together some of the nation's most talented young people with nationally- and internationally-recognized teachers and researchers: all in the context of a vibrant city replete with opportunities both in and out of the lab and classroom. Whatever studies you pursue, your learning will intersect with the city's unique mix of influences- ethnic, musical, architectural, geographical, commercial, political, environmental, and social. Beyond the classroom and lab, Tulane also provides you with multiple opportunities for career development and possible career exploration, both in and outside of academia. As a Tulane graduate student, you will find unmatched opportunities: opportunities to pursue ideas and work that matters to others, and opportunities to grow and mature.

There are two tracks to receiving a combined MD/PHD degree, also known as the Physician Scientist Program (PSP). Both tracks start with Medical School for 2 years, followed by 3-4 years in the BMS Phd program before returning to Medical School for the last 2 years.

PSP-A students apply through the Medical School AMCAS application process for both degrees. Applicants cannot apply to the PSP-A program and Medical School. They must choose one.

- 2 students are accepted each year. Must have exceptional academic credentials and prior research experience.
- Accepted students receive a fellowship covering both medical and graduate school tuition costs.
- A stipend is paid for the duration of study in both the Graduate School and Medical School.
- Accepted students must begin research lab rotations the summer prior to entry into medical school.
- Accepted students must complete both the PhD and MD degree.

Track B or PSP-B students must have applied for and been accepted into Tulane Medical School. PSP-B track students apply for the PhD program through the Biomedical Sciences application system any time after beginning medical school studies but no later than the beginning of their third year of medical school.

- A stipend is paid for the duration of the program after acceptance.
- PSP-B students receive tuition remittance only for the PhD portion of their studies, not Medical School.

Biomedical Sciences Graduate Programs

Programs

Graduate Degree Programs

- Anatomic Pathology, MS (p. 354)
- Anatomy Research, MS (p. 355)
- Anatomy, MS (p. 355)
- Biochemistry and Applied Bioinformatics, MS (p. 356)
- Biochemistry, MS (p. 357)
- Bioethics and Medical Humanities, MS (p. 357)
- Biomedical Informatics, MS (p. 358)
- Biomedical Sciences, PhD (p. 359)
- Biomedical Sciences, PhD with Pharmacology Concentration (p. 360)
- Clinical Anatomy, MS (p. 361)
- Clinical Research Methods, MS (p. 362)
- Clinical Research, MS (p. 363)
- Medical Genetics and Genomics, MS (p. 363)
- Microbiology and Immunology, MS (p. 365)
- Molecular Medicine and Health Sciences, MS (p. 366)
- Pharmacology, MS (p. 366)
- Physiology, MS (p. 367)

Graduate Certificates

- Clinical and Translational Research Certificate (Graduate) (p. 491)
- Clinical Ethics Graduate Certificate (p. 362)
- Clinical Research Certificate (Graduate) (p. 363)
- Medical Humanities Graduate Certificate (p. 364)
- Research Ethics Graduate Certificate (p. 368)
- Sports Medicine Certificate (Graduate) (p. 368)

Anatomic Pathology, MS

Pathologists' Assistant Program

The Pathologists' Assistant Program at Tulane University School of Medicine is a two-year, full-time professional allied health program that currently accepts 10 students per year. Upon successful completion of the required curriculum, students will graduate with a Master of Science degree in Anatomic Pathology. The issuing of the Master of Science degree in Anatomic Pathology from Tulane University School of Medicine is not contingent upon students passing any type of external certification or licensure examination, including but not limited to the American Society for Clinical Pathology Board of Certification Examination for Pathologists' Assistants.

The curriculum includes a required component and an optional component. The required curriculum provides the education essential for students to become practicing Pathologists' Assistants upon graduation. The optional component of the curriculum allows students to pursue personal interests that align with individual career goals. The Pathologists' Assistant Scope of Practice is vast and will likely continue to expand with the ever-evolving healthcare system. To ensure that students are prepared to adapt to this environment, students may choose to gain additional knowledge or skills that align with individual career goals. While the optional component of the curriculum is available to students, no student is required to enroll in any electives.

Requirements

The required curriculum includes 83 credit hours over the course of two years, which includes both didactic and clinical components. The first year of the program consists of didactic courses in basic sciences and surgical pathology, with surgical pathology and autopsy pathology rotations during the summer. The second year of the program consists entirely of clinical rotations.

Year 1:

- Spring Semester (January – May)
  - Gross Anatomy (4 credits)
  - Human Histology (4 credits)
  - Embryology (4 credits)
  - Physiology (3 credits)
  - Surgical Pathology Techniques (4 credits)
- Summer (May – August)
  - Autopsy Pathology (3 credits)
  - Autopsy Pathology Practicum (1 credit)
  - Advanced Surgical Pathology Techniques I (4 credits)
  - Advanced Surgical Pathology Techniques I Lab (2 credits)
  - Surgical Pathology Practicum (1 credit)
  - Mechanisms of Disease I – General Pathology (5 credits)
- Fall (August – December)
  - Mechanisms of Disease II – Systemic Pathology (5 credits)
  - Advanced Surgical Pathology Techniques II (4 credits)

- Advanced Surgical Pathology Techniques II Lab (2 credits)
- Pathologists' Assistant Seminar (1 credit)

Year 2:

- Clinical rotations at various sites including surgical pathology, autopsy pathology, forensic pathology, clinical pathology, hematopathology, cytopathology, pediatric pathology, and digital pathology. Students have the option to participate in cancer research, and an optional teaching practicum.

The required curriculum is comprised of the above courses. Students have the option to take additional lecture-based or research-based electives, independent studies, and a teaching practicum.

Anatomy Research, MS

The MS Anatomy Research degree provides a program of research training for those who wish to become biomedical and medical education researchers.

This is a 2-year thesis program of study of gross anatomy, embryology, cell biology, and histology leading to a Master of Science degree in Anatomy by research. It is designed specifically for candidates who wish to develop research careers in biomedical science and medical education. In the first year, students in the program take anatomy and histology courses along with other graduate courses. All courses in the program are taught within the School of Medicine by full time faculty. In the second year, students carry out mentored research in the Department of Structural and Cellular Biology.

Who is this program meant for?
This is a two-year program of taught classes and laboratory research that leads to the MS Anatomy Research degree. It is designed for bachelor degree graduates and physicians who intend to follow a research career in the biomedical sciences. With a MS Anatomy Research degree, graduates can apply for laboratory research positions or to PhD programs in biomedical sciences.

Program calendar

The MS in Anatomy Research curriculum is designed for completion within two years. Classes start in August and end in May each year.

Requirements

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID	Title	Credits
ANAT 7065	Graduate Anatomy I	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

Offered in Spring Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology I	3
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	1
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

Offered in the Summer

Course ID	Title	Credits
ANAT 7790	Adv Surgery based Anat Dissect	5

Students must take 43 credit hours of course work over 4 semesters and complete the requirements for the degree.

Anatomy, MS

The MS Anatomy degree is structured for those who wish to enhance their eligibility for entry to professional schools. This is a 1-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a Master of Science degree in Anatomy. It is designed specifically for candidates who plan to attend medical school, or dental school, or enroll in other professional or advanced degree programs; it serves to improve credentials to compete for admission to a medical or dental school.

The degree program offers a carefully designed curriculum that includes taking classes with medical students, participating in a learning experience that closely models the medical school environment (small group teaching and learning, problem-based learning, team-based learning, simulation, virtual microscopy, dissection-based anatomy). A small class size is maintained for students to maximize the small-group teaching environment. Students in the MS program take anatomy and histology courses alongside first year medical students at Tulane Medical School. All other graduate courses are taught within the School of Medicine by full time Medical School faculty.

Requirements

Students must take 32 credit hours of course work during the fall and spring semesters and complete the requirements for the degree.

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology I	3
ANAT 7065	Graduate Anatomy I	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

Offered in Spring Semester

Course ID	Title	Credits
ANAT 7056	Graduate Histology 2	2
ANAT 7066	Graduate Anatomy 2	4
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	1
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

Offered in the Summer

Course ID	Title	Credits
ANAT 7790	Adv Surgery based Anat Dissect	5

Biochemistry and Applied Bioinformatics, MS

Overview

This is a two-year thesis-requiring program for study leading to a Master of Science degree in Biochemistry and Applied Bioinformatics. In year one, students will acquire an academic foundation in biochemistry and bioinformatics and then, in year two, specialize in a sub-field as befits their research or employment interests.

The program is designed to improve the academic credentials and scientific research experience of graduates. Our distinctive program emphasizes student development in six areas (coursework, laboratory skills, bioinformatic analysis, independent thought, presentation skills, and personal growth), allows students to broaden and strengthen their academic foundation, and equips students with basic and advanced lab and bioinformatics skills for a career in academic or industrial research.

Students will take Graduate Biochemistry, Cell Biology, Biostatistics, and Bioinformatics courses, with a strong emphasis on research application of biochemical, molecular and bioinformatic knowledge. Bioinformatics training focuses on skills in the application of diverse tools and databases addressing genomics, gene expression, proteomics, metabolism, and protein structure, function, and drug binding. These courses are taken along with first-year PhD students at the Tulane School of Medicine. All students will benefit from several other Biochemistry- or Molecular Biology-related courses, including a Biochemistry and Molecular Biology Seminar series, a Biochemistry Workshop, and a course on Academic Writing and Critique. All courses are taught within the Tulane School of Medicine by full time faculty.

In year two, students will perform bench or bioinformatic research toward the master's thesis and experience all aspects of basic research under supervision of a faculty advisor, from the development of an idea and scientific rationale, to experimental design and execution, data analysis, and possibly the drafting of a manuscript. Examples of high-level bioinformatics analysis (tools/databases) include the construction of mutational signatures from genome-sequencing data (Blast, Clustal, GenBank, CBioPortal), tumor pathological staging on the basis of gene expression presented in t-SNE projections (10X Genomics), immunological epitope mapping by analysis of protein conformational stability (Protein Data Bank, Swiss-Model), and in-silico drug-screening for protein binding (Autodock).

Requirements

Students must take 30 credit hours of coursework by the end of the spring semester in year two, and they must complete and defend a master's thesis by the end of the summer in year two. Thesis research may commence at the beginning of year one, upon formation of the advisory committee. The student is expected to devote full time to research after the spring semester of year one, and until the thesis defense in the summer of year two.

Course ID	Title	Credits
Year 1, Fall		
Required Courses		
GBCH 6010	Graduate Biochemistry	4
BMSP 6070 or BMSP 6050	Advanced Cell Biology Advanced Cell Biology - MS	3
GBCH 6020	Biochemistry and Molecular Biology Seminar	1
BMSP 7110	Workshop	1
INTD 6010	Responsible Conduct of Research	0
GBCH 7230	Introduction to Bioinformatics	3
GBCH 7110	Selected Topics	1-4
Year 1, Spring		
Required Courses		
GBCH 7250	Biomedical Statistics and Data Analysis	2
GBCH 7100	Seminar	1
BMSP 7110	Workshop	1

GBCH 7170	Principles of Genetics	4
GBCH 7330	Advanced Bioinformatics	3
Electives		
GBCH 7550	Med Biochem Grand Rounds Exter	
GBCH 6110	Basic Medical Biochemistry	
GBCH 7120	Special Problems	
Year 2, Fall		
Required Courses		
GBCH 6020	Biochemistry and Molecular Biology Seminar	1
BMSP 7110	Workshop	1
BIMI 6200	Introduction to Data Science for Biomedical Informatics	3
Electives		
GBCH 7560	Academic Writing & Critique	
GBCH 7130	Selected Topics	
GBCH 7150	Tutorial Topics	
Year 2, Spring		
Required Courses		
GBCH 6020	Biochemistry and Molecular Biology Seminar	1
BMSP 7110	Workshop	1
Electives		
GBCH 7120	Special Problems	
GBCH 7160	Tutorial Topics	

Biochemistry, MS

Biochemistry Masters 1-Year Program

A two-semester graduate program designed to enrich and improve credentials of graduates to apply for admission to medical, dental or other healthcare-related profession programs.

Program Overview

This is a two-semester non-thesis program leading to a Master of Biomedical Science in Biochemistry degree.

The program is primarily designed to enrich and improve academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development, such as gaining entrance into medical-, dental- or health profession-related schools.

The core curriculum emphasizes clinical applications of biochemistry and molecular knowledge. Required courses include Human Medical Cellular Biochemistry and Human Medical Metabolic Biochemistry which are equivalent to Tulane's first-year medical biochemistry course, Medical Biochemistry Grand Rounds Externship Seminar which provides students with a unique opportunity to experience Medicine Grand Rounds from the biochemical, molecular and clinical perspectives, and the Department Seminar series exposing students to novel research in the field of biochemistry.

All students benefit from several other biochemistry- or molecular biology-related courses. Program electives range from more medically-related courses such as Chromosomal Instability and Cancer, Molecular Basis of Pediatric Disease, and Signal Transduction and Hormone Action to more research-related courses such as Biochemistry Research, Graduate-level Biochemistry, and Biomedical Statistics and Data Analysis. Additionally, the program has reciprocal relationships with certain courses in the Graduate Program in Biomedical Sciences, the Department of Microbiology and Immunology, the Department of Physiology, and the Department of Pathology and Laboratory Medicine. Students may elect to take Tulane first-year medical course equivalents in Graduate Medical Microbiology and Medical Immunology, Medical Physiology, Cancer Biology & Pathology, or Molecular & Cellular Pathology.

All courses are taught within the Tulane School of Medicine by full time faculty.

Requirements

For the one year Program, students must take 30 credit hours of course work during the fall and spring semesters to complete the requirements for the degree. Additionally, students have the option to take the NBME Shelf Exam in Biochemistry as a culminating experience. Although not thesis based, this degree does involve several written assignments and oral presentations as part of the required course work. No research is required. Therefore, this is considered a "non-thesis" degree.

Bioethics and Medical Humanities, MS

Overview

The **Master of Science in Bioethics and Medical Humanities** is a non-thesis, capstone-required program within Biomedical Sciences which can be completed in either a **one- or a two-year** course of study. As healthcare becomes increasingly complex with both technological advances as well as social decisions that must be faced, this master's degree program will assist any learner who wishes to pursue healthcare ethics and humanities in their future. This is a 33-credit-hour program consisting of seven required core courses and four electives. This program accommodates Dual Degree MD-MS students (see below) and those students interested in pursuing the stand-alone MS degree. It is well-suited for both post-baccalaureate students progressing toward a terminal degree (e.g., an MD, JD, etc.) and mid-career professionals who wish to expand their potential in medical ethics and humanities. Students in professional schools wishing to take an MS in a gap year may complete the program in its one-year format. All courses in our program may be attended in-person or by live synchronous teleconferencing, allowing participation from virtually anywhere. Students pursue either the Bioethics Track or Medical Humanities Track to center their efforts, but the program is unique in providing the student both a bioethics and a medical humanities education through our interdisciplinary faculty brought together in the Program in Medical Ethics and Human Values. Core program faculty staffing the core courses are drawn from Philosophy, English, Medicine, Humanities and Clinical Ethics and boast a distinguished publication record in Bioethics and Medical Humanities.

This MS degree can be also earned by incoming students at the Tulane School of Medicine as a Dual Degree (MD-MS) program, completed within the same 4 years of medical school. See details at the link below.

MD-MS Dual Degree Program (p. 398)

Requirements

Course ID	Title	Credits
Core Courses		
BEMH 6002	Foundations in Bioethics	3
BEMH 6009	Current Controversies in Bioethics	3
BEMH 6003	Medical Humanities	3
BEMH 6020	Capstone	3

Plus, One of The Two Tracks Below

Course ID	Title	Credits
BIOETHICS TRACK		
BEMH 6007	Ethical Theory	3
BEMH 6010	Research Ethics	3
BEMH 6011	Clinical Ethics	3

Course ID	Title	Credits
MEDICAL HUMANITIES TRACK		
BEMH 6005	Medicine in Literature & Film	3
or BEMH 6012	The End of Life in Film & Lit.	
BEMH 6008	History of Medicine	3

Biomedical Informatics, MS

Overview

The program is a two-year (four-semester) thesis program leading to a Master of Science in Biomedical Informatics. The major goal of the program curriculum is to train new Biomedical Informatics (BMI) specialists. The program is primarily designed to enrich and improve the academic credentials of graduates. Our distinctive program emphasizes student development in four areas (coursework, experiential learning, presentation skills, and personal growth), and allows students to broaden and strengthen their academic foundation for further intellectual development and medical research. Each graduate will be able to use their preparation to investigate and apply information and communication technologies to advance research, practice, and solve problems in the related Biomedical fields in a comprehensive, competitive, and effective way.

The program is designed to include the following high-level competency areas:

· Biomedically-related courses: principal of public health informatics, biomedical imaging and process, advanced bioinformatics.

· Data science related courses: introduction to data science, data science with cloud computing, advanced data science analytic techniques, and big data related courses.

· The program has reciprocal relationships with specific courses in the graduate programs in Biomedical Engineering, and Biochemistry/ Molecular Biology.

The program will provide graduates with marketable skills for informatics careers in biology, medicine, public health, IT trainers, project managers, chief nursing officers, chief medical officers, or research scientists focused on the development of prescriptive analytics from big data sources. These uniquely trained master's graduates will be critical to existing efforts to improve health outcomes. Building a stronger presence in biomedical data sciences and informatics in clinical practice, research, and education, is a high priority for the institutions. This program also prepares students to participate in research programs in academia, healthcare, public health, and industry, as well as to apply the knowledge in clinical, government, and industry settings.

Requirements

The core curriculum emphasizes biomedical applications of data science and big data knowledge. Students must complete a minimum of 32 credit hours from the courses listed below (23 core and at least 9 elective credit hours).

Year 1		
Fall		**Credit Hours**
BIMI 6100	Elements in Biomedical Informatics	4
BIMI 6200	Introduction to Data Science for Biomedical Informatics	3
BIMI 6300	Fundamentals of Data Analytics	3
	Credit Hours	**10**
Spring		
BIMI 7100	Statistical Machine and Deep Learning in Biomedical Practice	3
BIMI 7300	Biomedical Data Science with Cloud Computing	3
BIMI 7500	Genomic Sequence and Omics Data Analysis	3
	Credit Hours	**9**
Summer Session 1		
BIMI 9980	Master's Thesis Research	0
	Credit Hours	**0**
Year 2		
Fall		
BIMI 8500	Research Methodology of Biomedical Informatics	2
BIMI 9980	Master's Thesis Research	0
	Credit Hours	**2**
Spring		
BIMI 8500	Research Methodology of Biomedical Informatics	2

BIMI 9980	Master's Thesis Research	0
	Credit Hours	**2**
Summer Session 1		
BIMI 9980	Master's Thesis Research	0
	Credit Hours	**0**
	Total Credit Hours	**23**

ELECTIVES

Electives courses (Year 1 or Year 2): All students are required to take at least one of the following biologically relevant courses (excluding GBCH 7250 Biomedical Statistics and Data Analysis (2 c.h.)) as an elective: BMSP 6070 Advanced Cell Biology (3 c.h.); GBCH 6010 Graduate Biochemistry (4 c.h.); EPID 7810 Human Molecular Genetics (3 c.h.). Other elective courses may be substituted with permission of the Program Director.

Course ID	Title	Credits
Fall		
BIMI 6400	Health Informatics	3
BIMI 8550	Computational Biology: Structure and Organization	3
BMEN 6830	Intro Biomed Imaging & Process	3
GBCH 6010	Graduate Biochemistry	4
GBCH 7230	Introduction to Bioinformatics	3
PATH 7600	Cancer Biology and Pathology	3
Spring		
GBCH 7170	Principles of Genetics	4
GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
GPSO 7320	Renal Physiology	3
MIIM 7065	Scientific Writing	2

Biomedical Sciences, PhD

What Makes Tulane's Program Unique?

Tulane's Ph.D. Program in Biomedical Sciences takes an interdisciplinary approach to graduate education and research. There are many ways to shape your Tulane experience to fit your needs and career goals, and our program has an array of options to accelerate, customize, and enrich your education and, ultimately, your career. The program is dynamic, giving you an array of controls that allows you to heavily customize your experience here to suit you.

Students complete all course requirements in their first two years. Core courses including Advanced Cell Biology, Biochemistry, Human Molecular Genetics, Biostatistics, Systems Biology, and Biomedical Informatics, which along with Basic Science electives provide a broad foundation for future research. More than 150 scientists from Basic Science and Clinical Departments and School Of Medicine Centers participate fully in the BMS program. Students have ample opportunities to match with one of these scientists by conducting at least three lab rotations in their first year prior to selecting their Dissertation Advisor.

All PhD students receive a full tuition waiver and a stipend of approximately $33,000 per year for the entire duration of the program.

Requirements

A minimum of 48 credit hours of coursework and independent study is required for a Ph.D. at Tulane University. Students take an identical Core Curriculum in the first year (except for Biomedical Informatics Track), totaling 27 credit hours. In the second year, students must complete at least 21 credit hours. Coursework in the second year must include at least 6 credit hours of lecture-based coursework (electives), with the remaining credit hours consisting of Independent Study and/or Special Topics (research). Students may take Independent Study and/or Special Topics for 1-6 credits each per semester for a maximum of 12 credits each until course completion. Electives are selected from the elective curriculum by the student in consultation with the dissertation advisor.

Year 1

Fall		**Credit Hours**
Total coursework for the First Year Fall + Spring must equal 27 credit hours		21
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7120	Research Topics and Rotations (2 credits for seminar, 2 for first rotation)	4
BMSP 7100	Biomed Sciences Workshop	1
INTD 6010	Responsible Conduct of Research	0
	Credit Hours	**34**
Spring		
GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7770 or BIMI 7500	Physiological Basis of Disease or Genomic Sequence and Omics Data Analysis	3
BMSP 7150	Seminar	1
BMSP 7130	Research Topics and Rotations (2 credits each for 2nd and 3rd rotations)	4
BMSP 7110	Workshop	1
	Credit Hours	**14**
Summer Session		
BMSP 9990	Dissertation Research	0
	Credit Hours	**0**

Year 2

Fall		
Total for Second Year Fall + Spring must equal at least 21 credit hours. [1]		
BMSP 7140	Biomedical Sci Seminar	
BMSP 7100	Biomed Sciences Workshop	
Maximum of 6 credits per semester of Independent Study and/or Special Topics Combined.		
BMSP 7990	Independent Study Must register with the BMS Office	
BMSP 7500	Special Topics Must register with the BMS Office	

Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**0**
Spring		
BMSP 7110	Workshop	
BMSP 7150	Seminar	
Maximum of 6 credits per semester of Independent Study and/or Special Topics Combined.		
BMSP 7990	Independent Study Must register with the BMS Office	
BMSP 7500	Special Topics Must register with the BMS Office	
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**0**
Summer Session		
BMSP 9990	Dissertation Research	0
	Credit Hours	**0**
	Total Credit Hours	**48**

[1] Credit hours in year 2 must total a minimum of 21 credits; Fall & Spring term credit hour totals vary by student.

Biomedical Sciences, PhD with Pharmacology Concentration

Overview

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 8-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research and faculty. Students should choose a Dissertation Advisor by the end of the second semester.

After completion of the core curriculum, students who choose a dissertation advisor in the Department of Pharmacology have the option to specialize in a pharmacology research emphasis by choosing the Pharmacology Track. To earn a Concentration in Pharmacology, students will complete 25 credit hours of pharmacology-focused coursework, for a total of 52 credit hours for degree.

Requirements

Students who choose to earn a Concentration in Pharmacology will complete 27 credit hours of BMS core curriculum in their first year of study. In year 2, students will complete 25 credit hours of pharmacology-focused coursework.

Year 1		
Fall		**Credit Hours**
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7120	Research Topics and Rotations	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7100	Biomed Sciences Workshop	1
	Credit Hours	**13**
Spring		
GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7130	Research Topics and Rotations	4
BMSP 7770 or BIMI 7500	Physiological Basis of Disease or Genomic Sequence and Omics Data Analysis	3
BMSP 7150	Seminar	1
BMSP 7110	Workshop	1
	Credit Hours	**14**
Summer Session 1		
BMSP 9990	Dissertation Research	0
	Credit Hours	**0**
Year 2		
Fall		
GPHR 7210	Pharm Advances	1
GPHR 7250	Medical Pharmacology (Requires concurrent registration for GPHR 7190 or prior completion of the Medical Physiology course)	6
GPHR 7190	Pharmacology Seminar	1
GPHR 7055	Practicing Professionalism	1
GPHR 7230	Principles of Pharmacol	3
	Credit Hours	**12**
Spring		
GPHR 7220	Adv In Pharmacology	1
GPHR 7260	Medical Pharmacology	4
GPHR 7240	Principles of Pharmacol	2
GPHR 7055	Practicing Professionalism	1
GPHR 7200	Seminar Pharmacology	1
GPHR 7510	Pharmacological Lab Research (This provides PhD students with time to develop and work on their intended thesis research topic, and spend time in their thesis advisor's lab during the Spring semester)	2
Thematic Course (choose one)		2
GPHR 7040	Neuropharmacology	
GPHR 7050	Cellular Control Mechanm	
GPHR 7060	Endocrine Pharmacology	
	Credit Hours	**13**
Year 3		
Fall		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Spring		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**

Year 4		
Fall		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Spring		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Year 5		
Fall		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
Spring		
GPHR 9990	Dissertation Research	0
	Credit Hours	**0**
	Total Credit Hours	**52**

Appendix

PhD Dissertation Research Seminars

Each graduate student working for the Ph.D. degree will be required to present 2 seminars related to his/her thesis problem to the staff and students as a part of the regular departmental seminar series.

Seminar I

A review of the pertinent background literature and an outline of the research problem. A design of the proposed work and how the results may fit in with the hypothesis which serves as the basis for the thesis. This seminar must be given prior to a student's submission of their doctoral prospectus.

Seminar II

A presentation of the major points included in the thesis after most of the research data has been accumulated and the thesis is almost completed. This seminar should typically be given within a few months before the final defense.

Attendance

Attendance at all graduate lectures, exams, small group sessions, advances in pharmacology & departmental seminars is mandatory. If for some reason you are unable to attend a required class or session, you must obtain an excused absence from the Director of Graduate Studies (Dr. Clarkson). An official excuse is defined as:

1. personal illness (verification may be required)

2. family emergency such as a serious illness or death in the immediate family

3. sanctioned events such as the annual BMS retreat, BMS Research Day presentation, or attending a scientific meeting.

An excuse for any other event must first be pre-approved by the Department Chair or Director of Graduate Studies.

Clinical Anatomy, MS

The MS Clinical Anatomy degree is designed to train the next generation of educators in the health sciences. This is a 2-year non-thesis program of study of cadaveric dissection-based gross anatomy, embryology, cell biology and histology, and neuroscience leading to a MS degree in Anatomy. It is designed specifically for candidates who wish to develop careers in teaching and research in the anatomical sciences. In the first year, students in the program take anatomy and histology courses along with other graduate courses. In the second year, student take courses and practicums that train them in the principles and practice of medical education and curriculum development.

Class size is small to maximize the small-group teaching environment. All graduate courses in the program are taught within the School of Medicine by full time Medical School faculty.

This is a two-year non-thesis program that leads to the MS Clinical Anatomy degree. It is designed for bachelor degree graduates and physicians who intend to follow a career in teaching the morphological sciences in colleges as well as research and scholarship in health sciences education. With a MS Clinical Anatomy degree, graduates can apply for teaching positions in anatomy, histology, embryology, neuroanatomy, biomedical sciences.

Requirements

Students must take 42 credit hours of course work over 4 semesters and complete the requirements for the degree.

LIST OF SCB ELECTIVE COURSES

Offered in Fall Semester

Course ID	Title	Credits
ANAT 7065	Graduate Anatomy I	7
ANAT 7120	Anatomy Research Sem I	1
ANAT 7240	Advances in Anatomical Sciences I	1
ANAT 7350	Anatomical Techniques	3
ANAT 7410	Grad Intro Functional Anatomy	1
ANAT 7510	Teaching Micro Anatomy 1	1
ANAT 7610	Teaching Techniques in Hlth Sc	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1
ANAT 7750	Teaching Gross & Deve Anatomy	3
ANAT 7810	Research Design & Methods 1	3
ANAT 7830	Research Project Presentation	5

Offered in Spring Semester

Course ID	Title	Credits
ANAT 7055	Graduate Histology I	3
ANAT 7130	Anatomy Research Sem II	2
ANAT 7250	Advances in Anatomical Sci II	1
ANAT 7420	Graduate Systems Functional Anatomy	1
ANAT 7520	Teaching Microscopic Anat 2	2
ANAT 7560	Signal Transduction/Hormone Ac	2
ANAT 7575	Graduate Neuroscience	6
ANAT 7620	Interactive Teaching Technique	2
ANAT 7630	Clinical Grand Rounds Surgery	1
ANAT 7640	Clinical Grand Rounds Medicine	1

ANAT 7760	Teaching Neuroanatomy	1
ANAT 7820	Research Design & Methods 2	3
ANAT 7840	Research Thesis	6

Offered in the Summer

Course ID	Title	Credits
ANAT 7790	Adv Surgery based Anat Dissect	5

Clinical Ethics Graduate Certificate

Overview

The Certificate in Clinical Ethics Program is designed to provide clinical professionals, students of medicine, ethics committee members, and non-clinical health care professionals (e.g., patient advocates, hospital attorneys) with the fundamentals of clinical ethics with less time commitment than an MS degree. The Certificate curriculum consists of 4 courses (3 required and 1 elective) (12 credit hours total) and provides students with the fundamental principles of medical ethics, classroom and practical clinical experience in clinical ethics, and study of current controversial issues in clinical ethics and medicine. If students wish to pursue their studies further, their credits from the certificate would apply towards a Masters of Science degree in Bioethics and Medical Humanities. Upon completion of the Clinical Ethics Certificate, students will be able to:

- Describe, distinguish, and apply the fundamental concepts, principles, and tools of clinical ethics
- Conduct an ethics consult and create an appropriate written note in a patient chart
- Assess and analyze a variety of ethical challenges in the clinical context, both perennial and current
- Create a literature search for articles and case studies related to current ethics cases, and assess the state of current ethical debate as it pertains to specific cases
- Critically evaluate medical ethics literature and the arguments given for various ethical positions

Requirements

This program consists of four courses, three of which are core courses and one elective option. Upon completion of the Certificate Program students will have completed 12 credit hours of coursework. Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor for current elective options.

Course ID	Title	Credits
BEMH 6002	Foundations in Bioethics	3
BEMH 6009	Current Controversies in Bioethics	3
BEMH 6011	Clinical Ethics	3
Electives (Select One)		**3**
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6003	Medical Humanities	
BEMH 6005	Medicine in Literature & Film	
BEMH 6006	The Doctor As Author	
BEMH 6007	Ethical Theory	
BEMH 6008	History of Medicine	
BEMH 6010	Research Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6013	Medicine and Identity	
BEMH 6014	Pandemic Ethics	
Total Credit Hours		**12**

Clinical Research Methods, MS

This is a 32-credit, one-year curriculum is designed for the MD who seeks familiarity with the fundamentals and techniques of clinical research. The curriculum is intended to serve the recent medical school graduate who will earn the MS degree during one year of study following medical school and prior to standard graduate medical education. The program is offered in traditional lecture, seminar and tutorial format on the Tulane University School of Medicine campus; therefore the student would be a resident of the New Orleans area and pursue classes full time.

Executive Master of Science in Clinical Research Methods

The Executive Master's Degree in Clinical Research Methods program will permit students to complete most of the curriculum "online." Special arrangements will be made to provide clinical research experience to complete the curriculum.

Requirements

Sample Course Schedule

Year 1

Fall		**Credit Hours**
BIOS 6040	Intermediate Biostatistics	3
MSCR 7070	Molecular Medicine	4
MSCR 7150	Journal Club	1
SPHL 6070	Health Systems Policy and Management	3
	Credit Hours	**11**
Spring		
SPHL 6070	Health Systems Policy and Management	3
MSCR 6440	Protocol Design and Writing	3
MSCR 7080	Cultural Competence Research	3
MSCR 7150	Journal Club	1
MSCR 7300	Clerkship	3
	Credit Hours	**13**
Summer Session		
MSCR 6420	Responsible Conduct of Resrch	1
MSCR 6430	Topics in Clinical Research	3
SPHL 6070	Health Systems Policy and Management	3
	Credit Hours	**7**
	Total Credit Hours	**31**

Clinical Research Certificate (Graduate)

The Certificate in Clinical research program is designed to provide clinical professionals with some fundamentals of clinical research with less time commitment than what is required for the MS degree program. The curriculum provides scholars with an introduction to research design, regulatory issues, statistical concepts and data management. The certificate curriculum is comprised of 5 courses (12 credit hours total) covering basic biostatistics, epidemiological methods, ethics and responsible conduct of research, protocol design and writing, and an elective (from MSCR-M courses). For those scholars admitted to the MSCR program, the credits from the certificate would apply towards their masters of Science degree in Clinical Research. The MSCR Certificate is open to medical professionals and trainees, and is especially suited for K award applicants and recipients who may acquire these skills as part of their educational component.

The MSCR Certificate Program is modeled after the Clinical Research and Training Courses offered by the NIH Clinical Center.

Requirements

The Clinical Research Certificate requires 12 credits comprised of the requirements listed below.

Course ID	Title	Credits
Core Courses		
MSCR 6420	Responsible Conduct of Resrch Summer	1
MSCR 6430	Topics in Clinical Research Summer	3
MSCR 6440	Protocol Design and Writing Minimum 2 credit hours required, Offered in the Spring	2
SPHL 6050	Biostatistics for Public Health Departmental approval required, Spring, Summer, or Fall	3
or SPHL 6060	Epidemiology for Public Health	
Elective(s) **Minimum of 3 credits are required, students may combine coursework below to reach 3 credits total or take one course below, provided the course carries a minimum of 3 credit hours.**		**3**
MSCR 6450	Therapeutics Seminar	
MSCR 7070	Molecular Medicine	
MSCR 7080	Cultural Competence Research	
MSCR 7090	Grant Writing	
MSCR 7300	Clerkship	
MSCR 7150	Journal Club	
MSCR 7400	Surgical Education Conference	
MSCR 7410	Surgical Research Consortium	
MSCR 7420	Clinical Mentorships	
MSCR 7430	Residency Didactics	
MSCR 7440	Independent Study	
MSCR 7450	Practical Skills	
MSCR 9980	Mentored Research Component	
Total Credit Hours		**12**

Clinical Research, MS

The Tulane MSCR Program is a structured program leading to a Master of Science in Clinical Research degree from the Tulane University School of Medicine. It usually requires 2 to 3 years to complete the curriculum including the mentored research requirement.

Potential trainees will be self-referred or nominated by their Program Director. After approval by the MSCR Internal Advisory Committee, the trainee will enter the MSCR program, which features four components:

1. Formal didactic training providing the tools to conduct modern clinical and translational research;
2. A clinical research and clinical medicine seminar series, providing peer interaction and mentor guidance on research topics;
3. A mentored clinical research project;
4. An annual MSCR retreat

Each Clinical Research Scholar will identify a research preceptor from the scholar's home division or department. In addition, each scholar will have a career mentor from the MSCR program.

In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

Clinical Fellows participating in the MSCR Program must also complete their individual clinical training program requirements.

Requirements

Course ID	Title	Credits
MSCR 6420	Responsible Conduct of Resrch	1
MSCR 6430	Topics in Clinical Research	3
MSCR 6440	Protocol Design and Writing	3
MSCR 7070	Molecular Medicine	4
MSCR 7080	Cultural Competence Research	3
MSCR 7090	Grant Writing	3
MSCR 7150	Journal Club (Taken Four Times)	4
MSCR 9980	Mentored Research Component (Taken Four Times)	8
Elective Courses		3
Total Credit Hours		**32**

In lieu of a thesis, the MSCR candidate is expected to prepare a grant ("K" or "R" format) and/or a paper based on the mentored research.

Medical Genetics and Genomics, MS

The Hayward Genetics Center offers a 1-year, post-baccalaureate Master in Medical Genetics and Genomics. This multidisciplinary program gives graduates an in-depth understanding of the rapidly advancing field of clinical medical genetics and genomics. It is designed to prepare qualified individuals for careers in the health sciences, and to provide an educational experience that will enhance the opportunity of being admitted into a postgraduate professional school such as medical school, genetic counseling or PhD programs.

- Most of our students are pre-med, and while it varies from year to year, we estimate that over 90% of our graduates who apply

to medical school or osteopathy school have been accepted in subsequent years.

- In addition to medical school, graduates from our program have also gone on to other careers including dental school, PhD programs, genetic counseling masters programs, and working with biomedical technology companies.
- The curriculum includes courses that cover the same material as the Tulane Medical School's first year Medical Genetics and Medical Biochemistry courses.
- We offer clinical shadowing opportunities in the Tulane Genetics clinics

To request more information regarding the Masters program please contact:

Dr. Karen Weissbecker
Director of Graduate Education
Hayward Genetics Center
Tulane University School of Medicine
1430 Tulane Avenue
New Orleans, Louisiana 70112-2699
Telephone: 504 988-6242
Email: kremer@tulane.edu

Requirements

The program begins every year in the fall semester and is a **non-thesis degree**. Students must complete a total of 30 hours of coursework and have a cumulative GPA of 3.0 to receive their Master's degree. Students are required to write a literature review paper on a subject in the field of human genetics during their second semester for their Special Topics course. Because our program is intradepartmental, all students will take the same courses and follow the same schedule.

Course ID	Title	Credits
Fall		
HMGN 7010	Grand Rounds in Human Genetics	1
HMGN 7020	Intro to Human Genetics	3
HMGN 7030	Clinical Aspects of Human Genetics I / Clinical Aspects of Human Genetics II	3
HMGN 7040	Human Cytogenetics	3
HMGN 7060	Human Mol. Genetics & Genomics	4

Course ID	Title	Credits
Spring		
HMGN 7010	Grand Rounds in Human Genetics	1
HMGN 7030	Clinical Aspects of Human Genetics I / Clinical Aspects of Human Genetics II	3
HMGN 7050	Medical Biochemistry	3
HMGN 7100	Population Genetics & Genetic Epidemiology	3
HMGN 7950	Advanced Topics in Genomics	3
HMGN 7980	Special Topics	1-6
or HMGN 7990	Special Topics	

Medical Humanities Graduate Certificate

Overview

The Certificate in Medical Humanities Program is designed to provide clinical and non-clinical health care professionals, students of medicine, and interested lay members of the public with the fundamentals of the medical humanities with less time commitment than an MS degree. The Certificate curriculum consists of 4 courses (12 credit hours total) and provides students with the fundamental principles of medical humanities and study of medical history, narrative medicine, and/or the intersection of film and literature with medicine. If students wish to pursue their studies further, their credits from the certificate can apply towards a Masters of Science degree in Bioethics and Medical Humanities. Upon completion of the Medical Humanities certificate coursework, students will be able to:

- Describe, distinguish, and apply the fundamental concepts, principles, and methodologies used in the medical humanities
- Evaluate the impact of the history of medicine on current medical practice and social evaluation of modern health care systems
- Critically analyze the effect of literature and film on perceptions of modern medical practice
- Conduct and create reflections on medicine through narrative writing
- Assess the intersection of the fine arts and health care systems and practices

Requirements

This program consists of four courses, one of which is a core course, two of which are selected from a group of three possible options, and one elective option. Upon completion of the Certificate Program students will have completed 12 credit hours of coursework. Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor for current elective options.

Course ID	Title	Credits
BEMH 6003	Medical Humanities	3
Select two of the following:		**6**
BEMH 6016	Narrative in Medicine	
BEMH 6008	History of Medicine	
BEMH 6005	Medicine in Literature & Film	
Electives (Select One)		**3**
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6006	The Doctor As Author	
BEMH 6007	Ethical Theory	
BEMH 6011	Clinical Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6013	Medicine and Identity	
BEMH 6014	Pandemic Ethics	
BEMH 6015	Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction	
Total Credit Hours		**12**

Microbiology and Immunology, MS

This one-year post-baccalaureate program leading to the degree of Master of Biomedical Science in Microbiology and Immunology has been designed to prepare students for careers in biomedical sciences and to provide an in-depth educational experience to improve the probability of gaining admission to a postgraduate professional school such as medical, dental, PA, veterinary schools or Ph.D. programs. Class size is limited to 20 students. All courses are taught within the Tulane School of Medicine by full-time faculty.

Upon graduation, students

- Should have developed core knowledge in Microbiology and Immunology, and the ability to apply their knowledge to problems in these and other disciplines. *(Disciplinary and interdisciplinary knowledge)*
- Should have developed the ability to perform basic work in a Microbiology or other research laboratory. *(Professional competencies)*
- Should have developed skills that transcend disciplines and are applicable in any context, such as communications, leadership, and working in teams. *(Foundational and transferrable skills)*
- Should have developed the ability to apply the scientific method, understand the application of statistical analysis, gain experience in conducting research and other field studies, learn about and understand the importance of research responsibility and integrity, and engage in work-based learning and research in a systematic manner. *(Research)*

Requirements

Degree Requirements (two tracks available) (https://medicine.tulane.edu/microbiology-immunology/masters/)

Thesis Track

- At least 27 credit hours of course work during Fall and Spring semesters plus 3 credits for thesis-relevant courses.
- Complete requirements for a thesis, based on **library** research (generate a review paper).
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Non-thesis track

- At least 30 credit hours of course work during Fall and Spring semesters.
- At least a "B" average (3.0 GPA) has to be achieved in order to graduate.

Program Curriculum (https://medicine.tulane.edu/microbiology-immunology/masters/)

Students can take as many credits as desired from the courses offered with a minimum of 30 credits overall.

Required Courses (https://medicine.tulane.edu/microbiology-immunology/masters/)

Fall semester:

Course ID	Title	Credits
MIIM 7500	Graduate Medical Microbiology	4
MIIM 7600	Medical Immunology	3
MIIM 7550	Microbiology Laboratory	3
MIIM 7010	Microbiology/Immunology Seminar Series - Fall	1
MIIM 7020	Graduate Journal Club	1

Spring semester

Course ID	Title	Credits
MIIM 7400	Responsible Conduct of Biomedical Research	2
MIIM 7810	Microbiology/Immunology Seminar Series - Spring	1
MIIM 7030	Scientific Communication in Microbiology/Immunology	2

Electives

In addition to the required courses above, we offer several electives:

Fall Semester

Course ID	Title	Credits
MIIM 7210	Research Methods	2
MIIM 7720	Medical Mycology	3
MIIM 7050	Thesis Research Design	2
MIIM 7310	Research (register for 1 or 2 cr)	1 to 10
MIIM 9970	Master's Thesis (register for 1 cr)	1 or 2
GBCH 7500	Human Medical Cellular Biochemistry	5
CELL 6490	Anatomy (on uptown campus)	0 to 4
CELL 6491	Anatomy Lab (on uptown campus)	0
GPSO 6010	Medical Physiology	6

Spring Semester

Course ID	Title	Credits
MIIM 7750	Medical Parasitology	3
MIIM 7220	Advanced Research Methods/Data Mining	4
MIIM 7250	Vaccine Biology	3
MIIM 7620	Advanced Immunology (Biennial)	3
MIIM 7120	Advanced Virology	4
MIIM 7100	Clinical Cases and Their Underlying Mechanisms	2
MIIM 7065	Scientific Writing	2
MIIM 7150	At the Interface - Dynamics of Immunologic and Microbial Interactions (Biennial)	3
MIIM 9970	Master's Thesis (Register for 2 cr)	1 or 2
MIIM 7320	Research (Register for 1 or 2 cr)	1 to 10
GBCH 7520	Metabolic Biochemistry of Human Disease	5
CELL 6110	Human Histology (on uptown campus)	4

CELL 6111	Human Histology Lab (on uptown campus)	0

Molecular Medicine and Health Sciences, MS

Overview

The MS in Molecular Medicine and Health Sciences program is designed for students with a baccalaureate degree in science who are seeking advanced training in the health sciences, typically in preparation for pursuit of a professional degree (e.g., Medical, Dental, Physician Assistant, Pharmacy, and Veterinary Medicine) or for preparation to work in academia or biotech/pharmaceutical industries. This program is also useful to individuals in academia who wish to keep up with recent advances in biomedical science. Foreign medical graduates (FMG) who wish to develop research skills are also encouraged to apply.

The objective of this program is to provide students with the opportunity to study the cellular and molecular mechanisms of human diseases through didactic teaching and research training. Enrolled students can choose between the thesis- and non-thesis-track. The non-thesis track requires 30 credits of coursework with a cumulative GPA of 3.0 or higher to graduate. The thesis track requires a mentored thesis in addition to the coursework. The curriculum is designed not only to improve the credentials of students who are interested in medical, dental, or other health-related professional schools, but also to ease the transition to such professional programs. Additionally, students who choose the thesis track will develop quantitative and qualitative research skills, allowing them to be competitive in employment opportunities in biotech and pharmaceutical industries, as well as in academia.

Questions regarding the program can be addressed to the Program Coordinator (Genevieve Burguieres, gburguie@tulane.edu), Program Director (Dr. Haitao Zhang, hzhang@tulane.edu) or Co-Director (Dr. Gilbert Morris, gmorris2@tulane.edu).

Requirements

The Molecular Medicine and Health Sciences, MS non-thesis track requires 30 credits of coursework with a cumulative GPA of 3.0 or higher to graduate. The thesis track requires a mentored thesis in addition to the coursework and cumulative GPA of 3.0 requirements.

Course ID	Title	Credits
Year 1 Fall [15 credits]		
BMSP 6050	Advanced Cell Biology - MS	3
or BMSP 6070	Advanced Cell Biology	
MSCR 7070	Molecular Medicine	4
or PATH 7070	Molecular Medicine	
PATH 2003	Advances in Pathology Research	1
PATH 6300	Mechanisms of Disease 1	5
Electives		2-5
Year 1 Spring [15 credits]		
PATH 2003	Advances in Pathology Research	1
PATH 6310	Mechanisms of Disease 2	5
PATH 6400	Molec & Cellular PATH	4
Electives		2-5
Year 2 Fall (Thesis Track)		
Master's Thesis		
Year 2 Spring (Thesis Track)		
Master's Thesis		
Total Credit Hours		**30**

Pharmacology, MS

One Year Masters Program

- A one year post-baccalaureate program leading to the MS degree in Pharmacology
- Designed for those interested in improving their credentials to gain admission to a medical or dental school
- Class size is maintained at less than 25 to create a more personal connection between students & faculty
- Students in our MS program take the School of Medicine's 2nd year Medical Pharmacology course (taught separately in a different sequence)
- All graduate courses are taught within the School of Medicine by full time Medical School faculty
- Successful performance will significantly improve ones credentials for applying to medical or dental school.
- Students who took the MCAT a second time after completing our MS program between 2009-2013 significantly increased their MCAT score by 3.5±1.8(n=47, P<0.0001) (based upon the pre-2015 MCAT scale of 3-45).
- **The average graduate GPA after successful completion of our program over the past eight years was 3.8, and over 78% matriculated into a medical or doctoral program of their choice.**

Objectives

- To train students in the principles underlying the discipline of pharmacology
- To learn the approach, rationale, and methods required to design and conduct research in pharmacology

Tulane became the first national research institution to integrate public service into its core curriculum for undergraduates in 2006. Now, the entire university community, including the schools of Architecture, Business, Law, Liberal Arts, Medicine, Public Health and Tropical Medicine, Science and Engineering and Social Work – is committed to public service.

Public service is of particular importance to those entering our one year masters program, because providing a track record of significant public or community service has become a prerequisite for admission to most US medical schools. Students are expected to move beyond the scope of academics and work in a community to improve the health of a population. This is "what medicine is all about".

As a result, a core requirement of our Masters program in Pharmacology is that students provide public or community service for a minimum of 12 hours for the Fall semester (1 credit hour) per semester, and 24 hours for the Spring semester. Students are also

required to post monthly blogs summarizing their community service activities.

Tulane has a Center for Public Service that helps connect students with numerous community partners & outreach programs that are active in the New Orleans area. As a part of the pharmacology curriculum, students are required to document their service activities in short essays, posted photos or video clips, and reflect upon the learning garnered from such activities in an online blog or wiki page. In addition, students are also expected to reflect on what they have learned from their academic and classroom activities.

Tulane is setting the standard for public service for the next generation of universities. When you receive a Tulane education, you will get a little something extra from community service activities that most other institutions don't offer. Our students get a unique educational experience that can be found Only in New Orleans. Only at Tulane.

Requirements

Community Service: A track record of community or public service has become a prerequisite for admission to most US medical schools. During the Fall semester students must complete 1 hour of community service per week, or a minimum of 12 hours per semester. Documentation & reflection on what students learn from community service activities is a component of the Pharmacology ePortfolio course. During the Spring semester students must perform a minimum of 24 hours of community service for 2 credit hours in the ePortfolio course. This will be used to complete 32 total credit hours at the end of the program.

Curriculum

Fall and Spring Semesters

Year 1		
Fall		**Credit Hours**
GPHR 7210	Pharm Advances	1
GPHR 7250	Medical Pharmacology [1]	6
GPHR 7530	Molecular & Cellular Pharmacol	2
GPHR 7520	Pharmacology ePortfolio	2
GPHR 7230	Principles of Pharmacol	3
GPHR 7190	Pharmacology Seminar	1
Research Electives		1-2
GPHR 7510	Pharmacological Lab Research	
GPHR 7505	Master's Research	
	Credit Hours	**16-17**
Spring		
GPHR 7220	Adv In Pharmacology	1
GPHR 7260	Medical Pharmacology [1]	4
GPHR 7520	Pharmacology ePortfolio	2
GPHR 7200	Seminar Pharmacology	1
GPHR 7240	Principles of Pharmacol	2
Spring Thematic Courses		6
	Credit Hours	**16**
	Total Credit Hours	**32-33**

[1] Requires concurrent registration for Principles of Pharmacology, or prior completion of Medical Physiology

Course ID	Title	Credits
Spring Thematic courses		
GPHR 7040	Neuropharmacology	2
GPHR 7050	Cellular Control Mechanm	2
GPHR 7060	Endocrine Pharmacology	2

Physiology, MS

The Physiology Graduate Program at Tulane University School of Medicine in New Orleans, LA has developed a Master's program specifically designed to provide advanced training and understanding of the functions of the body, and to serve as the foundation for the study of medicine. Successful completion of this one-year program will increase your competitiveness for medical schools or equivalent professional programs. The program includes Advanced Medical Physiology, Neurophysiology, Molecular and Cellular Biology, and Translational Physiology.

Our program will benefit students looking to strengthen their credentials. Students will have various options within our program including:

- opportunities for research
- interaction with faculty across multiple disciplines
- MCAT studies and application preparation
- mock interviews and discussions with admissions director
- physician shadowing

In addition, many of the faculty teaching in our master's program are the same faculty that are teaching our medical students. We feel our program has been instrumental in helping students become more competitive for admission to medical school or other professional programs. On average, approximately 74% of our graduates (2015-2020) have received acceptance letters to medical or equivalent schools. Congratulations to all our graduates; we wish them great success in their future careers!

- Application Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/application-information/)
  - Apply Now (https://applygrad.tulane.edu/apply/)
- Course Descriptions (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/course-descriptions/)
- Curriculum (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/curriculum/)
- General Student Information (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/general-student-information/)
- Honors & Awards (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program/honors-awards/)

Requirements

Year 1

Fall		Credit Hours
GPSO 7175	Med Terminology	3
GPSO 6010	Medical Physiology	6
GPSO 7910	Seminar Physiology	1
GPSO 7350	Translational Physiology	2
Select 1-2 Fall Electives		6-10
	Credit Hours	**18-22**
Spring		
GPSO 7600	Integrative Cardiovascular Physiology	3
GPSO 6060	Experimental Physiol Lab	2
GPSO 7910	Seminar Physiology	1
GPSO 7560	Signal Transduction/Hormone Ac	2
GPSO 7350	Translational Physiology	2
	Credit Hours	**10**
	Total Credit Hours	**28-32**

Fall Electives

Course ID	Title	Credits
BMSP 6070	Advanced Cell Biology	3
GBCH 7500	Human Medical Cellular Biochemistry	5
NSCI 7110	Graduate Neuroscience I	3
GPSO 7180	Selected Topics	1-5
INTD 6010	Responsible Conduct of Research	0
MIIM 7600	Medical Immunology	3

Spring Electives

Course ID	Title	Credits
GPSO 6250	Membrane Physiology	2
GPSO 7320	Renal Physiology	3
GPSO 7980	Research (Independent Study)	3

Research Ethics Graduate Certificate

Overview

The Certificate in Research Ethics Program is designed to provide clinical professionals, students of medicine, Institutional Review Board members, and non-clinical professionals (including regulatory or administrative personnel) engaged or potentially engaged in medical research with the fundamentals of research ethics with less time commitment than an MS degree. The Certificate curriculum consists of 3 required courses and 1 elective chosen from other courses offered by the BEMH program (12 credit hours total) and provides students with the fundamental principles of medical ethics, in-depth study in research ethics, and study of current controversial issues in ethics and medicine. If students wish to pursue their studies further, their credits from the certificate would apply towards a Masters of Science degree in Bioethics and Medical Humanities. Upon completion of the Research Ethics coursework, students will be able to:

- Describe, distinguish, and apply the fundamental concepts, principles, and tools of research and medical ethics
- Describe and assess the ethical challenges specific to biomedical research and social and behavioral research
- Evaluate the history of ethics in medical research in the US
- Assess and analyze a variety of ethical challenges in the medical context, both perennial and current
- Perform a literature search for ethics related to particular areas of medical research, and assess the state of current ethical debate as it pertains to different topics of research
- Critically assess medical ethics literature to evaluate the arguments given for various ethical positions

Requirements

This program consists of four courses, three of which are core courses and one elective option. Upon completion of the Certificate Program students will have completed 12 credit hours of coursework. Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor for current elective options.

Course ID	Title	Credits
BEMH 6002	Foundations in Bioethics	3
BEMH 6009	Current Controversies in Bioethics	3
BEMH 6010	Research Ethics	3
Electives (Select One)		**3**
BEMH 6007	Ethical Theory	
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	
BEMH 6003	Medical Humanities	
BEMH 6005	Medicine in Literature & Film	
BEMH 6006	The Doctor As Author	
BEMH 6008	History of Medicine	
BEMH 6011	Clinical Ethics	
BEMH 6012	The End of Life in Film & Lit.	
BEMH 6014	Pandemic Ethics	
Total Credit Hours		**12**

Sports Medicine Certificate (Graduate)

Overview

Delve into the world of sports medicine with Tulane School of Medicine's graduate certificate in sports medicine. With this 100% online series of courses guided by experienced instructors, students can pursue academic goals while tapping into what it takes to succeed in the fast-paced sports industry.

The curriculum is designed for professionals who aspire to more fully understand the sports industry from a medical perspective. This certificate is particularly suited for coaches and administrators seeking to better serve athletes in their care. For any sports industry

professionals, gaining new knowledge and skills in sports medicine can optimize their current role or open doors to new career opportunities.

Whether you want to enhance your current professional role or explore new career opportunities, our sports medicine certificate can help advance skills in a wide range of careers, including:

- Athletics / Assistant Athletics Director
- Head / Assistant Coach
- Director of Sports Management
- Director of Event / Stadium Security
- Sports Facilities Manager
- Team Programs & Operations Manager
- Club Sport Director

Objectives

The proposed program is designed to be a graduate-level certificate that provides learners with an introduction to the foundational knowledge and skills important to the recognition, care, prevention and rehabilitation of athletic injury; the assessment and response to emergency situations involving athletes; and research within sports performance methods. Learners will develop a diverse base of knowledge and practices necessary to guide success in working with current and former athletes.

Student Learning Outcomes

- Demonstrate an understanding of knowledge and skills in medicine, psychology, conditioning, and nutrition necessary to guide success in working with athletes of all levels
- Understand sport-related injury at various phases; prevention, treatment, and recovery
- Determine the needs of an individual athlete while addressing multiple forms of care; preventative, management, or enhancement
- Explain the components of a comprehensive sports medicine program

Disclaimer

By completing the certificate in sports medicine, students will learn a variety of information relevant to careers in sports medicine, ethical concepts, sports performance, basic types of injuries, environmental illness, emergency response, and physiology of injury.

The curriculum is intended to expose students to the duties and responsibilities of healthcare providers in sports medicine, and many other healthcare-related fields. *Please note: the certificate coursework is not designed to instruct students in the skills required to be a physician, certified athletic trainer, or any other individual involved in the continuum of care for athletes, nor is it meant to serve as a replacement for an actual physician or licensed athletic trainer within a sports medicine program.*

Course Objectives

In addition to these program objectives, each course has specific objectives which are outlined at the start of the course.

Academic Requirements

Students wishing to apply must hold a bachelor's degree from a regionally accredited college or university, as well as official transcripts from each school attended. Students must maintain a 3.0 GPA average while enrolled.

To be considered for admission to the Graduate Certificate program, a prospective graduate student must have:

- Earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study.
- At least a 3.0 cumulative grade point average in undergraduate coursework; students with grade point averages below 3.0 may be considered for provisional admission, provided they demonstrate significant professional experience in a relevant field.

Applications to the program must include the following:

- A statement of 250-500 words discussing interest in sport studies, and how the program will assist them to achieve personal or professional objectives.
- Official college transcripts from each college attended.

Applicants may be conditionally admitted and allowed to take one class in their first semester, in which a B or better must be earned to be fully admitted to the program. Students who do not have a 3.0 grade point average in their undergraduate coursework but possess sufficient professional experience in the sport studies field may be admitted conditionally into the program.

Eligibility

Students wishing to apply must hold a bachelor's degree from a regionally accredited college or university, as well as official transcripts from each school attended. Students must maintain a 3.0 GPA average while enrolled.

To be considered for admission to the Graduate Certificate program, a prospective graduate student must have:

- Earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study.
- At least a 3.0 cumulative grade point average in undergraduate coursework; students with grade point averages below 3.0 may be considered for provisional admission, provided they demonstrate significant professional experience in a relevant field.

Requirements

To receive a sports medicine certificate, students must complete four sports medicine courses detailing athletic injuries, recovery and performance; emergency situations in sporting events; and how to develop quality sports medicine programs.

Course ID	Title	Credits
SPMD 6100	Foundations of Sports Medicine	3
SPMD 6110	Non-traumatic Injuries	3
SPMD 6120	Sports Performance Enhancement	3
SPMD 6130	Continuum of Care: Developing a Sports Medicine Program	3
Total Credit Hours		**12**

Certificate Degree Requirements

To receive a sports medicine graduate certificate, students must complete a total of 12 course work credits in the certificate program. Graduate students seeking to enroll in more than 9 credit hours per semester require approval from the Program Director. Students must also apply for a certificate at the beginning of the semester in which the student plans to complete all required coursework. Applications for degree conferral are now online and will appear in a student's Gibson account when available.

Apply Certificate Coursework to the MS in Sport Studies

As a 100% online program, Tulane's School of Medicine graduate certificate focuses on the fundamentals of this discipline and can advance students in their pursuit of a Masters in Sport Studies (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/) through Tulane University's School of Professional Advancement. This certificate can be "stacked" with the Sport Security, Sport Coaching, or Sport Administration certificates, alongside two core classes, to be applied toward a master's degree. If you'd like to apply your certificate toward an MS in Sports Studies, contact the program director for more information. Read more about the MS in Sport Studies from the Tulane School of Professional Advancement (in partnership with the Tulane Center for Sport) (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-sport-studies/).

Tulane Center for Aging

Program

- Aging Studies, PhD (p. 370)

Aging Studies, PhD

Overview

Mission Statement

Our program focuses on the processes of aging at the individual and societal level. It examines how people change over the adult life course, the interrelationships between older people and social institutions, and the societal impact of the changing age-composition of the population. We emphasize the dynamic interplay between the aging of individuals and their changing biomedical, social, and physical environments and multi-level interactions among psychological, physiological, genetic, social, and cultural domains. Our goal is integration and synthesis within and across these domains. Our faculty's teaching and research emphasizes molecular, cellular, animal and human studies and takes place in a wide range of disciplinary and departmental settings across all of the schools at the university. Our students and faculty provide the foundation for this enterprise, working to create a new generation of leaders in this interdisciplinary field who will assume key positions in academia and in the public and private sectors. The program facilitates both basic and translational research allowing program participants to design and develop working models or implement a process that will initiate viable products or services for older adults in the expanding global community.

History

The Interdisciplinary Ph.D. Program in Aging Studies was established in 2009, in response to a call by the Provost's Office for interdisciplinary Ph.D. programs issued in 2008. The Program conforms to applicable University policies and regulations. The first class of students matriculated in the fall of 2010. Our Program is university-wide, encompassing all the Schools at Tulane University, and it is located in the School of Medicine. On successful completion of all program requirements, the student is awarded the "Doctor of Philosophy in Aging Studies." The University funds student stipends and provides tuition waivers.

Our Research Culture

A PhD degree can only be earned by performing original and significant research that is suitable for publication in a peer-reviewed journal, in addition to any other program requirements. It cannot be earned by fulfillment of course requirements or residence for any specific period of time. We take courses to prepare us to begin to assimilate the latest findings, often prior to publication, in a variety of disciplines. Research seminars provide this new information, and they are not designed to be general in nature. An aspiring scholar must show sufficient curiosity to participate. Research seminars do not distract from research; they enhance it, which becomes only evident to a more advanced scholar. Research is a full-time activity (24/7). It involves sustained, hard work, great dedication, creativity, intellect, knowledge, and luck. One learns how to perform research by doing it under the guidance of a master, to whom the student serves as an apprentice. The PhD degree is bestowed only when the faculty determine that a student deserves the high honor of joining the fellowship of scholars, a life-long appointment that carries with it great responsibility to oneself, to the fellowship, to the university, and to society.

Requirements

The Interdisciplinary Ph.D. Program in Aging Studies is comprised of graduate students and faculty from eight schools at Tulane University and includes the Schools of Science and Engineering, Medicine, Public Health and Tropical Medicine, Liberal Arts, Social Work, Business, Law, and Architecture. The curriculum is designed to prepare students for successful careers in existing and emerging fields related to aging. Core courses include a two-semester Introductory Seminar on Aging, Topics in Aging Research, a biomedical course, a psychosocial course, and two semesters of research methods. Students also take specialized elective courses, while performing research, beginning in the first year of the Program. All course work is completed in two years, allowing the students to concentrate full time on research from their third year on.

Each student is guided closely by an academic advisor and co-advisor to facilitate integration across disciplinary domains, and by a dissertation committee. To obtain the Ph.D., each student passes a written preliminary examination following completion of course work at which time the student advances to candidacy for the Ph.D. degree. Students prepare a dissertation research proposal, under guidance of the dissertation committee, then submit and defend orally a dissertation based on their own original research contribution to the field.

Distribution Requirements

- Students will complete the general sequence of studies under the guidance of the program advisor and program committee recommendations.

- 24 graduate credits in aging-associated core and elective courses
- 6 graduate credits in research methods/statistics
- 6 credits in the Introductory Seminar (Proseminar) during the first year of study
- 6 credits in the program seminar course during the first through third years or until advancement to Candidacy
- 3 to 6 credits of internship
- At least two semesters of dissertation research
- Credits in Aging Seminar are required through Year Three and thereafter until advancement to Candidacy and registration for Dissertation Research

Typical Schedule during Years One to Three

Year 1	
Fall	**Credit Hours**
Proseminar in Aging	3
Psychosocial Core Course	3
Biomedical Core Course	3
Research Methods/Statistics	3
Research Topics in Aging	1
Aging Seminar	1
Credit Hours	**14**
Spring	
Proseminar in Aging	3
Biomedical Domain Elective	3
Psychosocial Domain Elective	3
Research Methods/Statistics	3
Research Topics in Aging	1
Aging Seminar	1
Credit Hours	**14**
Year 2	
Fall	
Biomedical Domain Elective	3
Psychosocial Domain Elective	3
Independent Study/Research	1-6
Aging Seminar	1
Advanced Statistics (optional)	
Credit Hours	**8-13**
Spring	
Biomedical or Psychosocial Domain Electives	6
Independent Study/Research	1-6
Aging Seminar	1
Advanced Statistics (optional)	
Credit Hours	**8-13**
Year 3	
Fall	
Independent Study/Research	1-6
Internship	3-6
Aging Seminar	1
Credit Hours	**5-13**
Spring	
Dissertation Research	
Aging Seminar	1
Credit Hours	**1**
Total Credit Hours	**50-68**

- In addition, students are required to take an approved course in Responsible Conduct of Research (RCR). Several such courses are offered at Tulane. (See Vice President for Research website.) The course offered through the Office of Research consists of about six lectures and offers a certificate of completion. A similar course is offered for credit by the Master's in Clinical Research Program at the School of Medicine. There is also an online CITI course (See Vice President for Research website.) Students must complete one of these courses before the end of the second year. Documentation of completion must be provided to the program office. Ideally, this course is taken in the fall semester of the second year.
- All students are expected to regularly attend the activities included in the Seminar (AGST 7100), even though credit is not awarded after the third year or after advancement to Candidacy, whichever is later. This includes presentations of their work-in-progress. The Program Office schedules students for their work-in-progress seminars throughout the year, and each student must present at least once each year to remain in good standing in the program. These presentations and presence of all students at the work-in-progress seminars is mandatory.
- Graduate work is a full-time effort. The number of credit hours does not indicate the amount of time that the student devotes to this effort. Students are required to spend all of their time outside the classroom to study/research.
-

MD Degree Program

Programs

Graduate

- Medicine, MD (p. 371)

Medicine, MD

The curriculum for the School of Medicine is designed to prepare future physicians with the knowledge, skills, and behaviors required for any specialty field they choose. The pre-clinical curriculum (years 1 and 2) is taught as a series of system-based modules that progress through two phases. In Phase I, the foundational courses of histology, physiology, biochemistry, and genetics, along with foundations in medicine are organized into system-based modules structured to provide normal structure and function, while still maintaining the identity of each course. Phase II begins in the latter portion of Year 1 and provides the foundational knowledge and skills necessary for understanding pathophysiology and disease states, also in system-based modules containing microbiology, immunology, pathology, pharmacology, behavioral and neurosciences, and clinical medicine.

Students begin learning clinical skills early in Year 1. Specialty-based clinical training begins in May of Year 2 and continues

throughout most of Year 3. The final phase of the curriculum is designed to help students choose and prepare for their residency choice while enhancing skills in emergency medicine, radiology and cultural competence. The curriculum provides enough flexibility for early and numerous opportunities in community service and service-learning, dedicated time for students interested in dual degrees (MPH, MBA), or mentored research.

Pre-clinical MD curriculum in the School of Medicine is available only to those students who have been accepted into Tulane's MD program.

Clinical MD electives in the School of Medicine may be available to visiting students from United States medical schools who apply and are accepted for individual electives through AAMC's VSAS/VSLO platform. ***Tulane School of Medicine does not offer electives to visiting students from international schools of medicine.***

Current MD students in the School of Medicine should log into eMedley's eCurriculum for additional registration details, and for more details about courses and rotations, such as objectives, syllabi, permission to add, etc.

Requirements

Degree requirements

Students complete their pre-clinical curriculum (first and second years) as a cohort and are registered by the School of Medicine Office of Admissions and Student Affairs. First- and second-year students will receive information through email listservs and dean's hours about how and when to choose their preclinical electives.

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean's hours about how and when to find information about their third-year clerkships through eMedley's eCurriculum, and how to request a particular clinical clerkship path.

Fourth-year students select block dates for their required fourth-year rotations and electives through a lottery system. Fourth-year students will receive information through email listservs and dean's hours about how to use eMedley's eCurriculum's registration and scheduling resources.

Year 1		**Credit Hours**
GANT 1008	Gross Anatomy	8
BIOC 1010	Biochemistry	7
GENE 1007	Genetics	1
HSTO 1001	Histology	5
PYSI 1002	Physiology	5
FIM1 1005	Foundations Med I	5
One pre-clinical elective in first or second year		1
	Credit Hours	**32**
Year 2		
BRBH 2006	Brain, Mind and Behavior	6
CLDG 2004	Clinical Diagnosis	3
FIM2 2005	Foundations Med II	2
IMMU 2001	Immunology	1
MICR 2000	Intro to Infectious Diseases	4
PATH 2002	Mechnms of Disease	14
PHAR 2003	Pharmacology	5
One pre-clinical elective in first or second year		1
	Credit Hours	**36**
Year 3		
Passing score on USMLE Step 1 [1]		
FAMY 3000	Family Medicine [2]	6
SURG 3000	Surgery	8
PEDS 3000	Pediatrics	8
PYCH 3000	Psychiatry	4
NEUR 3000	Neurology	4
OBGY 3000	Obstetrics & Gynecology	8
MED 3000	Medicine	8
	Credit Hours	**46**
Year 4		
Passing scores on USMLE Step 2 Clinical Knowledge [3]		
MED 4212	Community Health [4]	2
EMER 4020	Emergency Medicine	2
ACLS training (complete before EMER4020) [5]		
RADS 3020	Radiology	2
Acting Internship (see various departments)		4
Clinical electives (see various departments) [6]		26
5 Interdisciplinary Seminars (offered through Office of Medical Education)		
	Credit Hours	**36**
	Total Credit Hours	**150**

1. Students must record a passing USMLE Step 1 score by August 15 of their fourth year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.
2. During some years that face interruptions or crises, such as natural disasters or pandemics, core clerkships may change course number or weeks' of duration. Students should monitor their Tulane email for updates to curriculum, and students should review their transcripts for any exceptions to the core third-year clerkships identified in this table.
3. Students must record a passing USMLE Step 2 score to graduate. Students are encouraged to take Step 2 by December of their fourth year. See the Tulane School of Medicine handbook and policies for more information.
4. Students in Tulane's MD/MPH combined program are exempt from the MED4212 requirement but must complete 28 weeks' worth of electives.
5. ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.
6. Students should monitor their emails daily: curricular changes may be necessary to accommodate classes that are affected by natural disasters, pandemics, etc. Students should note that online electives and teaching/tutoring/research electives may be limited. Students are encouraged to complete as many ***clinical*** electives as possible to prepare for the clinical demands of residency.

Program of Nursing

Overview

The Program of Nursing is an innovative collaboration between the School of Medicine and the School of Professional Advancement. The program is a School of Medicine program with the baccalaureate degree conferred by the School of Professional Advancement.

Administration

Brenda Douglas, PhD, RN, CNE
Dean, Program of Nursing

Mary Mayville, DNP, RN, CNE
Director of Curriculum and Academic Affairs

Downtown Campus

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Tulane University School of Medicine
Program of Nursing
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https://nursing.tulane.edu

The Program of Nursing Mission

To prepare highly competent and compassionate nurses who think, learn, act, and lead with integrity and sound judgment. To serve the community by developing nurses who contribute to improving health outcomes through excellence in clinical practice and distinction in scholarly endeavors.

The mission of the program is consistent with, and captures the essence of, the mission of Tulane University and the mission of the School of Medicine with a focus on knowledge acquisition and leading with integrity and wisdom and improving the health of communities and translating best evidence into practice, respectively.

Program of Nursing Goals

1. Develop highly competent and compassionate Bachelor of Science in Nursing (BSN) degreed nurses who are prepared to enter the workforce.
2. Prepare students to provide competent team-based patient care across the lifespan with individuals, families, and communities in disease prevention/promotion of health and well-being, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care.
3. Inculcate students with a commitment to community and community health outcomes fostered through community immersion experiences incorporated throughout the program.
4. Support student success in the program through a robust student support structure with tangible and accessible services.

The goals of the program reflect the need to educate competent practice ready nurses for the changing healthcare landscape with a focus on prevention and primary and community-based care, and the essential need for interprofessional team collaboration and communication skills to coordinate care. Students will utilize team-based care and communication through purposefully threaded, practice-based inter-professional learning experiences alongside medical students. The goals further reflect the accountability of professional nurses to improve healthcare outcomes at the individual, community, regional, and national levels. Finally, to educate students to be successful requires support services that respond to the recognized investment of student personal attributes essential to successfully completing a BSN course of study. These attributes include cognitive ability, physical ability, and social ability, compassion, resilience and emotional intelligence. The program and the university are committed to providing tangible resources to students to support rapid professional growth and successful program completion.

Program of Nursing Student Learning Outcomes

1. Integrate theory and research-based knowledge from nursing, the arts, humanities, and other sciences to support the delivery of nursing care using sound clinical judgment.
2. Apply the nursing process utilizing effective communication, assessment skills, and respectful team-based relationships.
3. Integrate principles of population health to develop partnerships, and advocate for and evaluate action plans that implement health promotion, risk reduction, disease prevention, disease management, and health restoration strategies across communities of interest.
4. Demonstrate the ability to consider and evaluate nursing practice and critically assess and apply research to promote ongoing evidence-based practice.
5. Apply principles of quality improvement that support standardized, evidence-based patient care, contribute to a culture of patient and provider safety, and eradicate unsafe work environments.
6. Collaborate with inter- and intraprofessional teams maintaining a climate of mutual respect and utilizing effective principles of team dynamics to efficiently address patient, family, and community healthcare needs.
7. Describe the system processes, organizational relationships, and economic factors that impact healthcare delivery and healthcare outcomes.
8. Effectively use information and communication technology to gather data, deliver safe care, document accurately, and review ethical, legal, and professional care within regulatory standards.
9. Demonstrate ethical and professional behavior across practice settings and diverse populations.
10. Commit to personal well-being and professional development while engaging in self-reflective behaviors indicative of a capacity for leadership.

Accreditation

Tulane University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, doctorate, and professional degrees. The Program of Nursing received SASCOC approval on February 6, 2024.

Tulane University received Louisiana State Board of Nursing approval on December 14, 2023.

The baccalaureate degree in nursing program at Tulane University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

Academic Policies

This catalog informs students of the nursing policies, procedures, and expectations of the Tulane University Program of Nursing. Failure to read these, and those for the School of Professional Advancement, does not excuse the student from any of the policies described in these publications. The Academic Policies and Procedures for the Program of Nursing, where different, supersede those of the School of Professional Advancement.

ACADEMIC POLICIES

General Policies

Judicial Declarations

Any student issued citations, summons, warrants, or arrests after initial approval to enter a clinical nursing program must disclosed such to the Dean of Nursing and the Louisiana State Board of Nursing (LSBN). All arrests related to driving while impaired are reportable. Failure to notify the program of an arrest or charge is grounds for disciplinary action up to and including dismissal from the program, regardless of whether the arrest or charges lead to conviction. (per Louisiana Administrative Code (LAC) 46: XVLII.3331. 3405. 3915).

Medical Disclosures and Restrictions

After initial approval to enter a clinical nursing program, any student diagnosed with a medical, physical, mental, or emotional condition that could impact their ability to safely practice as a nursing student, must disclose this condition to Dean of Nursing and the LSBN. Failure to notify the program of a condition is grounds for disciplinary action up to and including dismissal from the program. (per LAC 46: XVLII.3331. 3405. 3915).

When returning to any class, laboratory, and/or clinical experience after any event, injury, illness, or other health-related situation that may affect personal or patient safety, the student must present a written physician's release that they meet the Program of Nursing's Technical Standards and are free to participate in all practicum activities.

Technical Standards for Admission and Progression

Tulane University Nursing Program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with clinical judgment, broad-based knowledge, and well-honed technical skills. The nursing program has academic as well as technical standards that must be met by students to successfully progress and graduate from its program.

Tulane University Nursing Program provides a description and examples of technical standards to inform prospective and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Baccalaureate in Nursing program. Individuals applying for admission to the program must review these standards to understand the skills, abilities, and behavioral characteristics required to successfully complete the program. Technical Standards may be found in the Program of Nursing Student Handbook. All program applicants must digitally sign that they have read and meet the Nursing Program's Technical Standards that are accessed via a link in the application.

ADA Accessibility Statement

Tulane University wishes to ensure that access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. If a student has a disability and needs accommodation, it is their responsibility to initiate contact with the Goldman Center for Student Accessibility and request accommodations through the established process. If approved by Goldman, make arrangements as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. I will never ask for medical documentation from you to support potential accommodation needs. Goldman Center contact information: Email: goldman@tulane.edu; Phone (504) 862-8433; Website: https://accessibility.tulane.edu (https://accessibility.tulane.edu)

Equity, Diversity, and Inclusion Statements (EDI)

"Equity, diversity, and inclusion (EDI) are important Tulane values (https://president.tulane.edu/core-values/) that are key drivers of academic excellence in our learning environments. In our drive for academic excellence, we seek to ensure that students, faculty, and staff across diverse social identities, cultural backgrounds, and lived experiences can thrive - especially those from underrepresented and underserved communities (e.g., race/ethnicity, gender identity and expression, sexual orientation, disability, social class, international, veterans, religious minorities, age, and any other classification protected by applicable law - see Tulane's Nondiscrimination Policy (https://hr.tulane.edu/laws-policies-guide-our-work/)).

The American Association of Colleges of Nursing (AACN, 2017) "recognizes diversity, inclusion, and equity as critical to nursing education and fundamental to developing a nursing workforce able to provide high quality, culturally appropriate, and congruent health care in partnership with individuals, families, communities, and populations. AACN is committed to preparing a community of scholars, clinicians, educators, and leaders who fully value the importance of diversity, inclusion, and equity to promote the health of the nation and the world."

Codes of Conduct

Tulane University Code of Student Conduct

Tulane University maintains a code of conduct applicable to all students. Please follow the link https://conduct.tulane.edu/code-conduct (https://conduct.tulane.edu/code-conduct/) for the full Code of Student Conduct document, which is updated annually.

School of Professional Advancement (SoPA) Undergraduate Code of Academic Conduct

SoPA maintains a code of academic conduct applicable to all SoPA students, except as superseded by the Program of Nursing Code of Professional Conduct. Please follow the link https://sopa.tulane.edu/student-information/policies (https://sopa.tulane.edu/student-information/policies/) for the full SoPA Code of Academic Conduct.

Program of Nursing Code of Professional Conduct

The Program of Nursing (PON) abides by Tulane University's Student Code of Conduct and process and the School of Professional Advancement (SoPA) Undergraduate Code of Academic Conduct (https://sopa.tulane.edu/student-information/policies/) and utilizes the School of Medicine's Code of Professional Conduct as its framework. If a student is alleged to have violated the Nursing Code of Professional Conduct in addition to the University Student Code of Conduct and/or the SoPA Undergraduate Code of Academic Conduct, the student may be charged under each Code separately. A full copy of the Nursing Code of Professional Conduct is available in the program office and the Program of Nursing Student Handbook.

The Tulane Healthcare Community believes that a profession gains its credibility by its commitment to society. As a professional group, we recognize our multiple responsibilities to our patients, colleagues, communities, families, and ourselves. Realizing that it is a privilege and an honor to be a healthcare professional, we hold the following ideals:

- Patient welfare is our primary concern, for only by this commitment do we justify the trust placed in us by patients and the community at large.
- Relationships with our peers, faculty and staff are an essential part of professional conduct.
- Integrating personal growth into our professional development is essential to our commitment to nursing.

- As nursing professionals, we shall strive to be responsible citizens and strive to instill and uphold the values and ideas set forth in this policy.

Definitions: Unprofessional behavior is defined as behavior that violates these ideals. These behaviors include, but are not limited to:

- acting improperly towards patients, supervisors and/or peers.
- disrespect for faculty, patients, supervisors and/or peers.
- dishonest, unethical and/or illegal behavior.
- failure to meet clinical responsibilities.
- failure to correct deficiencies in academic performance in a responsible and timely fashion.
- attempts to purposely impair another student's educational opportunity.
- acting in a manner which is detrimental to the moral and ethical standards of the profession.
- acting to knowingly deceive another student, faculty member, or peer with the intent to gain advantage, academic or otherwise, for said student or for any other student.
- Cheating, knowingly circumventing any course requirement, or stealing including:
  - Plagiarism.
  - signing another student's name on an attendance sheet.
  - taking photos of exam materials/keys, even if for personal use.
  - discussing or sharing exam questions with another student.
  - presenting the same work for credit in two separate courses.
  - tampering with academic records.

Disciplinary Action and Due Process Policy: Unprofessional behavior will not be tolerated. The Program reserves the right to dismiss or terminate any student for cause. Causes for dismissal or termination include, but are not limited to:

1. A student who violates Louisiana Administrative Code (LAC) 46:XVII.3331 *Denial or Delay of Licensure, Licensure by Endorsement, Reinstatement, or the Right to Practice Nursing as a Student Nurse.* Specifically:

   - A student will be denied the right to practice as a nursing student for infractions listed in 3331.A. and will be dismissed from the program.
   - A student will be denied the right to practice nursing as a student nurse for up to five years for infractions listed in 3331.B., will be dismissed from the program, and is potentially eligible for readmission after five years.
   - A student will be delayed in the ability to progress in the program for infractions listed in 3331.C., and will be placed on a Leave of Absence as described in the Program of Nursing Withdrawal and Leave of Absence Policy, or dismissed from the program.

2. Behaviors as noted in the Practicum Course Critical Incident Policy III.C.

3. Behaviors in Violation of the Program of Nursing Code of Professional Conduct.

Initially, perceived breaches of this code should be discussed privately among the parties. If private resolution is not possible and alleged violations of the PON Code of Professional Conduct have been reported, the following process will be followed:

Notice: The complainant shall notify the PON Director of Curriculum & Academic Affairs of their concerns in writing. Only Tulane students, faculty, and staff members may file a complaint. The PON Director of Curriculum and Academic Affairs will provide the respondent with a copy of the allegations in writing including: the nature and occasion of the allegations, the name of the complainant, and copies of the documents pertinent to the allegation within seven (7) business days after the occurrence of events or as soon as practical. This material will be sent to the student's Tulane email address.

If the respondent(s) in the case inform(s) the PON Director of Curriculum & Academic Affairs that they plan to accept responsibility, the respondent may waive the hearing.

Hearing: The PON Director of Curriculum and Academic Affairs will convene a Student Professionalism Committee hearing panel to review the charges brought against the respondent. The purpose of the hearing is to provide the complainant and respondent with an opportunity to be heard and to supply the Student Professionalism Committee with the relevant information necessary to reach a decision. A hearing is not a legal procedure and as such, formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in these proceedings. Polygraph tests are not admissible as evidence.

Evidence Standard: Student Professionalism Committee members shall make decisions about alleged violations based on the principle of "preponderance of the evidence" (i.e., that the alleged violation is more likely than not to have occurred.)

Hearing Date: The Student Professionalism Committee will make every effort to process cases in a timely manner. Effort will be made to convene a hearing within a reasonable time, generally fifteen (15) working days of the responding student's notice of allegations.

Student Professionalism Committee Hearing Panel: The hearing panel shall consist of two full-time nursing faculty, one adjunct or clinical nursing faculty, two nursing students, all of whom are eligible to vote, and the PON academic advisor who is a non-voting member. One full-time and one adjunct or clinical nursing faculty are appointed by the PON Dean, and one full-time faculty is elected by the PON Faculty Organization

Failure to Appear: If a respondent, having been notified, does not appear before the hearing panel, the information in support of the charges shall be presented and the hearing shall proceed. The respondent may send written testimony to be included in lieu of appearing. There shall be no penalty for not appearing at a hearing. If the complainant cannot appear at the hearing, they must send a proxy or be available by phone. If the complainant is unreachable at the hearing, the hearing may be canceled or rescheduled.

Testimony: If a person is called before a hearing panel, the person is obligated to be completely honest.

Witnesses: The PON Director of Curriculum and Academic Affairs shall consult with the complainant and the respondent, if necessary, to ascertain what witnesses should be called in the hearing.

Procedures for Hearing Panel: Hearings shall be conducted in private. The PON Director of Curriculum and Academic Affairs shall preside over each hearing panel as Hearing Chair and shall notify all parties of the date and time of the hearing. If the Chair is unable to preside, the Dean will assign a faculty member to replace them.

Evidence: Relevant documentary evidence and written statements may be accepted as information for consideration by the hearing panel at the discretion of the Chair. Relevant evidence submitted regarding the allegations should be shared with the parties and the hearing panel within a reasonable time before the hearing. All procedural questions are subject to the reasonable discretion and final decision of the Chair. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in proceedings. All testimony given in a hearing is to be held in confidence. All witnesses must be called to give substantive testimony rather than to serve as character witnesses. The respondent may make a statement before the hearing panel, examine or dispute evidence, make no statement, or decline to respond to any questions.

The Chair will lead any questions submitted to the parties during testimony. After hearing evidence and witnesses in the case, the panel will vote to determine responsibility, based on the preponderance of evidence; a majority is necessary. All members other than the Chair are required to vote. No member of the panel will be allowed to vote unless they have been present to hear the evidence in the case.

The Chair shall notify the respondent of the results generally within five (5) working days after the hearing. If the respondent is found not responsible, there will be no report of the case on their permanent record or in School records. If the respondent is found responsible, the hearing panel will recommend sanctions to the Chair. The history of violations or alleged violations by a respondent is not relevant to determining responsibility in a new case. Hearing panel members will be presented with information about past violations only after they have voted on responsibility, and this information is used only for the purposes of sanctioning students who are found responsible for repeat violations.

Sanctions: Sanctions for violations are imposed on the basis of the severity of the infraction and any history of repeated violations by the student. The appropriate sanctions will be determined by the Chair of the hearing for students who are found responsible.

Appeals Process for Findings: Any student has a right to appeal the determination of the finding and/or consequences delivered only for specific reasons set forth below:

1. Procedural Error: Material deviation#from procedures that substantially impacted determinations of responsibility or sanctions#applied (this may include a bias or conflict of interest).
2. New and Substantial Evidence: New and substantial evidence appeared that could have not reasonably been discovered before the determination of responsibility was made.
3. Disproportionate Sanctions: Where sanctions are grossly disproportionate to the findings of#responsibility. Ordinarily, a student or has#ten#(10) days to file an appeal from the delivery of written notice of#final outcome from the Chair of the Student Professionalism Committee hearing panel.

- The appellate panel will consist of three members. Panel members will be drawn from the Student Professionalism Committee. Individuals who served on the original hearing panel will not be allowed to serve on the appellate panel for the same case.
- The appeal must consist of a plain, concise, and complete written statement outlining the grounds for appeal and all relevant information to substantiate the basis for the appeal. The appeal must be sent to the Hearing Chair via Tulane email. The Chair#will#acknowledge#receipt of the written appeal#in writing. The Chair will then assess the written appeal to determine whether the appeal is timely filed and, if so, whether the appeal is properly framed based on the permissible grounds.#If the Chair determines that the appeal does not properly fit within one of the specific grounds for appeal, the appeal will be denied. If the appeal is properly filed, the appellate panel may offer impacted individuals the opportunity to review the written appeal and offer their perspectives to the appellate panel. #If multiple individuals appeal, the appeal documents from each party will be considered together in one appeal process.#In all appeals, the appellate panel will presume that decisions were made reasonably and appropriately, unless there is compelling information to the contrary.#Appeals are not intended to be a rehearing of the matter. Most appeals consist of a review of the written documentation or record of the original hearing and pertinent documentation regarding the grounds for appeal.#The appellate panel may speak to the complainant, respondent, witnesses, Chair, or any impacted individuals, as appropriate.
- The appellate panel may, by majority vote:

• Affirm the determination of transgressions or consequences in whole or in#part.

• Alter the determination of transgressions or consequences in whole or in#part.

• Return the matter to the conduct officer or hearing panel with instructions to reconvene to cure a procedural error or reconsider the consequences delivered.

No situation will ever be remanded for reconsideration more than once. The appellate panel will transmit via email a written decision generally within ten (10) business days from the date of the appeal. Appeal decisions are final.

Student Support

Academic Advising and Guidance

Advising is an important component of the retention and success of Baccalaureate of Science in Nursing (BSN) students at Tulane University. PON Academic Advisors will aid in counseling, course scheduling, and career planning. PON advisors can also assist in the review of the student's academic transcript as they progress through the curriculum and with the final degree verification requirements.

Upon admission to the PON, academic advising is coordinated by the PON Academic Advisor. The PON Academic Advisor's name, telephone number, and email address is available and accessible from the Program of Nursing office.

Academic Advisors will be available to meet with students in person or virtually. Program advising is done prior to the start of each semester, with additional advising as needed throughout the semester. Specifically, the Program Academic Advisor will assist the student by:

1. Providing any needed clarification regarding the curriculum plan and sequence.
2. Providing guidance when adjustments in the planned curriculum are needed (e.g., failures, withdrawals, leave of absence, etc.).
3. Communicating with the student to ensure the student is progressing as per plan.

Academic Success and Tutoring

Students can schedule a 1:1 tutoring appointment with a peer tutor at https://web.penjiapp.com/schools/tulane (https://web.penjiapp.com/schools/tulane/). Select the ALTC Community.

A Program of Nursing Academic Success Coach is available to proactively provide academic and developmental guidance to students and will actively initiate and continue ongoing guidance to support student knowledge acquisition and progression.

Writing Coaching: You can schedule an in-person or virtual writing consultation with one of our Writing Coaches at https://web.penjiapp.com/schools/tulane (https://web.penjiapp.com/schools/tulane/). Select the Writing Center Community.

To get the most out of your writing appointment:

- Bring all prompts, drafts, notes, and relevant research/support materials with you.
- When you receive your appointment confirmation email, reply and attach a copy of your paper for the Writing Coach to preview prior to your session.
- Have specific questions or areas that you want to work on.
- We recommend that students schedule at least 2 sessions for an average paper and 3 for a major assignment. One during the brainstorming and research collection stage, the 2nd after the first rough draft has been completed, and the 3rd prior to submitting the final draft.
- Good writing requires time, and we strongly discourage last-minute appointments. Writing resources for academic writing, presentations, and ESL tools can be found on our website here: https://success.tulane.edu/altc/academic-writing-center. (https://success.tulane.edu/altc/academic-writing-center/)
- If you need help with research, citations, writing software, or citation apps, the Howard-Tilton Memorial Library has a Research Help Desk and Subject Area Librarians to help you. They also offer workshops and presentations on a variety of topics and tools that support research and writing. You can access their resources and contact a Research Librarian here: https://library.tulane.edu/services. (https://library.tulane.edu/services/) (https://web.penjiapp.com/schools/tulane/)

Healthcare and Counseling Services Policy

Tulane University has a well-developed student support system in place with a mission to advance the health and well-being of Tulanians by providing a comprehensive suite of health and counseling services that includes prevention, maintenance, and treatment.

POLICY STATEMENT

Campus Health and Wellness is composed of the Health Center for Student Care, the Counseling Center, the Well for Health Promotion, the Campus Health Pharmacy, the Tulane Recovery Community, and Campus Recreation. Each of these offices plays a unique role in advancing our community's health and well-being. Students may access services at Campus Health and Wellness (https://healthandwellness.tulane.edu) related to nutrition, mental health, medical needs, fitness, and recovery services.

Students are assessed a mandatory fee each semester as part of the University tuition and fees to afford them unlimited access to these services.

POLICY RESOURCES
Campus Health and Wellness (https://healthandwellness.tulane.edu/)

Retention and Student Support

The Student Professionalism Committee meets monthly, but no less frequently than quarterly, to review the academic progress of all students who have accrued deficiencies. The committee's role is to support as well as to evaluate students to assure their future success as nurses. Retention is a top priority of the committee and of the administration and faculty of the school. Struggling students are encouraged to seek help from the course faculty, the Student Success Coach, their Academic Advisor or the Director of Curriculum and Academic Affairs.

Counseling services for students is encouraged and supported. While adhering to fair and consistent policies, the committee shall also consider all extenuating circumstances that may affect a student's performance. An emphasis solely on academic performance runs contrary to the fundamental conviction of the faculty and administration at Tulane. Grades do not provide the sole criteria to determine the future performance of a nurse; nevertheless, the academic standards of the Program of Nursing must be maintained. Considering the responsibility to the public, the student Professionalism Committee shall be as flexible and as reasonable as possible under the circumstances regarding academic deficiencies. The faculty of the Program of Nursing wants every student to be successful and to graduate. It is expected that students having difficulties will take advantage of every resource available to them including going to class, meeting with course faculty, the Academic Advisors, the Student Success Coach, or the Director of Curriculum of Academic Affairs.

Title IX

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such,#Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more atallin.tulane.edu (http://allin.tulane.edu/). (https://allin.tulane.edu/get-help/)# Any and all of your communications on these matters will be treated as either "Confidential" or "Private". Please know that if you choose to confide, we are required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer.#The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these

disclosures.#You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form attulane.edu/concerns (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcm.maxient.com%2Freportingform.php%3FTulaneUniv%26layout_id%3D0&data=05%7C01%7Cdlaroch1%40tulane.edu%7Cc16c06f9ca1a437a0d8708dbca7e91d0%7C9de9818325d94b139fc34de5489c1f3b%7C0%7C0%7C638326417197574950%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=p%2FxnKivM2IThaksfdw3fsJB5GKEApYMXvXd98NOlnzM%3D&reserved=0).

Anti-Discrimination and Harassment Policy

Tulane Program of Nursing adheres to the policies of Tulane University Code of Student Conduct and the Equal Opportunity/Anti-Discrimination Policies.

See Related Resources for links.

RELATED RESOURCES
Tulane University Code of Student Conduct
https://allin.tulane.edu/get-help
Title IX Office & Title IX Coordinator | (504) 865-5611 or titleix@tulane.edu
Student Affairs Professional On-Call (24/7) | (504) 920-9900
Equal Opportunity/Anti-Discrimination Policies
Goldman Center for Student Accessibility

Emergency and Disaster Preparedness Policy

Tulane University's Office of Emergency Preparedness and Response (OEPR) provides comprehensive emergency management services for Tulane University to prepare for, respond to, recover from, and mitigate against the adverse impacts of disasters regardless of type, scale, or causality. The OEPR is charged with the preparation, prevention, and response to all-hazards events at Tulane University. The OEPR coordinates the University's response in a variety of emergency situations, activating Tulane's Incident Command team, issuing mass emergency communications, and coordinating with the City of New Orleans' Office of Emergency Management and with parishes (counties) in the Greater New Orleans Metropolitan area where Tulane has business operations.

POLICY STATEMENT

Tulane Program of Nursing adheres to the direction and policies of Tulane University's OEPR. In case of an emergency, nursing students are to follow the University's instructions for responding to the situation. Students rotating at facilities outside the New Orleans area should follow local emergency response policies and procedures. However, regardless of location, Tulane nursing students are never part of an emergency team and should always evacuate according to Tulane University's directions.

PROCEDURE

In the event of an emergency or impending threat, Tulane will send critical email, voice, and text messages to students, faculty, and staff at multiple telephone and e-mail addresses.

To ensure that Tulane has accurate and current contact information in the Office of the Registrar records, students, faculty, and staff should update their information through Gibson Online or the Registrar's Office.

Following an emergency that displaces students from campus, the University will provide updated information on the Emergency Notices website and activate the Tulane Alert Line to provide faculty, staff, students, and parents with up-to-date information regarding campus preparations, announcements about closing and reopening of university offices, and other relevant instructions.

If the School of Medicine is closed due to a city-wide evacuation notice, students are asked to finish their work and follow the University's evacuation procedures.

Nursing students, faculty and staff, and their families should develop their own personal emergency plans in the event New Orleans is threatened by a hurricane. Personal plans should include destination and transportation arrangements.

RELATED RESOURCES
Tulane's Emergency Website (https://tulane.edu/emergency/)
Tulane's Emergency Communication System (https://emergencyprep.tulane.edu/emergency-communications/)
Tulane's Emergency Numbers (https://emergencyprep.tulane.edu/request-assistance-1/)
Office of Homeland Security and Emergency Preparedness, City of New Orleans (https://nola.gov/homeland-security/)
Tulane University Emergency Operations All Hazards Plan (https://medicine.tulane.edu/sites/default/files/images/Emergency%20Preparedness%20University%20Community_2023_SOM.pdf)

Protecting Student's Right to Confidential Educational Records Policy

The Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§ 1232g, is a federal law that protects the privacy and accuracy of education records for students. FERPA applies to all educational institutions that receive funds under the Department of Education.

POLICY STATEMENT
Tulane Program of Nursing is committed to adhering to FERPA and ensuring the confidentiality of student education records in accordance with the Tulane University FERPA policy. Any disclosure of education records will only be made in compliance with FERPA.

Religious Accommodation Policy

Per Tulane's religious accommodation policy, every reasonable effort will be made to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any coursework required during the period of absence. Students should notify their faculty within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

Academic Calendar

The Program of Nursing academic calendar is built on a semester framework. Per academic year, there are three semesters - fall and spring and summer. The fall and spring semesters are 15 weeks long. The full summer session is 14 weeks. For details and dates, please

refer to: https://registrar.tulane.edu/academic-calendars (https://registrar.tulane.edu/academic-calendars/)

Academic Standards and Procedures

Program of Nursing Admission Criteria Policy

To be considered for admission to the Nursing Program students must meet and successfully complete specific prerequisite program requirements and complete a Nursing Program application. After acceptance into the Nursing Program, but prior to starting courses, students must submit to a criminal history record information check and complete documentation of health information and immunizations.
Link to the requirements: https://nextcatalog.tulane.edu/medicine/program-of-nursing/#newitemtext (p.)

Transfer Credit Policy

The Program of Nursing adheres to Tulane University policies and practices governing the transfer of college credits that are outlined by the School of Professional Advancement and the Tulane Office of Undergraduate Admissions for its prerequisite courses.

POLICY STATEMENT
As stated in the Program of Nursing Admission Criteria Policy, students may transfer up to 60 credit hours that fulfill Tulane University School of Professional Advancement core curriculum requirements and nursing major prerequisites. Nursing courses taken outside of the University may not be transferred for professional nursing program credit.
If a student has been terminated from a previous nursing program and is not eligible to continue at that school, the student will not be eligible to apply to the Tulane University BSN program for a period of seven (7) years from when they entered the previous nursing program.

POLICY RESOURCES
https://sopa.tulane.edu/admissions/student-transfers (https://sopa.tulane.edu/admissions/student-transfers/)
https://admission.tulane.edu/transfer/credit (https://admission.tulane.edu/transfer/credit/)
Program of Nursing Admission Criteria Policy

Progression Requirements Policy

Students will complete 60 credit hours of professional nursing coursework in 4 consecutive semesters following a prescribed program of study. Students in the nursing major may not register for any other courses.
POLICY STATEMENT
To be eligible to progress to successive courses in the nursing major, students must:
1. Obtain and maintain permission from the Louisiana State Board of Nursing to progress into Clinical Practicum courses.

    a. Complete the Louisiana State Board of Nursing Student License Application & Background Check (criminal history record information check).

2. Meet and maintain the University and Program of Nursing health and safety requirements. The PON follows the School of Medicine immunization requirements due to the nature of the students' studies and clinical work.

    a. Complete documentation of health information and proof of immunization compliance will be provided to Campus Health.
    b. Students will be withdrawn from courses if they fail to meet the requirements outlined by Campus Health.
    c. Students are not allowed to progress in the nursing program until evidence of compliance is submitted.

3. Maintain continuous enrollment in the nursing curriculum plan.

    a. Course Withdrawals and LOA

        i. Students who are voluntarily or involuntarily withdrawn from a nursing course are considered out of progression.
        ii. Based on the requirement that the theory course (NRSG xxxx) and the co-requisite practicum course (NRSG xxxx) are taken concurrently, a withdrawal in either the theory course or clinical course results in the student withdrawing from both courses.
        iii. Students who withdraw or request a Leave of Absence should refer to the Program of Nursing Withdrawal and Leave of Absence Policy.
        iv. A student who utilizes a partial medical withdrawal may repeat the course one time.

    b. Quality of Work - Course Failures

        i. Students who are unsuccessful in any single nursing course (earn a C-, or less than 73) will reach out to their program Academic Advisor for a modified program plan that follows course progression guidelines.
        ii. Students who fail two different courses or the same course twice will be dismissed from the program.

    c. Students receiving financial aid will also contact the Tulane Financial Aid Services. The PON follows Tulane University's Student Academic Performance Policy and appeal process for Financial Aid.

POLICY RESOURCES
https://campushealth.tulane.edu/immunizations/new-students (https://campushealth.tulane.edu/immunizations/new-students/)
https://campushealth.tulane.edu/for-you/school-of-medicine-students (https://campushealth.tulane.edu/for-you/school-of-medicine-students/)
Program of Nursing Withdrawal and Leave of Absence Policy
Student Academic Performance Policy
Program of Nursing Grievance and Appeals Policy

Withdrawal and LOA Policy

A student may be required to withdraw from the nursing program or from the university, temporarily or permanently, for any of the following reasons: personal, medical and/or psychological conditions that significantly impact their ability to complete their academic pursuits. In some circumstances, personal and medical leaves of absence from the University provide the student with an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery.

POLICY STATEMENT
This policy mirrors the Tulane University Policies for withdrawal and leave of absence. Personal and medical leaves require approval and are allowed for no longer than two consecutive semesters without

reapplying for admission. Any student who wishes to request a withdrawal from all courses or a medical leave of absence from the Tulane Program of Nursing should begin by reaching out to their program Academic Advisor. The application procedure and impact will be discussed.

PROCEDURE
After meeting with their Nursing Program Academic Advisor, the student should attest to the
following:

- I understand the academic repercussions for taking a medical leave.
- The program requires that theory courses and the co-requisite practicum course are taken concurrently. A withdrawal in either the theory course or co-requisite practicum course results in the student withdrawing from both courses.
- I know that if I am receiving financial aid or a scholarship, I will need to connect with the appropriate Financial Aid counselor.
- 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 to petition to return from medical leave.

A withdrawal for personal reasons requires the approval of the Program of Nursing Dean's Office and the School of Professional Advancement Dean's office. A withdrawal for medical reasons from all courses requires an official letter of recommendation from a physician in the Campus Health Center and the approval of Program of Nursing Dean's Office and the School of Professional Advancement Dean's office, in addition to other requirements and/or approvals as outlined on Tulane's web site pertaining to medical withdrawals. A partial medical withdrawal (from some but not all courses) after the published deadline for dropping a course may be permitted with supporting justification, the recommendation of the Campus Health Center and the approval of Program of Nursing Dean's Office and the School of Professional Advancement Dean's office.

The final deadline for medical withdrawals is the last day of classes each term. Requests for medical withdrawals should be made within the prescribed time periods/deadlines; requests for retroactive medical withdrawals are rare, evaluated on a case-by-case basis, and only granted upon showing of good cause for submitting the request after the deadline. Grades of W are assigned when a student withdraws for medical reasons after the Program of Nursing's last day to drop without record.

The Nursing Program will require a medical clearance before a student can continue studies in a semester that begins after administrative action has been taken on behalf of the student for medical reasons.

Students should contact their Academic Advisor to return from medical leave.

Students who are allowed a one or two-semester leave of absence should submit a letter of intent to resume study at least eight weeks before the start of the semester in which they wish to return.

Any student returning to the university after more than one calendar year will be required to complete the degree requirements in effect at the time of readmission.

Students who leave the Program without formal approval for a leave of absence must file an application for readmission.

Students who do not return to Tulane Nursing Program for a particular term and do not request a leave of absence by the deadline for doing so are not eligible to return without applying for readmission.

RELATED RESOURCE
School of Professional Advancement Catalog
https://advising.tulane.edu/resources/forms/leaveofabsence (https://advising.tulane.edu/resources/forms/leaveofabsence/)

Quality of Work Standard and Grade Grievance Policy

The Program of Nursing abides by the School of Professional Advancement (SoPA) Code of Academic Conduct except as stated below and related to specific quality of work standards as listed in the Program of Nursing Progression Requirements Policy.

POLICY STATEMENT
Failure to meet the quality of work standard listed in the Program of Nursing Progression Requirements policy is grounds for Dismissal.

1. Students who fail two different courses (earn a C-, or less than 73) or who fail the same course twice will be dismissed from the program.
2. Students who wish to dispute a grade shall be addressed as follows:

Appeals Process for Grades.

1. To Course Faculty: The student who disputes a grade should go first to the course faculty within one month of receiving the grade or evaluation to cause a complaint. If no resolution can be reached within seven (7) days, the appeal goes to the Program of Nursing (PON) Director of Curriculum & Academic Affairs.
2. To PON Director of Curriculum & Academic Affairs: At the instruction of the PON Director of Curriculum & Academic Affairs, a meeting will be called of the PON Student Professionalism Committee to consider the appeal.
3. To PON Student Professionalism Committee: Both student and teacher are invited to submit written statements of their opinions concerning the grievance. Both parties and all pertinent evidence will be heard. The Committee will make a recommendation to the PON Dean within ten (10) days of receiving the statements.
4. To PON Dean: The PON Dean may uphold, reverse, or return for further consideration, the committee's findings within ten (10) days and communicate their decision in writing to all parties involved. The decision of the PON Dean is final.

POLICY RESOURCES
Program of Nursing Progression Requirements Policy.
SoPA Code of Academic Conduct

Probation

Any student who does not meet the minimum quality of work requirement, as stated in the Program of Nursing Progression Requirements policy, will be placed on academic probation. The status of probation lasts until it is removed as a result of academic improvement or ended by dismissal. Students who are placed on

probation are notified in writing that their academic progress is insufficient.

Dismissal and Termination Policy

The Program of Nursing (PON) abides by Tulane University's Code of Student Conduct and the and the School of Professional Advancement (SoPA) Code of Academic Conduct except as stated below and related to specific quality of work standards as listed in the Program of Nursing Progression Requirements Policy. The Program reserves the right to dismiss or terminate any student for cause.

POLICY STATEMENT

1. Failure to meet the quality of work standard listed in the Program of Nursing Progression Requirements Policy is grounds for Dismissal.
    a. Students who fail two different courses (earn a C-, or less than 73) or fail the same course twice will be dismissed from the program.
2. Causes for dismissal or termination include, but are not limited to:
    a. A student who violates Louisiana Administrative Code (LAC) 46:XVII.3331 Denial or Delay of Licensure, Licensure by Endorsement, Reinstatement, or the Right to Practice Nursing as a Student Nurse. Specifically:
        i. A student will be denied the right to practice as a nursing student for infractions listed in 3331.A. and will be dismissed from the program.
        ii. A student will be denied the right to practice nursing as a student nurse for up to five years for infractions listed in 3331.B., will be dismissed from the program, and is potentially eligible for readmission after five years.
        iii. A student will be delayed in the ability to progress in the program for infractions listed in 3331.C., and will be placed on a Leave of Absence as described in the Program of Nursing Withdrawal and Leave of Absence Policy, or dismissed from the program.
    b. Behaviors as noted in the Practicum Course Critical Incident Policy III.C.
    c. Behaviors in Violation of the Program of Nursing Code of Professional Conduct.

POLICY RESOURCES
LAC 46:VXII.3331 in Rules and Regulations (https://www.doa.la.gov/media/gybngco4/46v47.pdf)
PON Student Handbook
Progression Requirements Policy
Practicum Course Critical Incident Policy
Tulane University's Code of Student Conduct

Reinstatement Policy

Refer to the Program of Nursing Withdrawal and Leave of Absence Policy.

Graduation Requirements Policy

Students are required to graduate at the end of the term in which all degree requirements are completed. Students must submit an application for degree in the semester in which they plan to graduate. This application must be completed with the student's program Academic Advisor. When students apply for their degree, their work is evaluated by the criteria in place at the start of their work toward that degree.

POLICY STATEMENT
A candidate for a baccalaureate of science in nursing (BSN) degree must meet the following graduation requirements:

1. A minimum of 120 credits earned.
2. A cumulative grade point average of 2.000.
3. All financial obligations to the University must be cleared before the Registrar will release a diploma or a transcript.

Graduation Ceremonies Policy

Ceremonies will be held for BSN students at the culmination of their degree requirements:

1. The commencement ceremony is held only in May. Students completing degree requirements in August or December may, however, participate in the ceremony held the following May. All graduates who will not attend the commencement ceremony should request, with their academic advisor, that their degree be awarded in absentia.
2. A Program of Nursing Pinning Ceremony will be held at the completion of each semester for students completing their BSN degree requirements.

POLICY RESOURCES
Tulane Commencement Procedure
SoPA Requirements for Graduation

Record Retention Policy

The Program of Nursing adheres to the Tulane University policy for retention of academic records as documented in the Tulane University Catalog.

POLICY STATEMENT

1. Student Records
    a. Academic records, to include the application and final transcript, are kept by the University Registrar's Office and retained permanently.
    b. Additional student records, to include terminal clinical evaluations from each course, and graduation forms, are kept in electronic storage in a password protected Box file or in a secure locked cabinet in the Program of Nursing and retained for eight years from the time of enrollment of that student.
2. Faculty Records
    a. Faculty records shall be kept in electronic storage in a password protected Box file or in a secure locked cabinet in the Program of Nursing and shall comply with existing federal, state, and institutional requirements.

POLICY RESOURCES
https://catalog.tulane.edu/newcomb-tulane/#academicpoliciestext

Grading

Add/Drop Policy

The plan of attendance for the nursing curriculum is a set sequence of courses that spans the 4-semster program. Courses may not be added to any semester other than as identified in a student's modified program plans. Students who wish to drop courses must consult

with the nursing Academic Advisor or the Director of Curriculum and Academic Affairs.

Satisfactory/Unsatisfactory Grades
Nursing students may not avail themselves of the satisfactory/unsatisfactory option for nursing courses.

Auditing Courses
Nursing students may not take a nursing course on an audit basis.

Incomplete Grade
An Incomplete grade, '**I**', for the Program of Nursing is given only with the approval of the Director of Curriculum and Academic Affairs when extreme circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 15 days.

An incomplete grade allows a maximum extension of 15 business days after the end of the term for the completion of the coursework. Students will work with their instructors to develop a plan and timeline to complete outstanding work and may not progress to subsequent clinical courses until the Incomplete grade is resolved successfully.

If the work has not been submitted by the deadline, the incomplete grade is converted to an F. Extensions of the 15-day deadline may be requested in writing by the student and must be approved by the instructor and the Director of Curriculum and Academic affairs. Extensions are approved only when a student has made an attempt to complete the missing work within the original 15-day period but, in the view of the instructor and the director, has been prevented from completing the work by some special circumstance beyond the student's control. Extensions must be approved before the 15-day deadline expires; extensions are not approved retroactively.

Maximum Credits
Nursing major students in good academic standing are allowed to register for up to 15 credits per semester.

Course Grade Determination and Standard
The requirements for satisfactory completion of the nursing courses are clearly stated in each course syllabus along with the process of grade determination. The final course grade for many undergraduate clinical nursing courses consists of a theory grade and a clinical grade. In order to progress in the curriculum, the student must achieve a minimum of a "C" in the theoretical component and a "C" in the clinical component.

The theory grade is determined by specific criteria outlined in the course syllabus. Nursing courses use a variety of methods for evaluating student achievement of course objectives. Because the practice of nursing is dependent upon integrating knowledge throughout the course of study, the quizzes, exams, and other assessments include previously covered material.

Grades are calculated to the second decimal place (hundredths column). Only the final course average is rounded off to the nearest whole number. Only the first decimal place (tenths column) is rounded. For example, a final course average of 79.50 is rounded to 80. An average of 79.49 is not rounded to 80.

Registration, Tuition, and Financial Aid

Registration
SoPA students are governed by the registration policies and procedures set by the university. Consult the University Catalog Registration Policies and Procedures (https://catalog.tulane.edu/university/#academicpoliciestext) regarding the registration and confirmation process.

Students in the Program of Nursing will be registered for courses by the nursing Academic Advisor. Students with registration holds should clear them prior to the start of the semester.

Tuition and Fees Policy
Tulane University maintains all information regarding tuition and fees for the Program of Nursing at Home | Tulane School of Medicine Nursing Program (https://nursing.tulane.edu/).

If, for any reason, a student must repeat a course or courses or an entire semester due to academic deficiency, appropriate tuition and fees based on the academic year of repetition will be charged.

Financial Aid
The Program of Nursing students are well supported by the Tulane University Financial Aid Office.

The University Financial Aid Office maintains information regarding aid on their website in matters of understanding how financial aid works and in identifying the resources necessary to make education affordable. Students eligible for financial aid will be assigned an advisor in the financial aid office.

The Tulane University School of Medicine Financial Aid Office is located in the Tidewater Building, 1440 Canal Street, Suite 1213. You may phone Financial Aid at 504.988.6135.

Course Policies

Online Student Participation Policy
This policy aims to establish reasonable expectations for participation while recognizing the diverse circumstances of online learners. It provides clarity on assessments and communication channels, while allowing flexibility for individual situations.

Participation Definition:

- Active participation includes, but is not limited to, contributions in discussion forums, engagement in live sessions, completion of assignments, and collaboration on group projects.
- The expectation is that students engage with module content for a minimum of 3 hours per credit hour per week.

Participation Expectations:

- Students are expected to engage in online activities per the syllabus, with meaningful and constructive contributions.
- A minimum of three meaningful discussion board posts per week in discussion forums is required. The standard requirement is an initial post and two substantive peer replies posted on two separate days and following course due dates. Students must post on three separate days.

- Attendance and participation in mandatory live sessions is required. For optional sessions, recordings will be made available for those unable to attend.
- Students actively engage with module content weekly even if there is no graded content required or due for that week.

Communication:

- Primary communication channels include discussion forums, emails through the Tulane email system and/or Canvas, and optional virtual office hours.
- To support communication efficiency, Tulane email should be available and accessible on your mobile device, smart phone, and personal computer. Contact Tulane IT (504)988-8888 for assistance.
- Instructors will respond to emails within 48 hours, excluding weekends and holidays.
- Online course netiquette guidelines must be followed for respectful and inclusive communication.

Assessment:

- Participation contributes to a percentage of the overall course grade as outlined in the course syllabus.
- Grading will consider the quality, relevance, and frequency of contributions.
- Grading rubrics will be provided for assessing participation.

Attendance:

Live session attendance is prescheduled and mandatory in some cases; attestation that recorded sessions were listened to will suffice in others. In case of unavoidable absence, students are expected to notify the instructor in advance.

Collaborative Activities:

- Group work is an integral part of any course, and students are expected to actively contribute to group projects.
- Clear expectations for individual and group responsibilities will be provided.

Acknowledgment:

- By enrolling in the course, students acknowledge that they have read, understood, and agreed to abide by the online student participation policy.

Student Attendance Policy

Students enrolled in professional nursing courses are expected to attend all online synchronous classes, orientation meetings, exams, lab and clinical learning experiences. Should the need for an absence arise, students are expected to notify the course faculty prior to the scheduled event. **All** student absences will be reported to the Director of Curriculum and Academic Affairs.

Absences and Consequences

The accelerated and rigorous nature of this program necessitates attendance to practice as a nurse in Louisiana. Class, lab, and clinical practicum absences will be managed as described below (**excluding proctored exams)**.

1. One absence in any course is at the student's discretion.
   a. Please note that it is recognized that students are adult learners and expected to exercise good judgement when determining the need for one synchronous class, lab, or clinical practicum absence.
   b. A clinical practicum experience is defined as one scheduled 6–8-hour day. A scheduled 12-hour clinical practicum equates to two missed clinical days.
2. If a student is absent for an online synchronous class or meeting, repeating covered material or supplying a make-up assignment is solely at the discretion of the course faculty. Course faculty are not expected to reteach critical content.
3. If a student is absent for one lab or clinical practicum (including simulation experiences), the student is required to successfully complete an 8-hour, proctored, unfolding case study offered at the end of the semester.
4. If extenuating circumstances occur and a student is absent for a second lab or clinical practicum (including simulation experiences), the student must provide documentation supporting the absence and complete a mandatory, pre-scheduled make-up session or clinical experience that reflects the missed clock hours.
5. Please be advised that a third absence from any required lab or clinical practicum (including simulation experiences) will result in lab or clinical practicum failure and the requirement to repeat the failed course. Failing a course results in a modified program plan and delays graduation. Modified program plans are developed in collaboration with the Program Academic Advisor.
6. Tulane PON recognizes that there are various reasons for absences including untoward circumstances. **All** absences are cumulative and follow the above guidelines.

Untoward Circumstances

Some examples of untoward circumstances include but are not limited to significant illness or severe injuries, death of an immediate family member, or jury duty.

1. An absence due to significant illness or severe injury *may require* a provider's note that the student is able to meet the PON Technical Standards to return to coursework.
2. In Louisiana, there are no exemptions for jury duty. However, students are expected to request a letter from the University to the judge requesting an exemption or reschedule due to their academic program.

Proctored Exams

Examinations are to be taken on the scheduled date and follow *PON Testing Rules and Procedures*.

1. Students reporting late for exams will only be permitted to utilize the time remaining for completion of the exam.
   a. Late is defined as ***no more*** than 10 minutes after the exam start time, if and only if the first student has not completed the exam and exited the exam room.
2. Rescheduling of the missed exam will not be permitted except in emergencies and under extreme circumstances.
   a. Only the Director of Curriculum and Academic Affairs can provide approval for the rescheduling of a missed exam. With approval, exam makeup will be arranged through the instructor and proctor.

b. Due to the rigor and accelerated nature of the Nursing Program, make-up exams are to be administered within five (5) business days of the missed exam; an alternate version of the exam will be administered.
c. An exam missed without prior faculty notification or without approval, results in a grade of zero (0).
d. Students are only permitted to miss, and make up, one proctored exam per semester across all courses.

Notification Procedures

- Lab: If a student is unable to attend a scheduled lab or simulation experience, students must notify the respective faculty by phone and provide written notification via Canvas Email or Teams *prior* to the start of the lab experience. If unable to contact the Course Faculty, then contact the Program site.
- Clinical Practicum: If a student is unable to attend a clinical practicum (including simulation experiences), students must notify the respective clinical faculty by phone and provide written notification via Canvas Email or Teams as soon as possible but *prior* to the start of the clinical practicum.
- Exams: Should circumstances occur at the time of any scheduled examination, it is the student's responsibility to contact the course faculty and the Program site *prior* to the examination.
- **All** student absences will be reported to the Director of Curriculum and Academic Affairs.

Class/Practicum Cancellation

Hybrid online courses are rarely canceled due to weather; plan ahead so that deadlines and due dates are met. In the event that an exam needs to be rescheduled due to a university closure, the Program of Nursing will utilize the weekend dates designated for makeup each year. These dates may be found in the Academic Calendar (https://registrar.tulane.edu/academic-calendars/).

Practicum/clinical experiences are canceled when weather conditions are such that it is not safe to have students and faculty to travel to or from clinical agencies. There will be no practicum if classes are cancelled on campus.

Procedure:

1. Obtain contact information for students, faculty members, and clinical facilities. Each faculty person should keep a copy of these listings and is responsible for contacting their students as soon as possible.
2. When considering the cancellation of any practicum/clinical experience, the faculty member will confer with the Director of Curriculum and Academic Affairs who will make the final decision.
3. If weather conditions change while students are at clinical facilities, the faculty person may decide to conclude the practicum/clinical at an earlier hour and will notify the Director of Curriculum and Academic Affairs.
4. Alternative learning experiences will be completed in the event of practicum/clinical cancellations.

Student/Faculty Expectations for Online/Hybrid Coursework

It is important to be aware of your behavior in an online learning environment to ensure positive interactions with your instructor and peers. This requires you to follow some guidelines for behaviors.

Online Course Netiquette

Netiquette, a social code that defines "good" online behavior is something to keep in mind during your online course interactions. Online may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally.

Be Professional:
Do: Always represent yourself well. Be fully and appropriately clothed. Be truthful, accurate and run a final spell check. Treat online meetings with professionalism (dress appropriately, use your webcam, be in a quiet place without distractions, be respectful of others time/effort).
Avoid: Entering an online meeting in public places or partially clothed. Avoid consuming a meal during meeting times. Limit the use of slang and/or emoticons. Avoid using profanity or participating in hostile interactions.

Be Scholarly:
Do: Use proper language, grammar and spelling. Be explanatory and justify your opinions. Ask for clarification. Try to find the answer before asking for help. Credit the ideas of others through citing and linking to scholarly resources.
Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not know the answer.

Be Respectful:
Do: Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.
Avoid: Sharing another person's professional or personal information.

Be Polite:
Do: Address others by name or appropriate title and be mindful of your tone. Treat people as if you were in a face-to-face situation. Use respectful greetings and signatures, full sentences and the same "please" and "thank you" you use in real life.
Avoid: Using sarcasm, being rude or writing in all capital letters. Written words can be easily misinterpreted as they lack nonverbals.

Late Assignments

Students enrolled in professional nursing courses are expected to turn in all assignments, homework, case studies, care maps, and discussion board posts and replies on or before the scheduled due date.

1. In the event of an unexpected situation, students who notify their course or clinical instructor before the due date may be granted a 24-hour extension for submitting assignments, excluding quizzes and proctored exams.
   a. This allowance can be utilized up to two times per course, applicable to both initial discussion posts and responses.

i. In instances where a student is unable to participate in a discussion post assignment before the closure of the discussion board, the student will be required to complete an alternative assignment. The alternative assignment will be of comparable effort and intellectual engagement as the original discussion post and designed to meet the same learning outcomes.

b. Assignments submitted after the 24-hour extension will incur a 5% penalty per day for up to three days (72 hours). Beyond this period, a grade of zero will be assigned.

2. In the event of an unexpected situation, the student who fails to notify the course or clinical faculty before the scheduled due date must submit written notification to the faculty with a copy to the Director of Curriculum and Academic Affairs within 24 hours of the due date.
   a. Failure to provide written notification within 24 hours of the due date will receive a zero.
   b. The student will receive an automatic 5% deduction for each day the assignment is late up to three total days (72 hours). After 72-hours, from the time that the assignment was due, the student will receive a zero (0) for the assignment.

Testing Policies

Proctored Exam Settings

Randomization:

1. Exams will be randomized.
2. Questions will be placed into categories with question sets (several questions that pertain to the same scenario) and the questions will be randomized within that category or set.
3. When questions build upon one another, case study information will be repeated with each question that relates to that information and randomized with all test questions.

One Question at a Time:

1. Exams will be presented one question at a time to minimize potential exam security issues and allow each question to be saved when completed.

Back-tracking:

1. Back-tracking is permitted.
2. Students will be permitted to skip a question without answering it, or flag it, and return at their convenience.
3. Students may review the exam in its entirety before submitting it.

Multiple Select (all or none):

1. Partial/penalty (aligns with Next Generation NCLEX scoring): Students will earn corresponding points for correct answers but will lose corresponding points for an incorrect answer. The total score for a multi-point item is the sum of all positive and negative points. While mathematically you could have a negative score, it gets rounded to 0/no credit.

Testing Room Rules and Procedures

The following rules are to maintain a secure, proctored testing environment.

1. Students are asked to use the restroom prior to the start of the exam.
2. Students should not enter the computer lab until the proctor opens the doors to begin the test.
   a. Proctors will keep the door closed until 10-minutes before the start time to allow students to enter.
   b. Students will enter, sign their name on the sign-in sheet, and proceed to their assigned Chromebook.
   c. Students must show photo ID at time of sign-in.
3. Students reporting late for exams will only be permitted to utilize the time remaining for completion of the exam.
   a. Late is defined as no more than 10 minutes after the exam start time, if and only if the first student has not completed the exam and exited the exam room.
4. Proctored exams will be taken on provided Chromebooks unless there is a specific accommodation that has been requested through the appropriate university channels prior to testing, or there is a disruption that requires testing to be delivered in another format (power outage, etc.).
   a. In the situation of computer malfunction, the proctor will print the tests on paper and follow the prescribed Paper Testing Procedure.
5. If applicable, specific directions will be announced, such as seating arrangements, passwords, completion of the answer sheets, etc.
6. All personal belongings (backpacks, bags, coats/jackets, cell phones, etc.) must be stored in student lockers away from the testing area, without exception. Locks are recommended to protect valuables.
   a. Food or drinks are not permitted.
   b. Cell phones or other electronic devices (including smartwatches) are not permitted in the testing room. These devices must be turned OFF or set to airplane mode during testing.
   c. Bulky jackets or coats should be removed and placed with the student's belongings.
   d. Hats of any kind are not permitted.
   e. Hoods (including hooded sweatshirts), scarves, or other similar clothing/accessories are not permitted.
   f. Students should dress appropriately for the temperature of the building, so as to avoid needing a bulky jacket, coat, or hat.
   g. Students may utilize site provided foam earplugs.
7. Pencils, scrap paper, and calculators will be provided. Students are not permitted to use their own pencils, scrap paper, or calculators. All scrap paper (whether used or not) is to be turned in to proctor at end of test. No mechanical pencils will be allowed.
8. Students are not permitted to leave the testing room once the test has started. Individual emergency issues will be handled on an individual basis.
9. A proctor will be present in person, accompanied by a course faculty member (in person or remote), and will not answer any content related questions during the test, and may answer:
   a. Questions about the testing process and associated rules.
   b. Questions about spelling errors, misnumbering/lettering, technical test errors, etc.
10. Once the student has completed the test, all calculators, pencils and mice must be returned to their original places. Scrap paper (used or un-used) must be given to the proctor. The student then must leave the test room immediately.

11. Out of courtesy to other students still testing, the student should exit the testing environment quietly and should not congregate in the hallways outside of the testing room. Talking is very distracting to those who are still testing.
12. Students are not under any circumstances to discuss the exam or its contents until all students have completed testing (including any students who schedule a makeup exam). Students are bound by the university policies related to academic integrity.

Missed Exams Policy

Rescheduling of the missed exam will not be permitted except in emergencies and under extreme circumstances.

1. Should circumstances occur at the time of any scheduled examination, it is the student's responsibility to contact the course faculty and the Program site prior to the examination.
2. Only the Director of Curriculum and Academic Affairs can provide approval for the rescheduling of a missed exam.
    a. With written approval, exam makeup will be arranged through the instructor and proctor.
3. Due to the rigor and accelerated nature of the Nursing Program, make-up exams are to be scheduled and administered within five (5) business days of the missed exam.
    a. An alternate version of the missed exam will be administered.
    b. Testing room rules and procedures will be followed.
4. An exam missed without prior faculty notification or without approval, results in a grade of zero (0).
5. Students are only permitted to miss, and make up, one proctored exam per semester across all courses.
6. All student absences will be reported to the Director of Curriculum and Academic Affairs.

Paper Testing Procedure

The following procedure will be used in the event that a network is down, there is a power outage, or other unforeseen circumstances require students to test on paper instead of using the online platform.

1. Proctor will print a copy of the exam and bubble sheet for each student.
2. Students will be given a copy of the exam and bubble sheet to fill in their answers.
3. Proctor will notify students of the following:
    a. Students must write their name on both the bubble sheet and exam (for tracking).
    b. Students will record their answers on the bubble sheet.
        i. Answers on the bubble sheet will be the only answers accepted for grading purposes.
4. All entered exam answers will be audited by the Course Faculty.
5. The instructor will conduct all analyses and make any grading adjustments needed using Chi Tester.

Exam Scoring and Review Policy

Exam Scoring:

1. Exam scores will not be released until the course faculty analyze the exam.
    a. Analysis will be accomplished within 48 hours of exam completion.

Exam Review:

1. A conceptual exam review will be scheduled by course faculty following all proctored exams and within one week of exam completion.
2. Individual student performance and specific test questions will not be discussed.
3. Students who wish to review their individual exam may submit a formal request to course faculty & proctor, within one week of completing their exam.
    a. Upon receipt of the student's request, the proctor will schedule 15 – 30 minutes for exam reviews to occur between 2-7 days following the completion of the exam, with course faculty.
    b. Students will return to the testing room to review ONLY the questions they answered incorrectly.
    c. Faculty will be present in-person or virtually to provide rationale.

CLINICAL AND PRACTICUM POLICIES

Professional Attire and Behavior

General Expectations

Students are expected to abide by the Program of Nursing's professional attire and behavior policy and maintain a professional and business-like appearance while in all clinical areas, lab and simulation experiences. Patients expect that nurses will be dressed professionally. Professional attire inspires confidence among patients and helps to reinforce the nurse-patient bond.

Cell phones should be put on "vibrate or silent" and are not to be used in patient rooms or patient care areas. Practice good oral hygiene prior to attending practicum and lab. Gum chewing during the practicum, especially when talking with patients, is strictly prohibited. Students should remember that they are guests in the clinical organization and behave in a courteous and respectful, professional manner.

Hair

Hair must be clean, groomed, and secured off the face and above the collar, such that it cannot be grabbed by or touch a patient. Hair clips, pins, or headbands should be flat, inconspicuous and for the purpose of keeping the hair contained and may be brown, black, silver, or gold in color. Hats, caps, do-rags, skullcaps, stocking caps and or other headgear are not permitted. Hair ornamentation such as bows, ribbons, or cloth bandanas are not permitted. Head coverings worn for sincerely held cultural or religious beliefs may be permitted; they are not permitted for social or fashion reasons.

Facial hair should be neatly trimmed and follow CDC guidelines to fit entirely under a respirator mask without breaking the seal.

Jewelry, Piercings, and Body Art

One small stud in each earlobe is acceptable. No dangling earrings, bars, discs, or gauges are permitted. Necklaces and lanyards can pose a safety risk and are not permitted. Bracelets and rings interfere with proper gloving or glove integrity and are not permitted.

Facial piercings and tongue rings are also not permitted. Items placed on teeth, that are not required for dental or medical reasons, are not permitted.
Body art should not be visible; cover tattoos during clinical practicum experiences.

Fingernails
Fingernails must be clean, trimmed and neat and should not interfere with skill performance. No artificial, gel, acrylic extensions or fingernail jewelry is permitted. Polish, if worn, must be in good repair without cracks or chips. Clear polish is preferable however, some institutions do not permit any type of nail polish to be worn when caring for patients.

Footwear
Shoes must be clean, white, closed-toe, flat, and made of a sturdy material that will not absorb body fluids or potentially hazardous materials. Clogs, open toe, or fabric shoes are not permitted. Hose or socks should be worn with uniform shoes.
Shoes should be dedicated for clinical experiences, and maintained in a clean, professional condition.

Scents
While bathing is required and deodorant/antiperspirant recommended, students should avoid scented personal hygiene products such as hairspray, deodorant, body lotion, aftershave, or perfume. Patients and/or family members with Multiple Chemical Sensitivities may respond with an allergic response.

Students should refrain from smoking prior to clinical experiences to avoid a smoke odor on their clothes that may trigger an allergic response from patients and/or family members.

Uniforms and Watches
Students will wear the Program of Nursing's approved white scrub top and Tulane green pants, or scrub skirts. Uniforms are to be laundered after each use.
A wristwatch with a "second" hand is required. No digital dials. Watch bands should be a neutral color and able to be cleaned. Smart watches (i.e. Apple, Samsung, Fitbit, Pebble) and designer fashion watches are not permitted in clinical settings.

Accommodations to certain uniform requirements (for example, regarding head coverings) may be requested based on sincerely held religious beliefs. Requests for accommodations for religious reasons should be submitted to the Program of Nursing, Director of Curriculum and Academic Affairs.

Health and Safety Requirements
Immunizations
The State of Louisiana and Tulane University require students to have proof of immunity for certain diseases. All students are required to provide proof of immunization prior to arriving at Tulane. See https://campushealth.tulane.edu/immunizations/new-students for details and forms.

Additionally, after acceptance into the Program of Nursing Program and before starting courses, students must submit evidence of the following required immunizations. **Please note: some immunizations that are 'recommended' by the university are 'required' by the Program of Nursing for personal and patient safety.

All Program of Nursing immunization requirements will be tracked for verification and compliance through Complio.

1. Proof of immunity against measles, mumps, and rubella (defined as a series of two MMR vaccines with complete dates OR positive titers to all three diseases).
2. Tetanus, diphtheria, and acellular pertussis (Tdap) must remain current for the duration of the program.
3. Meningococcal (Meningitis) Vaccine.
4. Proof of immunity against varicella (defined as a series of two Varicella vaccines with complete dates OR a positive antibody test documenting immunity to Varicella).
5. Proof of immunity against Hepatitis B, (defined as a series of three Hepatitis B vaccines and positive Hep B Surface antibody testing results post-vaccine administration). If no response to the primary series, the vaccine series and follow-up Hep B Surface antibody test will be repeated.
6. Two negative tuberculin skin tests (TST) one within the past year (a negative serologic test may substitute for the yearly TST); if TST positive, a negative chest X-ray report within the previous three (3) months is required.
7. Proof of current seasonal influenza immunization. Campus Health offers no-cost flu shots on campus each fall (generally beginning in October) via our annual flu clinics. For incoming students, if you received the flu shot during the previous flu season, please upload proof of your vaccine.
8. COVID-19 Vaccine or waiver form.
9. Students who are opting out of any of the required vaccines for medical, religious or personal reasons must submit a waiver form online via the Campus Health Patient Portal. For each required vaccine a student wishes to opt out of, a separate waiver form submission is required. These waiver forms can be found by logging on to the Patient Portal, clicking on the Forms tab and scrolling down to the Immunization Waivers section.

Please note that students who opt out of new immunizations are still required to submit records of any immunizations they have received in the past.

Students who fail to provide required evidence of clinical compliance as listed above will not be allowed to enter clinical nor remain enrolled in any clinical course. Failure to renew health requirements that are expired during the semester will prevent the student's participation in clinical activities, which will constitute an absence.

Health Insurance Portability and Accountability Act (HIPAA) Regulations and Training
Patient information must remain confidential. To ensure proper confidentiality, the federal government enacted HIPAA legislation. HIPAA training is mandatory for all nursing students and must be updated annually. Training is offered online via Canvas and is documented by the Office of General Counsel. HIPAA training can be accessed by logging in using your Tulane credentials. Students will also receive an email regarding the course once assigned.

Universal Precautions Training
Universal Precautions as an approach to infection control to treat all human blood and body fluids as if they contain bloodborne pathogens. Blood-borne pathogen (BBP) training is mandatory for all nursing students and must be updated annually. Training is offered online via Canvas and is documented by the Office of Environmental Health and Safety. BBP training can be accessed by logging in using your Tulane credentials. Students will also receive an email regarding the course once assigned.

Blood-Borne Pathogen Exposure Policy

All students who have been admitted to Tulane University are required to provide proof of immunization compliance that meets Louisiana law, CDC, and American College Health Association guidelines. The Tulane Program of Nursing informs nursing students of policies and procedures to prevent and address accidental exposure to blood-borne pathogens before students undertake any educational activities that would place them at risk.

POLICY STATEMENT

Tulane Program of Nursing adheres to the policies of Tulane University's Campus Health in the event of a student's accidental exposure to Bloodborne Pathogens (on or off campus).

DEFINITIONS

Accidental Exposure: An exposure can be defined as a percutaneous injury (e.g., needlestick or cut with a sharp object), or contact of eye, mouth, mucous membranes, or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, amniotic fluid, cerebrospinal fluid, pleural/pericardial/synovial/peritoneal fluid, semen, vaginal secretions, or any other potentially infectious body fluids.

Blood-borne pathogens: Infectious agents including, but not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV) infection.

PROCEDURE

1. What to Do if Exposed to Blood/Bodily Fluids:
   a. students should report any exposure to their nursing clinical faculty and preceptor (for precepted experiences), as well as the Nursing Director of Curriculum and Academic Affairs.
   b. If the exposure occurs during business hours (Monday through Friday, 8:30 a.m. to 5 p.m.), call the Health Center Downtown at 504-988-6929.
   c. If the exposure occurs at any other time (holidays, weekends, evenings, etc.), call the Nurse Advice Line at 504-862-8121.
2. Immediately After Exposure
   a. Wash the affected area.
   b. For an eye or mucous membrane exposure, flush the exposed area with water for five minutes.
   c. For skin exposure or an injury with "sharps", wash the area for five minutes with water and antimicrobial soap (ex: Hibiclens or Betadine).
3. Download the Bloodborne Pathogens Exposure Packet from: https://campushealth.tulane.edu/emergency/bloodborne-pathogens (https://campushealth.tulane.edu/emergency/bloodborne-pathogens/)
4. Print and complete all the forms included in the packet:
   a. Provider Checklist
   b. Student Checklist
   c. Supervisor/Faculty Checklist
   d. Occupational Exposure to Blood Borne Pathogens Management Algorithm
   e. Needlestick & Sharp Object Injury Report Form
5. Notify the Health Center:
   a. If the exposure occurs during business hours (Monday through Friday, 8:30 a.m. to 5 p.m.), call the Health Center Downtown at 504-988-6929.
   b. If the exposure occurs at any other time (holidays, weekends, evenings, etc.), call the Nurse Advice Line at 504-862-8121.

RELATED RESOURCES

Tulane University Campus Health: https://campushealth.tulane.edu/emergency (https://catalog.tulane.edu/medicine/program-of-nursing/
Tulane University Campus Health: https://campushealth.tulane.edu/emergency/)
TUSOM Medical Student Handbook: Published by the Office of Admissions and Student Affairs *Revised November 2020*

Exposure to Environmental Hazards Policy

POLICY STATEMENT

Tulane University Program of Nursing informs nursing students of policies and procedures to address exposure to infectious and environmental hazards before students undertake any educational activities that would place them at risk. Nursing students are educated about the methods of prevention, procedures for care and treatment after exposure, including a definition of financial responsibility.

DEFINITION OF ACCIDENTAL EXPOSURE

An exposure can be defined as a percutaneous injury (e.g., needlestick or cut with a sharp object), contact of eye, mouth or other mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, or other body fluids that are potentially infectious. Exposure incidents place health care personnel at risk of diseases caused by a range of pathogens including hepatitis B virus (HBV), hepatitis C virus (HCV), human immunodeficiency virus (HIV) infection, Covid-19 and therefore should be evaluated according to protocol by a qualified health care professional.

Nursing students must immediately call the Student Health Center (located in the Elks Building) if exposed. During business hours, students should call 504.988.6929. During afterhours or weekends – students should call the Nurse Advice Line at 1.855.487.0290. During business hours, the student will either be scheduled a same day visit or a phone consultation with one of the physicians or nurses. After hours, the call will be directed to an all-call health care provider. Students also should report any exposure to their course faculty or clinical preceptor.

Drug Screening

The Program of Nursing conforms with and upholds all federal, state and local laws that regulate or prohibit possession, use or distribution of alcoholic beverages or illicit drugs. This policy reflects additional requirements for health care professionals to report suspected impairment and requires all nursing students to submit to a urine drug screen following acceptance into the program.

The use of certain drugs for "recreational" purposes is illegal and can have devastating consequences for you professionally. The Louisiana State Board of Nursing (LSBN) has strict rules and regulations in the Professional and Occupations Standards for Nurses (LAC 46: XVLII.3331). related to the Denial or Delay of Licensure, Reinstatement, or the Right to Practice Nursing as a Student Nurse and to determine eligibility for approval for clinical and licensure in Louisiana.

The LSBN clearly states, "Applicants for…the right to practice as a student nurse shall be denied approval to enter or progress into any clinical nursing course… if the applicant has pled guilty, nolo contendere or been convicted of a crime involving the production, manufacturing, distribution or dispensing of a controlled dangerous substance… possession of marijuana, synthetic cannabinoids, heroin…"

It is unacceptable for medical students, physicians, nurses, and other medical personnel to attend to patient care or other professional duties while under the influence of alcohol or any of the drugs mentioned above. It is the policy of the Program of Nursing to prohibit the use, abuse and presence of alcohol, illegal or unauthorized drugs, and other dangerous substances in the bodies of its nursing students while on duty engaged in any course, classroom, laboratory, and/or clinical setting.

The Program of Nursing will require a urine drug screen for all program-enrolled nursing students following their acceptance into the program, randomly, and for reasonable suspicion for cause. Students who fail to successfully complete their initial drug screen one week prior to the first day of classes will have a hold placed on their account and may be dropped from their nursing courses. The hold will be lifted when drug test results are available and cleared.

Reasonable Suspicion Testing or "For Cause" – any student may be tested who is suspected of being under the influence of alcohol or drugs where the suspicion is based on, but not limited to, any of the following:

1. Observable behavior or physical symptoms such as staggered gait, slurred speech, glassy, blood shot eyes, body odors or unkempt appearance, and unsatisfactory work performance.
2. A pattern of inappropriate, abnormal or erratic behavior.
3. Reliable objective information/observation from independent sources.
4. Evidence of drug tampering or misappropriation.
5. Arrest or conviction of a drug/alcohol related offense.
6. Being identified as the subject of a criminal investigation regarding drugs. Patterns of absenteeism or tardiness without explanation.

- In the case of a positive drug test indicating use of a prescription medication:

1. The student will be given 48 hours to produce a valid prescription for the medication to the drug screening facility.
2. If the issue is not resolved in 5 business days, the student is subject to disciplinary action through procedures outlined in the Tulane University Code of Student Conduct and the Program of Nursing Code of Professional Conduct, up to and including dismissal from the program.
   a. Please note: Pre-licensure students must comply with LSBN requirements for disclosure of medical conditions and prescriptions.
   b. Disciplinary action may still apply regardless of validation of a prescription based on professional behavior and/or patient safety concerns.

- In the case of a positive drug test for illegal drug usage or misuse of prescription drugs:

1. The student may be subject to disciplinary action through procedures outlined in the Tulane University Code of Student Conduct and the Program of Nursing Code of Professional Conduct, up to and including dismissal from the program.
2. Any student admitted who tests positive for illegal or illicit use of drugs must withdraw from all nursing courses and will be reported to LSBN. They can reapply for progression after being approved to progress by the LSBN and upon completion of the recommended course of treatment by a licensed healthcare professional.
3. Any student with an inconclusive drug screening result will be required to undergo further confirmatory testing. Students who refuse further testing or who fail to comply with stipulations of LSBN concerning treatment/monitoring will not be allowed progression in clinical coursework.

Laboratory Supply Packs

Each nursing student is required to have a standardized supply pack containing essential items, approved by the nursing program faculty, necessary to practice clinical skills in the lab and at home to gain competence. Nursing supply packs are purchased as a course fee in NRSG 3205*: Foundations of Nursing Practice Practicum/LAB* and are supplied by the Program of Nursing. The following parameters govern the handling and usage of nursing supply packs.

1. Nursing students must bring their supply pack to the lab each day.

2. Nursing students must use the supplies from their designated packs responsibly and solely for educational purposes.

3. No invasive procedure should be performed outside of the Skills Lab or on another person.

   a. Invasive procedures include, but are not limited to, injections, IV insertion, infusing of IV fluids, medication administration, foley catheterization, and nasogastric tube or feeding tube insertion.

4. Practice medications and IV fluids are intended for simulation/skills lab experiences only. Practice oral medications, IM and IV fluids are not for human use.

5. All needles given in the skills pack must be disposed of in sharps boxes provided in the Skills Lab. If the needle has a safety device, please engage the device before placing the needle in the sharps box.

6. Proper hand hygiene and disposal of used items must be followed as per established guidelines.

Nursing Skills and Simulation Laboratory Safety Policy

The Nursing skills and simulation labs provide the clinical nursing student with opportunities for practicing and being evaluated in real-time on skills used in clinical practice. There will be opportunities to work with students from other disciplines to learn the roles and responsibilities of the healthcare team and discuss how values and ethics influence healthcare and healthcare providers.

The complexity of the physical and psychological learning environment may increase the anxiety of the student(s) which may then lead to the possibility of physical injury or increased emotional stress affecting the acquisition of knowledge.

POLICY STATEMENT

The physical lab environment includes real-life mannequin simulators and accessories, electrical appliances, supply cabinets, adjustable beds, mobility assistive devices, and a variety of task training equipment including needles and sharps commonly found in clinical practice. The learning environment also includes procedures and scenarios intended to replicate clinical practice which conceivably can be mentally and emotionally taxing. To reduce the potential for physical injury, undo stress, anxiety, or emotional distress related to the lab environment and learning activities, students will attend to the following lab procedures and safety management protocols.

PROCEDURE
Lab hours will be determined and scheduled at the beginning of the semester by faculty members involved in the various clinical courses.

Professional behavior is always expected in the Nursing skills and simulation labs by all users. Students are expected to abide by the Nursing Professional Attire and Behavior and the Tulane Student Code of Conduct, including:

1. Students are required to wear a Tulane University student name badge at all times when in the laboratory practicum and during any aspect of the clinical experience (i.e. clinical assignment, observation, simulation, and clinical day).
2. When on campus for scheduled laboratory practicum and simulation days, students must wear the designated Tulane University Nursing uniform. Shoes must have closed toes and heels, with soles not thicker than 2 inches. Hair, makeup, and jewelry are to follow the Nursing Professional Attire and Behavior requirements.
3. No smoking, eating, or drinking is allowed in the labs.

Mannequins must be handled with the same respect given to humans and kept appropriately draped at all times.

Lab supplies and equipment are not for use on humans. Supplies and equipment are for use on mannequins only.

1. Clean all supplies and equipment after every use.
2. Return supplies and equipment to the proper location after each use. Leave beds neatly made and in the low, locked position with top rails up. Place trash & soiled linen in the proper receptacles.
3. Immediately report broken equipment to the faculty or the lab technician.

Nursing skills and simulation lab users should follow universal precautions against infectious disease while participating in clinical activities. The following is a list of general precautions to ensure the personal safety and security of users:

1. All sharps must be disposed of in an appropriately labeled sharps container.
2. Under no circumstances may sharps or supplies be removed from Nursing skills and simulation labs without permission.
3. The medical and disposable equipment within the labs will remain in the labs and is not for patient use.
4. All equipment should be treated with the same safety precautions employed with actual clinical equipment.
5. Hand hygiene through hand washing or use of hand sanitizers shall be part of practice in the Nursing skills and simulation labs.
6. All needle stick/sharp injuries shall be handled in accordance with the Blood Borne Pathogen Policy. If an injury occurs, immediately wash the wound thoroughly with soap and water.
7. Nursing skills and simulation labs experiences may cause students to feel stress, anxiety, or emotional distress. In the event of anxiety or emotional distress:
   a. Immediately notify lab faculty who will assist the student.
   b. In the event of a true medical emergency such as loss of consciousness, call: Downtown Campus: 504-988-5555.
   c. Further guidance and resources are available at Campus Health https://campushealth.tulane.edu/emergency

RELATED RESOURCES
Tulane University Campus Health: https://campushealth.tulane.edu/emergency (https://campushealth.tulane.edu/emergency/)
Tulane University Code of Student Conduct Handbook

Practicum Course Critical Incident Policy

Students are responsible and accountable for their behavior and for safe patient care during all clinical experiences.

POLICY STATEMENT
Any student whose behavior demonstrates unsafe clinical practice or endangers a patient, colleague, or self in the clinical setting will be suspended immediately from the clinical learning experience. The faculty of record will meet with the student to discuss the unsafe behavior and potential complications, and a document of concern will be filed. Unsafe behavior can result in removal from the clinical setting, failure of the course and/or dismissal from the School of Nursing. Faculty of record will meet with the student to discuss the behavior, document the incident to be filed in the student's record, and initiate appropriate action including notification of the Program of Nursing Director of Curriculum and Academic Affairs.

PROCEDURE
Patterns of behavior that are inconsistent with the Nursing Program and/or clinical agency policies may result in removal from the clinical setting. Behaviors include but are not limited to:

1. Absence from clinical rotation without notification.
2. Documentation not reflective of care given.
3. Lack of preparation to provide care, including, but not limited to knowledge of medications, treatments, disease processes.
4. Performance not in compliance with stated student expectations as outlined in clinical course syllabi.
5. Leaving the clinical area without consent of the clinical faculty member.
6. Failing to use universal precautions.

The following unprofessional or unsafe behaviors will result in removal from the clinical setting. The student may be referred to the Nursing Program Student Professionalism Committee to determine appropriate consequences.

1. Acting improperly towards patients, supervisors, and/or peers.
2. Disrespect for faculty, patients, supervisors and/or peers.
3. Violating HIPAA requirements and regulations.
4. Performing a procedure outside the nursing scope of practice.
5. Performing a procedure in which he/she has not been prepared.

6. Administering medications in any form via any route without consent and/or supervision from the clinical instructor or the staff RN.
7. Failure to use safety equipment (including, but not limited to side rails, call lights, gait belt)
8. Behavior inconsistent with the American Nurses' Association (ANA) Code of Ethics for Nurses include but are not limited to:
   a. Informing patients about their diagnosis, treatment, and/or prognosis without authorization.
   b. Removing copies of patient care material from health care agencies.
   c. Removal of patient identification.
   d. Refusal of the care of a client or failure to notify the instructor of the inability to carry out a clinical assignment.

In addition to behaviors that violate Louisiana Administrative Code (LAC) 46:XVII.3331, the following unsafe behaviors will result in immediate failure from the course and may result in dismissal from the program:

1. Disconnecting life support system without authority.
2. Lying about provisions of care in speech or in writing.
3. Stealing drugs or supplies from agency.
4. Obvious signs of being under the influence of drugs, alcohol, and extreme fatigue while on duty.
5. Knowingly exposing patients, colleagues, and others to actual or potential life-threatening communicable diseases.

POLICY RESOURCES

HIPAA Privacy Rules (https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/)

ANA Code of Ethics (https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/)

LAC 46:XVII.3331 in Rules and Regulations (https://www.doa.la.gov/media/gybngco4/46v47.pdf)

Admission Requirements

Students seeking admission to the Program of Nursing must satisfy the School of Professional Advancement (SoPA) undergraduate core curriculum requirements and nursing major prerequisite requirements.

Applicants with up to 60 credit hours of coursework who have not yet earned a degree, those with a prior associate degree, and those with a prior bachelor's degree are all eligible to be considered for admission. The program recognizes the prior academic work of applicants and transfers course credit where SoPA or nursing prerequisite course equivalency has been established.

There is no time limit for coursework that satisfies the SoPA core curriculum requirements. Prerequisite courses specific to the nursing major must be completed within 7 years of application to the program.

Professional Nursing courses taken at another institution are not accepted for transfer credit.

Nursing Major Prerequisite Requirements

A cumulative transfer GPA of 3.0 is required. Additionally, a cumulative GPA of 3.0 is required for the nursing major prerequisite courses with a grade of C or better in any one course. The nursing major prerequisite courses must be completed within seven years of application to the nursing program and are:

- Nutrition (3CR)
- `Statistics (3CR)`
- `Developmental Psychology (3CR)`
- `Anatomy & Physiology 1 w/lab (4CR)`
- `Anatomy & Physiology 2 w/lab (4CR)`
- `Microbiology w/lab (4CR)`
- `Chemistry w/lab (4CR)`

Program of Nursing Admission Criteria Policy

Qualified applicants shall be considered for admission without discrimination and in compliance with applicable state and federal laws and regulations.

The following are Program of Nursing application requirements:

1. **Complete an application.**
2. **Submit an Admission Video:** Applicants are required to submit a 2-minute admission video as part of the application packet. This video is an opportunity for you to share your story. The video must:
   a. Be no more than 2-minutes long and uploaded to Slate as part of the application. Expectations:
      - Attire and grooming are professional, no graphic t-shirts, exercise clothes, or ball caps.
      - Have suitable lighting.
      - Show your entire face.
   b. Answer these questions:
      - What characteristics do you possess that will make you a good candidate for the Tulane Nursing program?
      - Provide an example of when you demonstrated your leadership qualities.
      - How will you balance the demands of this 16-month program with the other demands in your life?

3. **Technical Standards:** The Technical Standards are accessed via a link in the application and found in the Student Handbook. Applicants digitally sign that they have read, understand, and meet the Nursing Program's Technical Standards.

Tulane University wishes to ensure that access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008) and all students can study and

practice nursing with or without reasonable accommodation. Questions regarding requests for accommodation should be directed to the Goldman Center for Student Accessibility. Email: goldman@tulane.edu; Phone (504) 862-8433; Website: accessibility.tulane.edu.

4. **English Language Proficiency:** If an applicant's degree is from an institution outside of the United States where English is not the primary language, they must take the TOEFL or Duolingo English test for admission. Use college code #6832. These tests measure your ability to use and understand English at the university level. A score 100 or higher on TOEFL or 130 or higher on the Duolingo English Test is expected. Applicant's may request an exemption from one of these tests.

5. **Coursework from Foreign Universities:** Coursework from foreign universities will be referred to the World Education Services (WES) for evaluation and translation, if necessary. Transfer of credit from colleges or universities not belonging to an institutional accrediting body are not accepted. All submitted materials must be in the English language.

6. **Outstanding Prerequisite Coursework**: Applicants can be considered for conditional admission to the nursing program when they have no more than 3 core curriculum or Nursing Major prerequisite courses remaining to be completed. Only 1 of the 3 courses can be a nursing major prerequisite science course. Admission is conditional until the applicant successfully completes and achieves the required GPA in the remaining courses.

After Acceptance into the Nursing Program, but Prior to Starting Courses, students will receive a Welcome Letter explaining the procedure for the items below.

1. Complete a Louisiana State Board of Nursing Student License Application & Background Check (criminal history record information check):

   The Nurse Practice Act of Louisiana requires that students must be approved by the Louisiana State Board of Nursing (LSBN) to practice as student nurses prior to enrolling in clinical nursing courses. The LSBN requires persons who have been arrested, charged with, or convicted of any criminal offense in any state to petition the Louisiana State Board in writing for the right to practice as a student in Louisiana. The LSBN also requires persons who have any addiction or impairment which may affect their ability to practice nursing to petition for the right to practice as a student prior to enrolling in a clinical nursing course. The Application for Approval to Enroll in a Clinical Nursing Course form is provided to the student upon admission to the nursing program. Students shall not be eligible to enroll in a clinical nursing course based on evidence of grounds for denial of licensure in accordance with R.S. 37:921, LAC 46:XLVII.3324, 3331 and 3403.

   Students must submit to a criminal background check and urine drug screen per LSBN requirements. Information on the procedure for completing these items is provided to students upon admission to the nursing program. Final program acceptance may be contingent upon results and is contingent upon LSBN approval.

2. Complete documentation of required health information.

Degree Requirements
Degree Requirements

School of Professional Advancement (SoPA) Requirements

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

There is no time limit for coursework that satisfies the SoPA core curriculum requirements. Prerequisite courses specific to the nursing major must be completed within 7 years of application to the program

Bachelor's Degree

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

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (p.)

Change of Major Requirement

At any point, students may change their majors. However, students who change their majors should understand that previously completed coursework may not apply to the newly selected major, and that additional coursework may be necessary to meet the major requirements.

Electives

Students will complete electives as needed until they matriculate into the nursing program. Electives are not permitted once admitted to the nursing major.

Minimum Requirements to Graduate

Undergraduate students must have a cumulative 2.0 grade point average to graduate. They must also have a minimum 2.0 grade point average in their major. For SoPA majors, at least 60 credits must be earned in courses at the 2000 level or higher.

No more than half the credits used toward satisfying graduation requirements may be in the major. Students may take no more than 70

credits each of humanities, science, and social science. This includes credits in the major.

Up to 6 credits of electives earned in courses with designations such as Independent Study, Special Projects, Directed Study, and Practicum will count toward graduation requirements. Students who must exceed this limit are required to petition the dean's office.

Residency

At least 60 credits of a student's degree program must be completed at Tulane University. For nursing students, all 60 are taken while enrolled in the SoPA nursing program.

Program of Nursing Requirements for Bachelor of Science in Nursing Degree

Per Louisiana Administrative Code LAC 46:XLVII.3517.B. qualified applicants shall be considered for admission without discrimination and in compliance with applicable state and federal laws and regulations. To be considered for admission to the nursing major the following core, writing across the curriculum, and nursing major prerequisite requirements must be completed. Students may transfer up to 60 credit hours that include core curriculum and nursing major prerequisites. A cumulative transfer GPA of 3.0 is required, and a cumulative Nursing Major Prerequisite GPA of 3.0 is required.

SoPA Core Curriculum Requirements for Nursing Students

SoPA students are required to meet the following core curriculum requirements. Incoming Newcomb-Tulane College (NTC) students may choose to meet NTC requirements prior to transfer which are equivalent to the SOPA core requirements.

Proficiency Requirements

- English/Writing (7-8 credits)*
- Quantitative Reasoning (6-8 credits)*
- Foreign Language or Global Perspectives (6-8 credits)

Supporting Requirements

- American Government (3 credits)*
- Oral Communications (3 credits)*
- Race and Inclusion (3 credits)*

Distribution Requirements

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Students are required to complete 12 credits each of humanities/
fine arts, sciences, and social sciences. In each distribution
 area, courses must be chosen from at least
two different disciplines. A course can only satisfy one of the
 distribution areas.
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- Humanities (12 credits)
- Science (12 credits)
- Social Science (12 credits)

*Writing Requirement

English 1010, a 4-credit intensive writing course, is Tulane's writing requirement. Students must demonstrate writing proficiency by: successful completion of ENGL 1010 (https://catalog.tulane.edu/search/?P=ENGL%201010) Writing (4 c.h.) or ENGL 1011 (https://catalog.tulane.edu/search/?P=ENGL%201011) Writing for Academic Purposes (4 c.h.), or a grade of C or better in a course equivalent to ENGL 1010 (https://catalog.tulane.edu/search/?P=ENGL%201010) Writing (4 c.h.) from a regionally accredited institution, or an Advanced Placement score of 4 or better in either "English Literature and Composition" or "English Language and Composition" (or a similar A.P. exam).

Students who need to review basic English skills before enrolling in ENGL 1010 Writing (4 c.h.) may wish to take PAEN 1000 Academic Writing and Reading (3 c.h.) for elective credit. PAEN 1000 Academic Writing and Reading (3 c.h.) does not count toward the completion of the writing requirement.

Upon completing the mandatory first-year writing course ENGL 1010, SoPA students must also complete at least one 3-credit upper-level writing course. Students in the SoPA nursing major fulfill the upper-level writing requirement by successfully completing NRSG 4800 Management and Leadership in Nursing (3 c.h.).

*Quantitative Reasoning Requirement

Students working towards a Bachelor of Science Degree in a SoPA discipline are required to demonstrate competency in 6-8 credits in mathematics courses. Students in the SoPA B.S. programs may take any mathematics course, CPST 1070 Discrete Math for Information Technology (3 c.h.), or BSLS 3250 Business Statistics (3 c.h.) to fulfill this requirement. Nursing majors are required to take a statistics course before entering the nursing major that satisfies 3CH of the Quantitative Reasoning requirement.

Students in the SoPA nursing major fulfill the additional 3CH of the Quantitative Reasoning requirement by successfully completing NRSG 4000 Nursing Research and Evidence-Based Practice (3 c.h.).

Foreign Language/Global Perspectives Requirement

Students pursuing any bachelor's degree offered by SoPA must demonstrate foreign language proficiency through successful completion of the second level in any foreign language, or complete two courses designated as Global Perspectives. Students may also blend one language and one Global Perspectives course. Please consult the SoPA website for a list of possible Global Perspectives courses.

*American Government

SoPA students must complete one course in American government. Students in the SoPA nursing major fulfill the American Government requirement by successfully completing NRSG 4000 Nursing Research and Evidence-Based Practice (3 c.h.).

* Oral Communications

Students are required to complete one course in oral communications. Students in the SoPA nursing major fulfill the oral communications requirement by successfully completing NRSG 4800 Management and Leadership in Nursing (3 c.h.).

* Race & Inclusion

SoPA students will complete one course that focuses on race and inclusion in the United States. SoPA students in the nursing major fulfill the race and inclusion in the United States requirement by successfully completing NRSG 4500: Population and Community Health Nursing.

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

Nursing Major Prerequisite Requirements

Students seeking admission to the Bachelor of Science in Nursing program are required to demonstrate competency by obtaining a cumulative grade of 3.0 or higher in the following prerequisite courses, and a grade of C or better in any one course:

- Nutrition (3 credits)
- Statistics (3 credits)
- Developmental Psychology (3 credits)
- Anatomy & Physiology 1 with lab (4 credits)
- Anatomy & Physiology 2 with lab (4 credits)
- Microbiology with lab (4 credits)
- Chemistry with lab (4 credits)

All nursing major prerequisite courses must have been completed within seven years of application to the nursing program. These courses may also be used to fulfill proficiency or distribution degree requirements.

Outstanding Prerequisite Coursework

Applicants can be considered for conditional admission to the nursing program when they have no more than 3 core curriculum or Nursing Major prerequisite courses remaining to be completed. Only 1 of the 3 courses can be a Nursing Major prerequisite science course. Admission is conditional until the applicant successfully completes and achieves the required GPA in the remaining courses.

Program Timeline

Students will complete 60 credit hours of professional nursing coursework in 4 consecutive semesters following a prescribed program of study. Students in the nursing major may not register for any other courses.

Dual Degree

Tulane SoPA students must complete a minimum of 150 credits and satisfy all requirements for each degree and each major, to qualify for two baccalaureate degrees (dual degree) from any school at Tulane.

Second Bachelor's Degree

Students who have already earned a bachelor's degree from an accredited institution may pursue a second bachelor's degree by completing at least 60 credits at Tulane. All requirements for the degree and major must be met.

Thus, students who are seeking a **second bachelor's** degree from Tulane may transfer up to 60 credits to Tulane. All degree and major requirements must be met, including students must have completed the following:

Proficiency/Distribution/Supporting Requirements: Total requirements 24 credit hours

- English/Writing (6 credits)
- Quantitative Reasoning/Math (3 credits)
- Foreign Language or Global Perspectives (3 credits)
- Humanities (3 credits)
- Social Sciences (3 credits)
- Science (3 credits)
- Race and Inclusion (3 credits)*

*The Race and Inclusion requirement is fulfilled in the nursing major by successful completion of NRSG 4500 Population & Community Health Nursing.

English Language Proficiency

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If an applicant's degree is from an institution outside of the
 United States where English is not the primary language, they
 must take the TOEFL or Duolingo English test
for admission. Use college code #6832. These tests measure your
 ability to use and understand English at the university level.
 A score 100+ on TOEFL or 130+ on the
 Duolingo English Test is expected. Applicant's may request an
 exemption from one of these tests.
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Credit from an Institution Outside the United States

Coursework from foreign universities will be referred to the World Education Services (WES) for evaluation and translation, if necessary. Transfer of credit from colleges or universities not belonging to an institutional accrediting body are not accepted. All submitted materials must be in the English language.

Programs

- Nursing, BSN (p. 395)

Nursing, BSN

Overview

The Bachelor of Science in Nursing (BSN) degree program is a comprehensive, sequential four-semester, accelerated program. Nursing coursework consists of 60 credit hours including 42 didactic hours in an asynchronous, online format with some pre-scheduled, synchronous sessions throughout the course to allow for engagement and interaction with peers and faculty, and 18 credit hours (or 720 clock hours) of face to face clinical, lab and simulated experiences. The program prepares students to become highly competent and compassionate BSN-prepared registered nurses (RNs). Graduates will be prepared to successfully demonstrate competency on the National Council Licensure Examination (NCLEX-RN) and in direct patient care practice.

The Bachelor of Science in Nursing degree is awarded following the successful completion of 120 credit hours, which includes up to 60 transfer credits and 60 credits taken in the Nursing Program. Students who are seeking a first or second bachelor's degree may transfer up to 60 credits from an accredited institution to Tulane.

Requirements

Program Timeline

Students will complete 60 credit hours of professional nursing coursework in 4 consecutive semesters (16-months) following a prescribed program of study with admissions starting in the Fall, Spring and Summer sessions. Students in the nursing major may not register for any other courses.

Curriculum *(example with Fall start)*

Year 1

Fall		Credit Hours
NRSG 3000	Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 1	3
NRSG 3100	Wellness and Professional Success	3
NRSG 3200	Foundations of Nursing Practice	3
NRSG 3205	Foundations of Nursing Practice Practicum/Lab	1
NRSG 3210	Adult Health Assessment	3
NRSG 3215	Advanced Skills and Health Assessment Practicum/Lab	1
NRSG 3350	Community Immersion Preparation	1
	Credit Hours	**15**
Spring		
NRSG 3010	Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 2	3
NRSG 3400	Adult Health Nursing	4
NRSG 3450	Adult Health Practicum	3
NRSG 3500	Psychiatric Mental Health Nursing	3
NRSG 3550	Psychiatric Mental Health Practicum	2
	Credit Hours	**15**
Summer Session		
NRSG 4000	Nursing Research and Evidence-Based Practice	3
NRSG 4400	Complex Adult Health Nursing	4
NRSG 4450	Complex Adult Health Practicum	2
NRSG 4500	Population and Community Health Nursing	3
NRSG 4550	Community Immersion Practicum	3
	Credit Hours	**15**
Year 2		
Fall		
NRSG 4600	Pediatric Nursing (6 weeks)	3
NRSG 4650	Pediatric Nursing Practicum (6 weeks)	1
NRSG 4700	Maternal Newborn Nursing (6 weeks)	3
NRSG 4750	Maternal Newborn Nursing Practicum (6 weeks)	1
NRSG 4800	Management and Leadership in Nursing	3
NRSG 4950	Nursing Generalist Preceptorship & Seminar	4
	Credit Hours	**15**
	Total Credit Hours	**60**

Combined Degrees

- MD/MBA (p. 396)
- MD/MPH (p. 397)
- MD/MS in Bioethics (p. 398)
- MD/PhD (p. 399)

MD/MBA

Overview

Applicants interested in additional information on **MD degree** options, contact the Office of Admissions and Student Affairs at the Medical School:

Hours: Monday - Friday 8:00 a.m. - 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For information on **MBA degree** options, contact the Office of Graduate Admissions at the Freeman School:

Hours: Monday - Friday 8:30 a.m. - 5:00 p.m. (CST)
Phone: 504-865-5410
Email: abfadmit@tulane.edu

Future leaders in medicine must excel as clinicians as well as managers in the complex and rapidly evolving environment that now dominates healthcare. A growing number of medical students and physicians are complementing their medical education with MBA degrees. Holders of both degrees can operate their clinics more effectively, run a healthcare organization, manage a research project, or advocate for their patients and work to fix the healthcare system.

The School of Medicine partners with the internationally-recognized A. B. Freeman School of Business to offer medical students a joint MD/MBA program. This option allows students to earn both degrees more rapidly than when done separately. Two additional options are available for those who have already completed the medical degree.

Requirements

5-Year Program for Current MD Students

Students in the five-year combined program save a year of training when compared to getting both degrees separately. Students apply to the MBA program during the fall of their third year of medical school. Accepted students spend the fourth year of the program in the Freeman School. The fifth year is divided between the School of Medicine in the fall and the Freeman School in the spring.

MBA Curriculum in 5-Year Program

Course ID	Title	Credits
Year One		
Fall Semester		
First Seven Weeks		
ACCN 6000	Financial Accounting	2
FINE 6010	Economics for Managers	2
MCOM 6000	Corporate Communications	2
MGSC 6010	Introduction to Business Statistics	2
Second Seven Weeks		
FINE 6030	Managerial Finance	2
MGMT 6000	Strategy	2
MGMT 6010	Managing People	2
MGSC 6030	Analytics for Managers	2

Full Semester		
CDMA 6010	Career Development I	0
Spring Semester		
Intensive Immersion		
MGMT 6020	Business Negotiations	2
First Seven Weeks		
ACCN 6010	Managerial Accounting	2
MGSC 6040	Supply Chain and Operations Management	2
MKTG 6000	When Data Lie	2
MKTG 6010	Marketing Management	2
Second Seven Weeks		
FINE 6040	Financial Models for Business Decisions	2
LGST 6000	Essentials of Business Law	2
MGMT 6090	Data-Driven Strategic Management	2
Full Semester		
MGMT 6050	Consulting Practicum	3
CDMA 6020	Career Development II	0
Year Two		
Fall Semester		
MD Electives	Minimum of 11 credits will count in MBA degree from MD requirements	11
Spring Semester		
Electives		15
Total Credit Hours		**61**

MBA Options for Physicians

Physicians have two options to earn the MBA from the Freeman School. For working professionals, the Professional MBA (PMBA) Program (p. 159) requires 48 credit hours which can be completed by attending classes part-time on weekday evenings. The Executive MBA (EMBA) Program (p. 154) is an accelerated, alternate-weekend program for experienced professionals. The 48 credit-hour, lockstep curriculum can be completed in 17 months, primarily attending full-time day classes on Fridays and Saturdays.

MD/MPH

Overview

Applicants interested in additional information on **MD degrees,** contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

MD/MPH program information, contact Rachael Ruiz Currier, **504-988-7055** | rruiz1@tulane.edu

NOTE: Students must first be accepted into the School of Medicine before they are eligible to apply for the combined degree program.

Tulane's MD/MPH combined degree program is open to students who have been accepted to Tulane's School of Medicine and who wish to pursue both an MD from Tulane and an MPH from Tulane's School of Public Health and Tropical Medicine (SPHTM).

The MD/MPH program is a global, integrated program in an excellent learning environment which:

- Integrates healthcare training for individuals and populations;
- Provides the foundation for a holistic approach to patient care;
- Encompasses diverse and challenged populations domestically and internationally;
- Provides in-depth training in population and public health knowledge, behaviors, and skills; and,
- Allows students to match their specific population interest with a degree concentration in the School of Public Health and Tropical Medicine.

Program Information

Tulane's MD/MPH combined degree program offers Tulane School of Medicine students a unique opportunity to build on their patient-based medical education with a population-based public health degree. The combined degree program is designed to be completed in four or five years, integrating the requirements for the School of Medicine with those from the School of Public Health and Tropical Medicine. Browse the links below to learn more general information about the program.

Requirements

To receive the MD/MPH combined degree, students must fulfill all requirements for graduation from both schools before the graduation deadline.

While students develop MD/MPH competencies specific to both their medical and public health curricula (see below for links to specific competencies), the competency that bridges the public health curriculum with the medical school curriculum is that MD/MPH students graduate from the MD/MPH program with the ability to use educational experiences in the School of Medicine to apply population-based and public health findings and principles in assessing individuals and groups at risk of disease and injury and to translate these findings and principles into recommendations and actions for improved health in clinical practice settings.

SPHTM Requirements and Competencies

In addition to completing their School of Medicine curriculum, MD/MPH combined degree students must also complete the following requirements:

- Required core and programmatic courses in the School of Public Health and Tropical Medicine (SPHTM)
- Applied Practice Experience
- Integrated Learning Experience. All MD/MPH students are required to complete a culminating experience which requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences. Your culminating experience should demonstrate to your public health advisor that you have mastered the body of knowledge and can demonstrate proficiency in core and departmental competencies.

- Additional departmental requirements: each department has specific requirements for programmatic and elective courses and the culminating experience. In some cases, departments may have additional requirements that students should verify with their SPHTM department.

Students should verify all requirements with their SPHTM department and should make contact with their advisors each semester to verify their progress toward their degrees.

MD/MPH competencies for each department mirror that department's general competencies, which are available at the following links:

- Epidemiology - MPH in Epidemiology competencies (p. 492)
- Biostatistics and Data Science - MSPH in Biostatistics competencies (p. 481)
- Community Health and Behavioral Science - MPH in Community Health Sciences competencies (p. 504)
- Environmental Health Sciences - MPH in Disaster Management competencies (p. 483)
- Health Management and Policy - MPH in Health Systems Management competencies (p. 499)
- Tropical Medicine - MPH&TM competencies (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine/public-health-tropical-medicine-mphtm/)

SOM Requirements

MD Requirements (p. 371)

Courses in the School of Medicine that provide public health content and that MD/MPH combined degree students are required to take include the following:

- Foundations in Medicine I & II
- Family and Community Medicine clerkship
- MD/MPH one-month rotation (3rd or 4th year)
- Medical microbiology
- Genetics
- Clinical diagnosis (evidence-based medicine)

Any changes in the School of Medicine curriculum that reduce the public health content courses may require that MD/MPH combined degree students complete additional credit hours in the School of Public Health and Tropical Medicine to meet degree requirements.

Program Options

Generally, MD students are able to complete only a single combined degree during their customary time at SOM. Multiple combined degrees are generally not possible or advisable.

Tulane's MD/MPH program offers the following two options for students who have (1) earned a baccalaureate degree, and (2) already been admitted to Tulane University School of Medicine (SOM) and who wish to complete the requirements for both the medical degree and public health degree:

Four-Year Option (for incoming or T1 SOM students)

Applicants to the 4-year program must have earned a 28 or higher on the MCAT and/or a 504 or higher on the MCAT2015.

Requirements for the MD/MPH combined degree should be completed within 4 years: students must graduate with both degrees concurrently.

Students are strongly encouraged to begin the combined degree program the summer before their SOM curriculum begins. Students may begin the four-year program as late as the spring of their T1 year. If you have been admitted to SOM, you can apply for the four-year program. Please email Adam Maese (amaese@tulane.edu?subject=MDMPH%20application) for an application form.

Five-Year Option (for T2 or T3 SOM students)

Students who will require more than 4 years to complete the requirements for the medical and the public health degrees are also eligible for the MD/MPH combined degree program. Students choose this option for a variety of reasons, including a desire to focus exclusively on public health for a year, career exploration, Couples Match timing, and a host of other personal reasons.

In the five-year option, students must graduate with both degrees concurrently. The most common path for these students is to take a leave of absence from SOM after either the T2 or T3 year of medical school.

Students who choose this option have been admitted to SOM and are generally in their T2 or T3 years. Students may also begin the program by pursuing the four-year option and then opt to take a year off from SOM to complete the MD/MPH combined degree in five years. The requirements for both options are the same; however, the application process differs.

T4 students are not eligible to begin their public health studies as part of the five-year program in the MD/MPH combined degree program. However, T4 SOM students who wish to pursue a public health degree are encouraged to pursue their public health degree as a non-combined-degree student by applying directly to the School of Public Health and Tropical Medicine and completing the public health curriculum for non-combined-degree students.

A student may not receive the MD degree and then continue working on MPH requirements as part of the MD/MPH combined degree program. A student may graduate with the MD degree and may continue working towards their public health degree, but must meet the full MPH, MSPH, or MPH&TM requirements for non-combined-degree students. MD/MPH students can discuss the non-combined-degree public health requirements with their public health advisors if they wish to delay completing their MPH requirements until after they earn their MD degrees.

MD/MS in Bioethics

Overview

This 33-credit-hour program leading to a Master of Science in Bioethics and Medical Humanities is completed while earning the MD, with all coursework normally completed in the first two years of the MD program. The MS is granted at the same time as the MD and adds **no additional time** to the four years of medical school. MS coursework is done on **Wednesday and Friday** afternoons — reserved specifically in Years 1 and 2 for all of the School of Medicine's dual degree program students and for medical student electives — and through elective coursework offered in the summers before and after Year 1.

Students in professional schools may also complete the program in its one-year format in a gap year, allowing them to graduate with the MD and MS in 5 total years.

The core courses provide essential grounding in the foundations of bioethics and medical humanities, current controversies in health care ethics, and the social and ethical contexts of health care decision-making; participation in hospital rounds emphasizes the practical realities of clinical ethics, and a capstone seminar integrates program courses with one another and with students' experience in the health care professions. The program also offers elective courses and with permission other relevant courses from other schools and departments at Tulane University may be taken as electives. Students can focus on either bioethics or medical humanities, and upon graduation will be well-suited for roles on clinical ethics committees and consultation, IRBs, and teaching ethics and medical humanities in schools of medicine and elsewhere.

Applicants interested in additional information on **MD degrees,** contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For **Master Programs in Biomedical Science** information, contact **bms@tulane.edu. (bms@tulane.edu)**

Requirements

Courses are taken following one of the two tracks below:

BIOETHICS TRACK

Distribution	Credits
BEMH 6002 Foundations of Bioethics	3
BEMH 6009 Current Controversies in Bioethics	3
BEMH 6003 Medical Humanities	3
BEMH 6007 Ethical Theory	3
BEMH 6011 Clinical Ethics	3
BEMH 6010 Research Ethics	3
BEMH 6020 Capstone Project	3
Electives	12

MEDICAL HUMANITIES TRACK

Distribution	Credits
BEMH 6002 Foundations of Bioethics	3
BEMH 6009 Current Controversies in Bioethics	3
BEMH 6003 Medical Humanities	3
BEMH 6005 Medicine in Literature and Film	3
or BEMH 6012 The End of Life in Film & Lit.	
BEMH 6008 History of Medicine	3
BEMH 6016 Narrative in Medicine	3
BEMH 6020 Capstone Project	3
Electives	12

Elective Courses offered include: [1]

Course ID	Title	Credits
BEMH 6001	Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics	3
BEMH 6006	The Doctor As Author	3
BEMH 6012	The End of Life in Film & Lit.	3
BEMH 6013	Medicine and Identity	3
BEMH 6014	Pandemic Ethics	3
BEMH 6015	Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction	3

[1] Elective courses are subject to change, and new electives are being created all the time. Please consult your advisor.

BIOETHICS TRACK

- Ethical Theory
- Introduction to Clinical Ethics
- Research Ethics

MEDICAL HUMANITIES TRACK

- Literature and Film in Medicine
- History of Medicine
- Narrative in Medicine

MD/PhD

Overview

Applicants interested in additional information on **MD degrees,** contact the Office of Admissions and Student Affairs:

Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. (CST)
Phone: 504-988-5331
Email: medsch@tulane.edu

For **PhD program** information, contact **bms@tulane.edu**

Tulane brings together some of the nation's most talented young people with nationally- and internationally-recognized teachers and researchers: all in the context of a vibrant city replete with opportunities both in and out of the lab and classroom. Whatever studies you pursue, your learning will intersect with the city's unique mix of influences- ethnic, musical, architectural, geographical, commercial, political, environmental, and social. Beyond the classroom and lab, Tulane also provides you with multiple opportunities for career development and possible career exploration, both in and outside of academia. As a Tulane graduate student, you will find unmatched opportunities: opportunities to pursue ideas and work that matters to others, and opportunities to grow and mature.

There are two tracks to receiving a combined MD/PHD degree, also known as the Physician Scientist Program (PSP). Both tracks start with Medical School for 2 years, followed by 3-4 years in the BMS Phd program before returning to Medical School for the last 2 years.

PSP-A students apply through the Medical School AMCAS application process for both degrees. Applicants cannot apply to the PSP-A program and Medical School. They must choose one.

- 2 students are accepted each year. Must have exceptional academic credentials and prior research experience.
- Accepted students receive a fellowship covering both medical and graduate school tuition costs.
- A stipend is paid for the duration of study in both the Graduate School and Medical School.
- Accepted students must begin research lab rotations the summer prior to entry into medical school.
- Accepted students must complete both the PhD and MD degree.

Track B or PSP-B students must have applied for and been accepted into Tulane Medical School. PSP-B track students apply for the PhD program through the Biomedical Sciences application system any time after beginning medical school studies but no later than the beginning of their third year of medical school.

- A stipend is paid for the duration of the program after acceptance.
- PSP-B students receive tuition remittance only for the PhD portion of their studies, not Medical School.
-

Requirements

MD Requirements

Students complete their pre-clinical curriculum (first and second years) as a cohort and are registered by the School of Medicine Office of Admissions and Student Affairs. First- and second-year students will receive information through email listservs and dean's hours about how and when to choose their preclinical electives.

Third-year students complete their seven required clinical clerkships in a lock-step fashion. Third-year students will receive information through email listservs and dean's hours about how and when to find information about their third-year clerkships through eMedley's eCurriculum, and how to request a particular clinical clerkship path.

Fourth-year students select block dates for their required fourth-year rotations and electives through a lottery system. Fourth-year students will receive information through email listservs and dean's hours about how to use eMedley's eCurriculum's registration and scheduling resources.

Year 1		Credit Hours
GANT 1008	Gross Anatomy	8
BIOC 1010	Biochemistry	7
GENE 1007	Genetics	1
HSTO 1001	Histology	5
PYSI 1002	Physiology	5
FIM1 1005	Foundations Med I	5
One pre-clinical elective in first or second year		1
	Credit Hours	**32**
Year 2		
BRBH 2006	Brain, Mind and Behavior	6
CLDG 2004	Clinical Diagnosis	3
FIM2 2005	Foundations Med II	2
IMMU 2001	Immunology	1
MICR 2000	Intro to Infectious Diseases	4
PATH 2002	Mechnms of Disease	14
PHAR 2003	Pharmacology	5
One pre-clinical elective in first or second year		1
	Credit Hours	**36**
Year 3		
Passing score on USMLE Step 1 [1]		
FAMY 3000	Family Medicine	6
SURG 3000	Surgery	8
PEDS 3000	Pediatrics	8
PYCH 3000	Psychiatry	4
NEUR 3000	Neurology	4
OBGY 3000	Obstetrics & Gynecology	8
MED 3000	Medicine	8
	Credit Hours	**46**
Year 4		
Passing scores on USMLE Step 2 Clinical Knowledge and Clinical Skills [2]		
MED 4409	Community Health [3]	4
EMER 4020	Emergency Medicine	2
ACLS training (complete before EMER4020) [4]		
RADS 3020	Radiology	2
Acting Internship (see various departments)		4
Clinical electives (see various departments) [5]		30
5 Interdisciplinary Seminars (offered through Office of Medical Education)		
	Credit Hours	**42**
	Total Credit Hours	**156**

[1] Students must record a passing USMLE Step 1 score by October of their third year or they will be placed on leave of absence. See the Tulane School of Medicine handbook and policies for more information.

[2] Students must record passing USMLE Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) scores to graduate. Students are encouraged to take both Step 2 CK and Step 2 CS by December of their fourth year. See the Tulane School of Medicine handbook and policies for more information.

[3] Students in Tulane's MD/MPH combined program and students who matriculated with or before the Class of 2015 are exempt from the MED4409 requirement but must complete 34 weeks' worth of electives.

[4] ACLS training is provided through Tulane University's SIM Center. Students should consult the SIM Center for available training days/times.

[5] Students in Class of 2021 are limited to a maximum of 1 online elective in their T3 year, and are limited to a maximum of 4 online electives in their T4 year: this limit should assist students with the busy interview season, but will also help students focus primarily on face-to-face, clinical elective opportunities. Students graduating after 2021 are advised that the Curriculum Committee may further reduce the maximum number of online electives that T4s may complete.

PhD Curriculum

In the first two semesters, all students take the identical core curriculum, described below. In conjunction with the course work in the first year, students rotate in 6-week blocks through three of the Program's participating research laboratories of the student's choice. This allows students to become more familiar with BMS research and faculty. Students should choose a Dissertation Advisor by the end of the second semester but must choose a Dissertation Advisor by the end of the third semester. Students may choose to further specify their study by choosing an Area of Research Emphasis (a Departmental Track in Anatomy, Biochemistry, Medical Genetics and Genomics, Microbiology and Immunology, Pathology, Pharmacology or Physiology). An area of research emphasis may add further course requirements beyond those required for the Biomedical Sciences PhD degree without specialization.

Year 1

Fall		**Credit Hours**
BMSP 6070	Advanced Cell Biology	3
GBCH 6010	Graduate Biochemistry	4
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7120	Research Topics and Rotations (2 credits for seminar, 2 for first rotation)	4
BMSP 7100	Biomed Sciences Workshop	1
	Credit Hours	**13**
Spring		
GBCH 7250	Biomedical Statistics and Data Analysis	2
EPID 7810	Human Molecular Genetics	3
BMSP 7770	Physiological Basis of Disease	3
BMSP 7150	Seminar	1
BMSP 7130	Research Topics and Rotations (2 credits each for 2nd and 3rd rotations)	4
BMSP 7110	Workshop	1
	Credit Hours	**14**

Year 2

Fall		
BMSP 7140	Biomedical Sci Seminar	1
BMSP 7100	Biomed Sciences Workshop	1
BMSP 7990	Independent Study	1-6
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**3-8**
Spring		
BMSP 7150	Seminar	1
Workshop [1]		1-6
MIIM 7400	Responsible Conduct of Biomedical Research	2
Electives (to be chosen in consultation with dissertation advisor)		
	Credit Hours	**4-9**
Summer Session		
Students must begin their dissertation research or perform more research rotations during the Summer semester of their first year.		
	Credit Hours	**0**
	Total Credit Hours	**34-44**

[1] BMSP 7110 Workshop (1 c.h.), BMSP 7990 Independent Study (1-6 c.h.), or another mentor focused workshop course

Ideally, the student should choose a dissertation advisor at the end of the Spring semester.

Total for Second Year Fall + Spring must equal at least 21 credit hours

Coursework in the 2nd year must include at least 6 credit hours of lecture-based course work (Electives) and 11 credit hours of Independent Study (Research).

A minimum of 48 credit hours of course work and independent study is required for the PhD. All formal course work is to be completed within the first two years. Students may take Independent Study (BMSP 7990 Independent Study (1-6 c.h.) or equivalent) for 1-6 credits per semester for a maximum of 12 credits total during the first two years. The remaining hours of coursework are selected from the elective curriculum by the student in consultation with the dissertation advisor. Once coursework is completed, the student must demonstrate the ability to carry out independent study and research in a chosen field, as evidenced in the dissertation. Students ordinarily complete the requirements for the Ph.D. degree between four and seven years from the date of matriculation in the program.

Physician/Scientist Program Requirements

Medical School- Years 1 & 2

Our medical school first and second year curriculum provides the necessary foundation for graduates to be well prepared to enter any field of medicine. Emphasis has been placed on self-directed learning, integration of basic and clinical sciences, and more active forms of learning. Students' medical careers begin with the White Coat

Ceremony, which defines the commitment and dedication they have made to their patients and themselves as they enter medical school. Students learn basic science knowledge during the first two years in lectures, problem-based learning sessions, small group discussions, laboratories, and clinical correlations. In mid-June of the second year, students sit for Step 1 of the USMLE.

Graduate School

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Medical School - Years 3 & 4

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BMSP 7990 Independent Study (4-6 credits depending upon elective chosen)
Elective Courses
Attend BMS Retreat (no credits)
Safety Training (no credits)

Spring:
GBCH 7250 Biostatistics (2 credits)
BMSP 7110 Workshop (1 credit)
BMSP 7150 Seminar (1 credit)
BMSP 7990 Independent Study (2-4 credits depending upon elective chosen)
Elective

Course Transfer from Medical School (24 credits)

Second Year

The second year consists of only Workshop (BMSP 7100 - 1credit/semester) and Seminar (BMSP 7140 1 credit/semester) to complete a total of 48 credit hours. Students must also register for Independent Study (BMSP 7990) or Selected topics (BMSP 7500) to maintain full time status. Second year will have no other formal didactic courses. However, if a student chooses a mentor within a specific area of research emphasis, further requirements may be necessary.

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Medical School - Years 3 & 4

SCHOOL OF PROFESSIONAL ADVANCEMENT

Administration

Ilianna H. Kwaske, Ph.D.
Interim Dean and Sr. Professor of Practice

William Rials, Ph.D.
Interim Associate Dean for Academic Affairs and Sr. Professor of Practice

Christa Payne, M.B.A.
Chief Business Officer

Sheila Gold, DSW
Assistant Dean of Admissions & Recruitment

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

Uptown Campus

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

SoPA Freret Offices
7039 Freret Street - 2nd Floor
New Orleans, LA 70118
(504) 865-5555
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Introduction

The School of Professional Advancement (SoPA) offers high-quality degree and certificate programs in the humanities and in applied fields that are directly relevant to the needs and interests of working adults. Our faculty, most of whom are working professionals, ensure that our programs stay up to date, helping our graduates to maximize the value of their degrees. For over 130 years, SoPA has extended the resources of Tulane University to the communities it serves.

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

Mission

SoPA offers high-quality, distinctive undergraduate and graduate professional programs to a diverse student population in New Orleans and beyond.

History

Tulane University started offering courses to working adults in the 1880s in the areas of teacher preparation and the trades. In 1942, a range of programs across the University were consolidated into University College, which was renamed the School of Continuing Studies in 2006 as part of the University's post-Hurricane Katrina Renewal Plan. The school's name was changed to the School of Professional Advancement in 2017, to allow for a clearer focus on working adults and offering applied academic programs relevant to jobs and careers. Although the name has changed over time, the mission has remained constant: to develop and deliver distinctive undergraduate and graduate professional programs of the highest quality for a diverse student population.

Accreditation

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

Programs of Study

One of the school's greatest strengths is the diversity of its academic offerings and the flexibility with which students may approach them. SoPA offers several undergraduate and graduate programs in applied areas that prepare students to enter the workforce, as well as in the humanities and social sciences. Undergraduate students may pursue a bachelor's degree with a major offered by SoPA or work toward a major offered through another undergraduate division of the university, with a plan for transferring to that division. Individuals with a bachelor's degree may enroll in a master's degree, a graduate-level certificate program, or a post-baccalaureate certificate. Students may also prepare to transfer to a degree program at another school at the university or take miscellaneous courses that suit their personal interests or professional needs.

Bachelor Degree Programs

- Digital Design, B.A. (p. 466)
- Digital Media & Marketing Communications, B.A. (p. 467)
- Elementary Education (Grades 1-5) Coordinate Major (p. 443)
- Exercise Science, B.S. (p. 464)
- General Legal Studies, B.A. (p. 451)
- Health and Wellness, B.A. (p. 464)
- Homeland Security, B.A. (p. 449)
- Human Resources, B.A. (p. 439)
- Humanities, B.A. (p. 454)
- Information Technology, B.S. (p. 455)
- Nursing, BSN (p. 395)
- Organizational Behavior and Management Studies, B.S. (p. 440)
- Public Relations, B.A. (p. 469)
- Secondary Education (Grades 6-12) Coordinate Major (p. 445)
- Social Sciences, B.A. (p. 454)

Master's Degree Programs

- Cybersecurity Management, Master of Science (p. 458)
- Early Childhood Education, MAT (p. 442)
- Elementary Education, MAT (p. 443)
- Emergency Management, Master of Professional Studies (p. 448)
- Homeland Security Studies, Master of Professional Studies (p. 449)
- Information Technology Management, Master of Science (p. 458)

- Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED (p. 460)
- Liberal Arts, Master of Liberal Arts (p. 455)
- Master of Education, M.Ed. (p. 445)
- Master of Public Administration with Concentration in Emergency Management, MPA (p. 461)
- Master of Public Administration with Concentration in Public Health, MPA (p. 461)
- Master of Public Administration, MPA (p. 462)
- Secondary Education, MAT (p. 446)
- Sport Studies, Master of Science (p. 465)

Minors

- Applied Business Studies Minor (p. 439)
- Digital Media & Marketing Communications, Minor (p. 468)
- Exercise Science Minor (p. 464)
- General Legal Studies Minor (p. 452)
- Graphic Design, Minor (p. 469)
- Health and Wellness Minor (p. 464)
- Homeland Security Studies Minor (p. 449)
- Human Resource Development Minor (p. 440)
- Information Technology Minor (p. 457)
- Interactive UX/UI Design, Minor (p. 469)
- Public Relations, Minor (p. 469)
- Small Business Development Minor (p. 441)
- Teaching English Learners, Minor (p. 447)
- Teaching, Learning, and Training Minor (p. 447)

Certificates

- Accounting Fundamentals Certificate (p. 439)
- Advanced Emergency Management Certificate (Graduate) (p. 448)
- Applied Business Certificate (p. 439)
- Cyber Defense Certificate (Graduate) (p. 457)
- Cyber Leadership Certificate (Graduate) (p. 457)
- Cyber Technology Certificate (Graduate) (p. 457)
- Data Science & Cloud Certificate (Graduate) (p. 458)
- Digital Design, Post-Baccalaureate Certificate (p. 467)
- Digital Media & Marketing Communications, Certificate (p. 468)
- Economic Development Certificate (Graduate) (p. 460)
- Emergency Management Certificate (Graduate) (p. 448)
- Environmental Management & Resilience Certificate (Graduate) (p. 460)
- Equity-Centered Education Leadership Certificate (Graduate) (p. 444)
- Human Resource Fundamentals Certificate (p. 440)
- Intelligence Studies Certificate (Graduate) (p. 450)
- IT Strategic Planning Certificate (Graduate) (p. 459)
- Learner Experience Design Certificate (Graduate) (p. 444)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (p. 463)
- Open Source Intelligence Certificate (Graduate) (p. 450)
- Paralegal Studies Post-Baccalaureate Certificate (p. 453)
- Public Relations, Certificate (p. 470)
- Security Management Certificate (Graduate) (p. 450)
- Small Business Development Certificate (p. 441)
- Special Education Certificate (Graduate) (p. 446)
- Sport Administration Certificate (Graduate) (p. 465)
- Sport Coaching Certificate (Graduate) (p. 465)
- Sport Security Certificate (Graduate) (p. 451)
- Teaching English Learners Certificate (Graduate) (p. 447)
- Technology Architecture Certificate (Graduate) (p. 459)

Academic Options

Accelerated Master's Programs

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

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

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

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

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

Cross Registration

Undergraduate students may enroll in undergraduate courses not listed in SoPA offerings. For courses listed under the School of Liberal Arts, students need only meet the prerequisites before enrolling. The Schools of Architecture, Business, Public Health and Tropical Medicine, or Science and Engineering courses require the relevant dean's approval for enrollment in undergraduate courses. Graduate students should check with their program director in advance of registering for courses outside of SoPA if they wish to apply those courses toward the graduate degree.

Please note that the tuition rate charged for courses taken outside of SoPA courses may be significantly higher than the SoPA course tuition rate.

Double Undergraduate Majors

Students may complete two majors by meeting the requirements established by the departments concerned. Although two diplomas are not awarded for a double major, both majors are listed on the permanent record from which transcripts are made. To undertake a

double major, students must plan each major with the department concerned. Some minimal overlap may occur: in cases where one course is listed by two major departments as part of the major curriculum of each. In any case, each major of a double major must show at least eight courses that do not overlap, except a double major in Cell and Molecular Biology where no more than five courses may overlap.

Dual Undergraduate Degrees

Tulane University offers the option of obtaining two undergraduate degrees.

SoPA students may earn dual degrees (e.g. BS, BA, BSN) by completing a minimum of 150 credits and satisfying all requirements for each degree and each major. SoPA students should consult with their advisers to ensure all degree requirements are met.

Second Undergraduate Degrees

Students already holding a baccalaureate degree from an accredited institution may enroll in SoPA for a second baccalaureate degree. They may transfer up to 60 credits to Tulane. To earn a second bachelor's degree, students must complete at least 60 credits at Tulane, for a minimum of 120 credits, and fulfill all degree and major requirements. All degree and major requirements must be fulfilled, including the following:

Distribution	Credits
Writing	6
Quantitative Reasoning/Math	3
Global Perspectives/ Foreign Language	3
Humanities	3
Social Sciences	3
Science	3
Race & Inclusion	3

Independent Study

Some programs and departments offer independent study under the direction of a faculty member to a limited number of students of superior scholastic standing .

The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the faculty member. Students who wish to take an independent studies course must have the approval of the program director and associate dean for academic affairs.

Minors Offered

To be awarded an undergraduate minor, students must have a 2.00 grade-point average in all required coursework and 50 percent of the coursework must be earned at Tulane.

The School of Liberal Arts and School of Science and Engineering

SoPA students may select any major in the School of Liberal Arts or the School of Science and Engineering which offers a B.A. or B.S. or B.S.E. degree. The academic departments determine the requirements for these majors. Students electing this option must fulfill the core curriculum requirements for the major. SoPA undergraduate students who wish to major in a program not available within SoPA (i.e. a major in the School of Liberal Arts or the School of Science and Engineering) will be required to meet Newcomb-Tulane College residency requirements. Those requirements are that students must earn at least 60 credits in Newcomb-Tulane College courses (which may be cross-listed with SoPA), the last thirty of which must be earned while enrolled in Newcomb-Tulane College. In practice, this requires the student to transfer into Newcomb-Tulane College prior to earning their 90th college credit. SoPA students with a non-SoPA minor will not be required to transfer.

Students should consult with their SoPA advisor if they wish to pursue a major offered by these schools.

Majors completed in disciplines not sponsored by SoPA will likely require that the student take some courses at a significantly higher tuition rate than is available directly through SoPA.

Special Programs

Concurrent Enrollment for High School Students

SoPA offers a concurrent undergraduate enrollment program for outstanding high school students. The concurrent enrollment program offers qualified 11th and 12th-grade students the opportunity to get an early start on their college education. Students take regular college coursework and earn credits and grades that become a part of their permanent college record. Concurrent enrollment students may apply for admission to Tulane upon graduation from high school, or they may transfer their Tulane credits to another institution, depending on the regulations in effect at that institution.

Concurrent enrollment students may enroll in either or both semesters of the regular academic year or the summer sessions.

To qualify, students must have a minimum grade point average of 3.2. Standardized tests are preferred but not required for admission. In addition, the student's high school counselor, teacher, or principal, must submit a letter of recommendation stating that the student has the necessary academic skills and personal development to succeed at Tulane University. Students meeting these admission standards must also submit a Concurrent Enrollment application along with a $40 application fee. SoPA will not admit any student to the Concurrent Enrollment program without all required material and records. Students are limited to two undergraduate courses per semester.

SoPA tuition rates apply to all courses.

Student Government

Student government is funded by a mandatory student fee. Part of the income goes to Tulane University student organizations and activities, and part is retained by the SoPA Student Government Association. Student activity fees are distributed by the Associated Student Body, which organizes campus activities. The SoPA Student Government Association is part of the Graduate and Professional Student Association and requests its budget from that body.

Students interested in student government should contact the assistant dean for student support and success at 504-865-5333.

Alumni Association

All graduates of SoPA automatically become members of the Alumni Association. There are no dues. The purpose of the association is to promote the idea of higher education with emphasis on the continuing education of adults and to encourage fellowship among members.

Contact with the Alumni Association may be made by calling the Office of Alumni Relations at (504) 865-5901 or online (https://alumni.tulane.edu).

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Academic Policies

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Academic Policies & Procedures

Academic Calendar

SoPA’s academic calendar is built on a semester framework. Per academic year, there are two semesters - fall and spring- and summer sessions. The fall and spring semesters are 15 weeks long. The full summer session is 12 weeks. During early and late summer sessions, intensive six-week courses are offered.

Deadlines for adding and dropping courses may be found on the SoPA website (https://sopa.tulane.edu/student-information/academic-calendars/).

Campus

SoPA courses are offered at the Uptown campus, as well as online.

Academic Advising

Students are assigned a SoPA academic advisor upon admission, and are encouraged to maintain regular contact with their academic advisors in matters relating to academic planning, satisfaction of degree requirements, quality of work rules, and transfer of credit from other institutions.

Admission

Undergraduate Admission

Applicants to SoPA are not required to submit ACT or SAT test scores in order to be admitted but must hold a high school diploma or general equivalent diploma. Continued enrollment is based on satisfactory academic performance.

Individuals wishing to study through SoPA should complete the online application form (https://applysopa.tulane.edu/apply/), along with a non-refundable processing fee. Applicants who have attended college previously and plan to work toward a degree or certificate must contact all former schools and have official transcripts sent directly to SoPA. Those who have not previously attended college must submit a copy of their high school transcript (or equivalent) with their application.

Individuals desiring to attend SoPA and who do not plan to earn a degree (i.e. are "non-matriculating") do not need to submit transcripts of previous college work. However, proof of high school graduation is still required. Individuals who earned less than a 2.0 grade point average, or who were dismissed from, or on probation at, their last college may be admitted on probation at the discretion of the Academic Performance Committee. Conditions of probation at entry generally include a load limit of seven credits in the first semester. Continued enrollment after entering on probation is generally contingent upon the student earning grades of C or better in all courses taken the first semester.

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

Interdivisional Transfer

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

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

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

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

Graduate Admissions

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

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

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

Non-degree Seeking Graduate Student Policy

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

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

Up to 9 semester hours of coursework completed as a NDS graduate student may be applied toward degree and residence requirements with the program director's and the Dean's approval. NDS graduate students may not register for more than six credits in one semester.

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

Prior Learning / Transfer Credit

Prior Learning credit can be awarded for learning outside of the classroom, including work experience, previous education, military and other post-secondary training, or by examinations such as the College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). For undergraduate students, the total of all prior learning credits, including credits transferred from other schools, cannot exceed 60 credits; for graduate students, the total of all prior learning credits cannot exceed 9 credits.

Transfer Credit

Undergraduate Students

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

Individual academic departments at Tulane outside of SoPA may have rules governing the transfer of credits that may affect students, i.e. may not accept community college transfer credits that SoPA does accept. For specifics, contact a SoPA academic advisor.

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

Students with transfer credits should see an academic advisor before the end of their first semester to have their credits evaluated. When transcripts are received, students will be notified via a receipt of transcript acknowledgement sent to their Tulane email accounts. Students who do not receive a transcript receipt within a reasonable time frame should contact the SoPA Records Manager to check the status.

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

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

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

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

**Referred to as "regionally accredited" prior to 2020.*

Graduate Students

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

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

Credit for Life and Work Experience

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

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

Portfolio Assessment Credit

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

SoPA will award up to 24 portfolio credits to students earning a bachelor's degree. Graduate students may earn up to six portfolio credits. Undergraduate students may earn an additional three elective credits for completing PAPL 1000, the Prior Learning Portfolio Development course. PAPL 1000 is offered online and is graded Pass/Fail.

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

- General Legal Studies
- Business Studies
- Emergency & Security Studies
- Kinesiology
- Media + Design
- Information Technology
- Public Administration

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

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

American Council on Education (ACE) Credits

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

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

Military and Public Safety Training

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

Credit by Examination

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

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

Exam Name	Tulane Class	Minimum Passing Score
Financial Accounting	BSAC 1120 Elementary Accounting	65
Introductory Business Law	BSBL 3400 Legal Aspects of Business	60
Principles of Management	BSMT 2310 Principles of Management	63
Principles of Marketing	BSMK 3200 Introduction to Marketing Principles	65
Information Systems	CPST 1200 Fundamentals of IS & IT	66
Humanities	PAHM 2010 Humanities	55
American Government	POLA 2100 American Government	50
Introductory Sociology	SOCI 2010 Foundations of Sociology	50
Western Civilization I	HISE 1210 Western Civilization I	55
Western Civilization II	HISE 1220 Western Civilization II	54
Calculus	MATH 1210 Calculus I	50
Chemistry	CHEM 1070 General Chemistry I	50
Introductory Psychology	PSYC 1000 Introductory Psychology	50
Natural Sciences	PANA 2010 Natural Sciences	62

DSST

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

Exam Name	Tulane Class	Minimum Passing Score
Human Resource Management	HRDV 3330 Introduction to Human Resources	53/434
Money and Banking	BSFN 3310 Money and Banking	54/434
Organizational Behavior	BSMT 3340 Organizational Behavior	52/434
Principles of Finance	BSFN 2210 Introduction to Finance	53/434
Intro to World Religions	PARL 3330 Introduction to World Religions	52/434

Principles of Public Speaking	SPEC 1400 Persuasive Public Speaking	52/434
Here's to Your Health	WLHP 1800 Fundamentals of Health	51/434
Physical Geology	EENS 1110 Physical Geology	46/400
Principles of Statistics	MATH 1110 Probability and Statistics I	48/400

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

Registration Policies and Procedures

Registration

SoPA students are governed by the registration policies and procedures set by the university. Consult the University Catalog Registration Policies and Procedures (p. 16) regarding the registration and confirmation process.

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

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

Tuition and Fees

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

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

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

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

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

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

Changes to Academic Records

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

Retention of Academic Records

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

Add/Drop Policy

Students wishing to add or drop courses should consult the academic calendar (https://sopa.tulane.edu/student-information/academic-calendars/) for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties.

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

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

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

Withdrawal

Voluntary

A student who has registered for a semester and needs to drop all of his or her courses must complete a Withdrawal for the Term form, which can be completed online. Students should contact their advisor to withdraw from all courses in the term.

Medical

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

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

Refunds are based on the official date of withdrawal.

SoPA requires medical clearance before a student can continue studies in a semester that begins after administrative action has been taken on behalf of the student for medical reasons. Students will petition to return from medical leave following the protocol defined by the Division of Student Affairs (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/). Students should contact their academic advisor to return from medical leave.

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

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

Academic Performance Policies

Credits and Grades
Undergraduate and graduate units at Tulane University are measured by credits that correspond to the number of hours the class meets per week.

Most courses meet three hours a week and are valued at three credits. SoPA, along with the other divisions of Tulane uses a plus/minus grading system. Each grade is assigned a number of "quality points" that are used in the calculation of the grade point average (GPA). Grades and quality points used at SoPA are as follows:

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

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

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

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

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

Incompletes
UNDERGRADUATE

An incomplete grade, I, is given at the discretion of instructors with the approval of the program director when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 30 days. For undergraduate students, an incomplete grade allows a maximum extension of 30 business days after the end of the term for the completion of the coursework. Students will work with their instructors to develop a plan and timeline to complete outstanding work. If the work has not been submitted by the deadline, the incomplete grade is converted to an F. Extensions of the 30-day deadline may be requested in writing by the student and must be approved by the instructor and the SoPA associate dean for academic affairs. Extensions are approved only when a student has made an attempt to complete the missing work within the original 30-day period but, in the view of the instructor and the associate dean, has been prevented from completing the work by some special circumstance beyond the student's control. Extensions must be approved before the 30-day deadline expires; extensions are not approved retroactively.

GRADUATE

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

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

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

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

Repeated Courses

Undergraduate students may repeat courses in which they have earned a grade of D+ or lower. No more than one course may be repeated in any semester. For each repeated course, only the second grade, whether higher or lower than the initial grade, will be used to calculate the student's GPA. The initial grade will not count as credit hours attempted or earned, and therefore is not calculated in the GPA, but it will remain visible on the student's transcript. The grade penalty for a WF is never removed from the GPA. Grades assigned by a university committee, including a WF for an Honor Code conviction, cannot be removed from the student's transcript or cumulative grade-point average even though the course may be repeated.

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

Maximum Credits for SoPA Students

Undergraduate students in good academic standing at SoPA are allowed to register for up to 19 credits per semester. Students on probation are typically limited to 7 credits. Undergraduate students may not enroll in 7000-level courses unless they have program director approval. First-time undergraduates admitted to SoPA will be limited to 11 credits in their initial fall or spring semester. Transfer students, as defined by federal guidelines, may register for up to 19 credits starting in their first semesters. Graduate students may not enroll in more than 9 credits per semester without the approval of the program director.

Honors

Dean's List

A dean's list of undergraduate students is compiled at the end of the fall and spring semesters. To be eligible for the dean's list, students classified as freshmen and sophomores (have earned 6-56 completed credits) must earn a minimum GPA of 3.50 in at least six completed credits. Students classified as juniors and seniors (have 57-120 completed credits) must earn a minimum GPA of 3.67 in at least six completed credits. In all cases, satisfactory/unsatisfactory credits are excluded from determining the dean's list.

Latin Honors

Superior baccalaureate students are recognized at graduation by the award of Latin Honors. To qualify, a SoPA student must have a cumulative grade point average of at least 3.60, must have earned at least 36 credits at Tulane University excluding those earned in courses on a satisfactory/unsatisfactory basis, and must be receiving a bachelor's degree. Latin Honors are awarded as follows, based on cumulative grade point average:

- Summa cum laude = 3.900
- Magna cum laude = 3.800
- Cum laude = 3.600

Alpha Sigma Lambda Honor Society

The Theta Chapter of Alpha Sigma Lambda is a national scholastic honor society for adult undergraduate college students who are juniors or seniors. Invitations for membership are extended each year to qualified students. To be eligible, students must be enrolled in a degree program, have attended SoPA for at least three semesters, earned at least 36 credits at Tulane, and have a cumulative grade-point average of at least 3.200. Students must be in good standing with the university and may not have an honor board violation on their record. Students with pending Honor Board cases may not be considered until the case has been adjudicated. Additional information on requirements and invitations to membership may be obtained from the chapter advisor at SoPA.

Requirements for Graduation

Students must submit an application for degree/certificate early in the semester in which they plan to graduate. This application must be completed with the student's academic advisor. Applications for degree/certificate are available on the SoPA website (https://sopa.tulane.edu/student-information/sopa-forms/) and at each campus location. When students apply for their degree, their work is evaluated by the criteria in place at the start of their work toward that degree. SoPA updates programs periodically; changes in our curriculum go into effect for students who start the program the following semester. If you are concerned that a change in our curriculum will affect your degree requirements, or if you would like to take advantage of such changes, contact your advisor.

Limitations

Leave Restrictions for Returning Students

Students who return to the SoPA after an absence of more than two years may not be able to complete the program in which they originally enrolled. Returning students should talk with an academic advisor to determine possible changes in requirements or curriculum.

Academic Standards

A student may be dismissed from SoPA for lack of sufficient academic progress toward fulfilling degree requirements. Through adherence to these regulations, the university seeks to ensure that its educational facilities are reserved for capable and motivated students. For continued eligibility, academic progress is measured both by minimum credit and minimum grade-point average.

Academic Progress

Undergraduate Classification

Undergraduate classification is based on cumulative earned credits:

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

Minimum Credits and Grade Point Average Quality-of-Work Rules

Undergraduate students in SoPA are required to maintain a minimum grade-point average throughout their enrollment (see table below). Students who fail to meet this minimum standard are placed on academic probation. The cumulative grade-point average of a student is calculated by dividing the number of quality points a student has earned by the total number of quality hours (including credits with failures). Only the grades of S, U, NR, W, and grades in courses affected by SoPA' "Repeated Course" policy are excluded from this calculation.

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

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

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

Academic Enforcement for SoPA Students

The quality of each SoPA student's work will be monitored at the end of each semester. Enforcement of quality of work standards consists of two distinct steps: probation and dismissal.

Undergraduate Probation

Any student who does not meet the minimum cumulative quality of work rules will be placed on academic probation. The status of probation lasts until it is removed as a result of academic improvement or ended by dismissal. SoPA students who are placed on probation are notified in writing that their academic progress is insufficient. Students on probation may enroll in no more than seven credits. As a further condition, all coursework taken while on probation must be passed with at least a grade of C. Students on probation cannot be given a recommendation of good academic standing to another institution for the purpose of cross-enrollment or summer school admission. Transfer students admitted on probation to SoPA may enroll in no more than seven credits. In addition, they must earn at least a 1.75 grade-point average during their first term of enrollment, or they will be dismissed.

Graduate Probation

Graduate students admitted to study at the master's level at SoPA must maintain an overall grade point average of 3.00 or better to be considered in good academic standing. Students whose cumulative grade point average falls below 3.00 will be placed on academic probation, which will require a written academic development plan. Students will be removed from academic probation when they earn an overall grade point average of at least 3.00. Graduate students who receive a grade lower than a B- in any coursework attempted will be placed on academic probation from the program. Courses in which a student earns a grade of C+ or lower cannot be counted towards a master's degree.

Dismissal

SoPA undergraduate students who do not meet the minimum cumulative GPA for academic good standing for three consecutive semesters, or who do not have a minimum cumulative GPA of 1.75 after attempting 24 credits, will be dismissed. Students may appeal the first dismissal. A second dismissal cannot be appealed. Coursework taken at another college or university during the dismissal period is not transferable to SoPA.

Graduate students who earn two grades below a B- will be dismissed. Students may appeal the first dismissal.

Reinstatement

Students have the right to petition the SoPA Academic Performance and Petitions Committee after the first dismissal. Successful petitioners will be readmitted on the terms and conditions specified by the committee, which may include academic probation, specification of courses that must be taken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

Students may appeal the decision of the Academic Performance Committee in writing to the associate dean for academic affairs under the following circumstances: new evidence, or significant evidence or material that would have likely changed the outcome of the Academic Performance Committee's decision. This appeal must be submitted within five business days of transmission of the decision of the Academic Performance Committee to the student. The decision of the associate dean for academic affairs is final.

Petitions

Written petitions from students who have been denied registration under these regulations are evaluated by the SoPA Academic Performance Committee.

Successful petitioners will be readmitted on the terms and conditions specified by the committee, which may include limitation on the number of courses, specification of courses that must be taken, progress that must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

Class Attendance

Regular attendance is essential to successful academic progress. Students are expected to attend all classes, laboratories, seminars, and conferences as scheduled unless they are ill or prevented from attending by exceptional circumstances.

Instructors may establish policies for attendance of their classes, which are announced at the beginning of the semester and included in the course syllabus. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions. It is up to the instructor to determine whether to

allow the student to make up missed quizzes, examinations, or other exercises.

Students are also responsible for notifying professors about absences that result from serious illnesses, injuries or critical personal problems. Medical excuses are not issued by the University Health Service, except in instances of illnesses or injuries that involve hospitalization, in the event of partial or complete withdrawal due to medical reasons, or in the event of a missed final examination for a medical condition being cared for by the Campus Health Center. In all of these instances, medical information will only be released with the student's written permission. Students should be aware that instructors have the right to lower grades for excessive absence or failure to make up work missed. They may also be assigned a grade of WF (see below).

Students who find their attendance seriously interrupted by exceptional, unforeseen circumstances are encouraged to discuss their difficulties with their instructor or academic advisor.

Grades of WF are assigned by administrators and are computed in the grade-point average as if they were Fs. With the approval of the associate dean for academic affairs, at any time during the semester an instructor may have a student with excessive absences involuntarily dropped from a course with a WF grade. A written warning will be issued to the student before he or she is administratively dropped from the course. In cases where students are suspended or expelled during the semester, W or WF grades may be assigned at the discretion of the instructors and the student's dean. A grade of W or WF also may be assigned for disciplinary penalties resulting from an honor-code or conduct-code violation. A student who ceases to attend a course but has not withdrawn officially will receive a UW [unofficial withdrawal]. After the last day to drop without record and before the last day to drop a course, students who drop courses voluntarily will have W noted on their transcripts for each course dropped.

Academic Integrity

Undergraduate Code of Academic Conduct

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

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

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

ARTICLE I: Definitions

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

1. "Appellate Panel" means any person or persons from the Honor Board authorized by the Associate Dean to consider an appeal of an Honor Board hearing panel's determination or from the sanctions imposed in a particular situation.
2. "Chairperson" means the chair of an Honor Board hearing panel.
3. "Code" means this Undergraduate Code of Academic Conduct.
4. "Dean" means the Dean of the School of Professional Advancement.
5. "School" means the School of Professional Advancement.
6. "College Official" means any person employed by the School to perform administrative or professional responsibilities.
7. "Complainant" is the person who submits a charge alleging that a student violated the Code. In most cases, complainants should be instructors of record or directors of academic programs, rather than graduate teaching assistants or other students.
8. "Chair of the Honor Board" refers to the Assistant Dean of Student Support and Success who serves as chair of the Honor Board process. This chairperson advises the Associate Dean on reported cases.
9. "Faculty Chair of the Honor Board"- refers to the faculty member assigned by the Associate Dean to co-chair the proceedings.
10. "Honor Board" means those persons who may from time to time be asked to serve on an Honor Board panel.
11. "Honor Board Hearing Panel" means any person or persons authorized by the Chair of the Honor Board to determine in a particular situation whether a student has violated the Code and to recommend sanctions that may be imposed when a rules violation has been committed.
12. "Instructor" means any person who conducts classroom or teaching activities for Tulane

University, or who is otherwise considered by the university to be a member of its faculty.

13. "Member of the University Community" means any person who is a student, instructor, College Official, or any other person employed by Tulane University. A person's status shall be determined by the Associate Dean.
14. "College records" refers to the records of Code violations in Tulane's systems. The School of Professional Advancement keeps records of cases involving findings of responsibility, including administrative disposition. Record-keeping procedures will be performed with due diligence and in compliance with the law and best practices in the field.
15. "Permanent records" refers to sanctions that are noted on student transcripts: expulsions, degree rescissions and a "WF" appear on a student's transcript permanently.
16. "Preponderance of the evidence" refers to the evidentiary standard of proof required for the Honor Board to determine responsibility in a case. Under this standard, the burden of proof is met when the party with the burden (i.e., the complainant) convinces the fact finder (i.e., the Honor Board) that there is a greater than 50% chance that the claim is true.
17. "Respondent" is the student accused of academic misconduct.
18. "School" means the School of Professional Advancement.
19. "Associate Dean" refers to the Associate Dean for Academic Affairs of the School of Professional Advancement, the official authorized by the Dean to oversee Honor Board proceedings.
20. "Student" means all persons enrolled at the School pursuing undergraduate degrees. Persons who withdraw after allegedly violating the Code or who have been notified of their acceptance for admission are considered "students."
21. "In Writing" means communications made in written letters, in email notifications, and in other electronic communications delivered to relevant email addresses of students, faculty, administrators, and staff members.

ARTICLE II: Code Authority

1. The Chair of the Honor Board shall determine the composition of Honor Board hearing panels and appellate panels.
2. The Chair of the Honor Board shall develop procedures for the conduct of Honor Board hearing panels and appellate panel hearings that are not inconsistent with provisions of the Code.
3. Decisions made by the Chair and Faculty Chair of the Honor Board shall be final, pending the normal appeal process.
4. Allegations of harassment shall be addressed under Tulane University's harassment policy.
5. Student members of the Honor Board shall work with the Chair of the Honor Board to provide training to Honor Board members.

ARTICLE III: Proscribed Conduct

1. Jurisdiction of the Code
    a. The Code shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree, even though academic conduct may occur before classes begin or after classes end, as well as during the academic year and even if the academic conduct is not discovered until after a degree is awarded. The Code shall apply to a student's academic conduct even if the student withdraws from the School while a disciplinary matter is pending.
2. Violations of the Code
    a. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code. The following are defined as violations:
    b. Cheating—Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids.
    c. Consulting with any persons other than the course instructor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume any exam is closed-book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course. Students must also take exams in settings determined or approved by the course instructor and/or the Center for Student Accessibility.
    d. Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have their test taken and will be

charged with the Honor Code violation of cheating.

e. Plagiarism—Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work, in rough or working drafts as well as in final drafts. Such an act often gives the reader the impression that the student has written or thought something that they have in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged, and published materials appropriately cited. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

f. Students and faculty may wish to consult the Howard-Tilton Memorial Library guide to issues related to acknowledgment, citation, and plagiarism. Students may also use plagiarism detectors such as Turnitin.com to check the academic integrity of their work.

g. Fabrication—Submission of contrived or altered information in any academic exercise.

h. False Information—Furnishing false information to any University official, instructor, or Tulane University office relating to any academic assignment or issue.

i. Unauthorized collaboration — Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

j. Multiple submissions—Presentation of a paper or other work for credit in two or more distinct courses without prior approval by all instructors.

k. Sabotage—Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

l. Unfair advantage—Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

m. Facilitation of academic dishonesty—Knowingly helping or attempting to help another student violate any provision of the code.

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

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

ARTICLE IV: Responsibilities

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

ARTICLE V: Initial Processes for Reported Violations

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

retains the right to have the decision reviewed by the Associate Dean.

2. Copy of the Charges
    a. If the Initial Review finds that a violation of the Code is suspected, the Chair of the Honor Board will provide the respondent with a copy of the formal charge in writing: the nature and occasion of the alleged violation, the name of the complainant, copies of the documents pertinent to the allegation, and a copy of or link to the Code, within five (5) working days or as soon as practical. This material will be sent to the respondent's Tulane email address.
3. Administrative Disposition
    a. If the respondent(s) in the case inform(s) the Chair of the Honor Board that they plan to accept responsibility, the respondent may waive the hearing. The penalty will be determined by the Faculty Chair of the Honor Board, and may include a WF for major offenses, a lowering of the grade, a letter of reprimand and/or educational requirements. Honor board probation may be added to these penalties. The respondent must also sign a statement acknowledging the violation and the penalty, and in the case of a Code violation involving multiple students, the signed statement will become part of the record in the hearing for any of the other students who do not accept responsibility.
    b. A respondent may be offered this option only if they have no prior convictions and if the violation, in the opinion of the Faculty Chair of the Honor Board, would not be likely to result in suspension, expulsion or degree rescission if the student were to appear before a hearing panel. Administrative disposition of the case will appear in School records as a violation of the Code. When a WF is assigned, it is noted on the respondent's transcript and is calculated into the GPA.
4. Respondent's Review
    a. The respondent will be allowed five (5) working days to decide if they wish to accept responsibility or appear before a Hearing Panel. The respondent is not allowed to withdraw from the course in which they have been charged with an Honor Code violation until the case has been resolved.
5. Right to an Advisor
    a. The respondent has the right to be assisted by an advisor selected from a list of faculty and other College Officials as appointed by the Chair of the Honor Board, at any point after which a student is accused of a violation, including preparation for an honor board hearing. The Chair of the Honor Board will provide the respondent with a list of potential advisors. The advisor may not have an attorney-client relationship with the person advised. The respondent is responsible for presenting their own information relevant to the case, and therefore, an advisor is not permitted to speak or to participate directly in any Honor Board hearing. A student who selects an advisor should ensure that the advisor's schedule allows attendance at the scheduled date and time of the hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor.
6. University Breaks
    a. Timelines for honor board proceedings, including communications from the Faculty Chair of the Honor Board, and honor board hearings, are suspended when the university is closed for holidays and recesses, including winter break, spring break, and summer. During these periods, complainants may make allegations, but the normal timeline for adjudication is suspended until classes resume.
7. Study Abroad
    a. Cases in which students are accused of violations while they are studying abroad will be adjudicated upon return to campus. Students found responsible and sanctioned with Honor Board probation before they are scheduled to go abroad may not be allowed to study abroad while they are on probation, even if they have already been accepted into a study abroad program.

ARTICLE VI: Honor Board Hearings

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

2. Burden of Proof
    a. The complainant bears the burden of proof of alleged violations of the Code. Honor board members shall make decisions about alleged violations based on the principle of "preponderance of the evidence."
3. Hearing Date
    a. The Honor Board will make every effort to process cases in a timely manner. The Chair of the Honor Board will convene an Honor Board hearing panel to review the charges brought against the student. Effort will be made to convene that hearing within a reasonable time, generally fifteen (15) working days of the Respondent's Review.
4. End-of-the-Semester Offenses
    a. If the offense is reported at the end of the semester, the hearing normally will be postponed until the start of the next semester. If the respondent requests a hearing at the end of a semester and a sufficient number of Honor Board members are unavailable to hear a case, the Chair of the Honor Board may form an ad hoc panel composed of two faculty members, three students, and the Faculty Chair. If the case must be heard by an ad hoc panel, it should be heard as soon as possible, generally within fourteen (14) working days after the end of final exams when feasible. If more than one student is accused in the same case and at least one of the respondents desires to postpone the hearing, it shall be deferred until the beginning of the next semester, unless any of the respondents is expected to be graduated before the hearing is to take place or will be on a study abroad program in the following semester.
5. Failure to Appear
    a. If a respondent, having been notified, does not appear before an Honor Board hearing panel, the information in support of the charges shall be presented and the hearing shall proceed. The respondent may send written testimony to be included in lieu of appearing. There shall be no penalty for not appearing at an Honor Board hearing.
    b. If the complainant cannot appear at the hearing, they must send a proxy or be available by phone. The burden of proof is on the complainant. If the complainant is unreachable at the hearing, the hearing may be canceled or rescheduled.
6. Testimony
    a. If a person is called before an Honor Board hearing panel, the person is obligated to be completely honest. It is the responsibility of every member of the university to ensure that the principles of the Code are upheld and that procedures are properly followed. Testimony given at any Honor Board hearing that indicates the possibility of additional Honor Board violations can become the basis for additional Honor Board proceedings.
7. Witnesses
    a. The Chair of the Honor Board shall consult with the complainant and the Respondent, if necessary, to ascertain what witnesses should be called in the hearing.
8. Procedures for Honor Board Hearing Panel
    a. Honor Board hearings shall be conducted in private.
    b. The Chair and Faculty Chair shall preside over each hearing panel. The Chair of the Honor Board shall notify all parties of the date and time of the hearing. If the Faculty Chair is unable to preside, the Associate Dean will assign a faculty member to replace them.
    c. Evidence: Relevant documentary evidence and written statements may be accepted as information for consideration by an Honor Board hearing panel at the discretion of the officer. Relevant evidence submitted regarding the charge should be shared with the parties and the Hearing Board within a reasonable time before the hearing.
    d. All procedural questions are subject to the reasonable discretion and final decision of the Chair. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Code proceedings.
    e. At the beginning of the hearing, the Chair shall read the charges against the respondent. Normally the complainant will give testimony first, followed by supporting witnesses, followed by the respondent and supporting witnesses, and then by other witnesses, if any. Any of the preceding may be recalled for further testimony if clarification is necessary. The Faculty Chair shall inform the respondent and any witnesses of the following before testimony begins:
        i. False testimony given in a hearing is a violation of the Code of Academic Conduct.

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

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

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

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

h. After hearing evidence and witnesses in the case, the panel will vote to determine responsibility, based on the preponderance of evidence, that the respondent violated the Code (i.e., that the alleged violation is more likely than not to have occurred, or vice versa); a majority is necessary. All members other than the Chair are eligible to vote. No member of the panel will be allowed to vote unless they have been present to hear the evidence in the case.

i. The Faculty Chair shall submit a written report of the hearing to the Chair of the Honor Board promptly, generally within five (5) working days after the hearing.

j. If the respondent is judged not responsible, there will be no report of the case on their permanent record or in School records.

k. If the respondent is found responsible of violating the Code, the Honor Board hearing panel will recommend sanctions to the Faculty Chair of the Honor Board.

l. The history of violations or alleged violations of the Code by a respondent is not relevant to determining responsibility in a new case. Honor Board members will be presented with information about past violations only after they have voted on responsibility, and this information is used only for the purposes of sanctioning students who are found responsible for repeat violations.

9. Sanctions

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

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

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

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

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

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

permanent record and the student will return to academic good standing.

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

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

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

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

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

10. The Review of the Hearing Panel's Recommendation
    a. The Associate Dean shall review pertinent materials, including the report of hearing and supporting documentation. If they disagree with the recommended sanction, they must provide the panel with notice and written reasons for disagreement. The Associate Dean having reviewed the report of the hearing and supporting documentation, shall promptly notify in writing the respondent, the complainant, and the chair of the hearing panel of their decision (generally, within three (3) working days after receipt of the hearing panel's report).
11. Newcomb-Tulane College Students Taking School of Professional Advancement Classes
    a. Cases involving a student enrolled in the Newcomb-Tulane College (NTC) who is taking a class at the School of Professional Advancement (SoPA) will be processed under the NTC Code. In cases where multiple students from multiple schools are involved, the respective Honor Boards will work cooperatively to adjudicate the charges under respective Codes.
12. Cases involving Simultaneous Student and Academic Conduct
    a. When a case involves a student who is accused of violating both the Code of Academic Conduct and the Code of Student Conduct, alleged academic violations will be adjudicated only once the Student Conduct process has concluded.

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

1. Composition of the Honor Board
    a. The Honor Board is composed of persons selected by the procedure below who may from time to time be asked to serve on Honor Board panels. The Honor Board shall consist of approximately four (4) to six (6) students and six (6) to eight (8) instructor members from the School's academic programs. It shall be the goal of the Chair of the Honor Board to select representation proportional to enrollment from the School whenever possible. The size of the pool of members can be increased or decreased at the discretion of the Chair of the Honor Board. The Associate Dean shall have the right to remove any member of the Honor Board.
2. Selecting New Members and Officers of the Honor Board
    a. Selection of Students
        i. New student members of the Honor Board shall be chosen as needed; these students shall serve until graduation, interruption of residency, or until resigning their positions. The Honor Board will strive to achieve approximate representation across student classes and the School's academic programs.
        ii. No student who has been convicted of a violation of the Code may serve on the honor board.
    b. Selection of Instructor Members
        i. Instructor members of the Honor Board shall be chosen

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

3. Composition of Honor Board Hearing Panels
    a. Panels shall be constituted from five (5) members of the Honor Board— with at least two students and two instructors whenever possible in addition to the Faculty Chair. The panel shall hear cases and determine the responsibility of the respondent(s), and shall recommend appropriate penalties for implementation by the Faculty Chair of the Honor Board. Should the Faculty Chair be unable to serve, the Associate Dean will assign an faculty member to replace them.
4. Honor Board Hearing Panel Procedure
    a. The Honor Board shall determine the rules of procedure for its hearing panels, subject to the approval of the Chair of the Honor Board.
5. Honor Board Hearing Panel Voting Rights
    a. Students and instructors are voting members of the Honor Board hearing panel and each member has one (1) vote. The Chair of the Honor Board has no vote.

ARTICLE VIII: Record-Keeping

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

ARTICLE IX: Appeals

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

1. Appeal Process
    a. A respondent may appeal a decision of the Honor Board on the grounds of procedural error, new evidence, disproportionate sanction, or any combination of the three. Dissatisfaction with the results of a hearing is not itself a valid basis for appeal. Appeals are also not an occasion to engage in contempt of the process, administrators, or students who participated in Code process.
        i. Procedural error is defined as material deviation from procedures that substantially impacted determinations of responsibility or sanctions applied.
        ii. New evidence is defined as new and substantial evidence that has appeared that could have not reasonably been discovered before the determination of responsibility was made.
        iii. Disproportionate Sanctions are where sanctions are grossly disproportionate to the findings of responsibility.
    b. A respondent who wishes to request an appeal of a decision of the Honor Board hearing panel may do so by notifying in writing the Associate Dean within five (5) working days after being notified of the decision, except when the appeal is on the basis of new evidence, in which case more time may be granted by the Associate Dean.
    c. The respondent must submit an appeal document, consisting of a plain, concise, and complete written statement outlining the grounds for appeal and all relevant information to substantiate the basis for the appeal. The appeal must be sent to Associate Dean via email, who will acknowledge receipt of the written appeal.
2. Appellate Panel
    a. In accordance with the Constitution of the School of Professional Advancement Council, appellate panels shall be composed of three (3) faculty members of the Academic Performance Committee .
        i. No member who heard the original case may serve on the appellate panel.
3. Appellate Board Hearing Procedures
    a. The appellate board will assess the written appeal to determine whether the appeal is timely filed and, if so, whether the appeal is properly framed based on the permissible grounds. If they determine that the appeal does not properly fit within one of the three specific grounds for appeal, the appeal will be denied.
    b. If the appeal is properly filed, the appellate panel may offer impacted individuals the opportunity to review the written appeal and offer their perspectives in writing to the appellate panel. Typically, such responses must be submitted to the appellate panel within three (3) working days from being provided the appeal, but the

appellate panel may extend this time at its discretion. If multiple individuals appeal, the appeal documents from each party will be considered together in one appeal process.

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

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

4. Appellate Decision
   a. Depending on the nature of the requested appeal(s), the appellate panel may, by majority vote:
      i. Affirm the determination of responsibility or the sanctions in whole or in part;
      ii. Alter the determination of responsibility or the sanctions in whole or in part;
      iii. Return the matter to a hearing panel with instructions to reconvene to cure a procedural error or reconsider the consequences delivered. No situation will ever be remanded for reconsideration more than once.
   b. The appellate panel will transmit to the Associate Dean a written decision generally within fifteen (15) working days from the date of the submission of all appeal documents. Appeal decisions are final with the exception of matters that are remanded for further consideration.
   c. The Associate Dean will notify in writing the respondent and the complainant of the outcome of the appeal.
5. Records
   a. All materials distributed during the appellate hearing shall be collected by the chair who shall deposit one copy of the materials in the School of Professional Advancement files. A copy of the report of the appellate panel and the action of the Associate Dean shall be included in the records of the Honor Board.
6. Attending Classes During the Appellate Processes
   a. Except when a student has interim measures that prevent them from appearing on campus, students may continue to attend classes during the appeal process. In the most serious cases, involving expulsion from the University, if the original verdict is upheld under appeal, then no academic credit can be earned for the semester in which the student was notified of the expulsion, nor for any further semester into which the appeal process might continue.
7. Students Exonerated
   a. Students exonerated as the result of the appeals process will have the original Honor Board verdict removed from their college record, and any institutional financial aid that had been withdrawn as a result of the conviction will be retroactively reinstated.

ARTICLE X: Amendments and Revisions

These regulations may be amended or revised with the approval of the School of Professional Advancement Curriculum & Educational Policy Committee.

Graduate Code of Academic Conduct

The integrity of Tulane University is based on the absolute honesty of the entire University community in all academic endeavors. As part of the Tulane University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the University Community should tolerate any form of academic dishonesty because the scholarly community of the University depends on the willingness of both instructors and students to uphold this Unified Code of Graduate Student Academic Conduct. When a violation of the Code is observed, it is the duty of every member of the University's academic community who has evidence of the violation to take action. Students should take steps to uphold the Code by reporting any suspected offense to the instructor or the Dean of their School. Students should not, under any circumstances, tolerate any form of academic dishonesty.

In all work submitted, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in their own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words and proper citations). Tools permitted, including but not limited to computer programs, calculators, and artificial intelligence must be noted by the professor in the assignment. This principle applies, but is not limited to, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments.

Some schools and programs may have additional codes related to professional or ethical conduct in the course of study and training. Those codes function in addition to the Unified Code of Graduate Student Academic Conduct. Graduate students should review and be familiar with any such codes.

All new graduate students in the Schools shall have access to a copy of this Code before the start of their first semester. Lack of familiarity with the Code or with the precise application of its principles to any specific instance is not an excuse for noncompliance.

ARTICLE I: DEFINITIONS

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

1. "Respondent" means any graduate student accused of violating the Code.
2. "Appellate Panel" means any person or persons from the Honor Board authorized by the Dean's Designee to consider an appeal either of an Honor Board Hearing Panel's determination or, of the sanctions imposed in a particular situation.
3. "Chairperson" means the Chair of an Honor Board Hearing Panel or Appellate Panel. The Chairperson must be a faculty member of the Honor Board. The Chairperson will lead the testimonies and deliberations during the hearing.
4. "Code" means this Unified Code of Graduate Student Academic Conduct.
5. "Dean's Designee" means a School Official authorized by the Dean to coordinate Honor Board proceedings and impose sanctions upon any student(s) found to have violated the Code. The Dean's Designee will lead the hearing procedures. In most cases, the Designee will be an Associate Dean of the School.
6. "School Official" means any person employed by a School to perform administrative or professional responsibilities.
7. "Reporter" means any person who submits a charge alleging that a student violated the Code.
8. "Dean" means the Dean of the School in which the Respondent is enrolled.
9. "Faculty" means those engaged in teaching and research appointed to appropriate faculty status by the Board of Administrators of the University in accordance with the existing constitutions of the various divisions of the University. For purposes of Honor Board continuity, "faculty" is limited here to regular appointments, either part- or full-time, either tenure- or non-tenure track, but does not include special appointments.
10. "Graduate Student" means all persons enrolled at Tulane University pursuing postbaccalaureate 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 Dr.P.H., eM.B.A., M.B.A., M.A., M.ARCHII, M.ACCT., M.D., M.F.A., M.FIN., M.L.A., M.P.H., M.P.S., M.S., M.S.W., M.A.T., and Ph.D. degrees as well as graduate certificates. "Graduate Students" also includes persons who withdraw after allegedly violating the Code, 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. The only students not included in this policy are students of the Law School, including but not limited to students pursuing the J.D., L.L.M., and S.J.D. degrees. Those students are governed by the Law School Honor Code.
11. "Honor Board" means those persons who may from time to time be asked to serve on an Honor Board Panel. Schools may have different procedures for selecting students and faculty to serve in the pool of potential members of an Honor Board. The Dean shall have the right to nominate, suspend, or remove any member of the Honor Board from their school.
12. "Honor Board Hearing Panel" means any person or persons authorized by the Dean's Designee to determine in a particular situation whether a student has violated the Code and to recommend sanctions that may be imposed when a Code violation has been committed.
13. "Instructor" means any person who conducts classroom or teaching activities for Tulane University. This includes dissertation or thesis advisors as well as advisors for capstone projects.
14. "Member of the University Community" means any person who is a student, Faculty, School Official, or any other person employed by Tulane University. A person's status shall be determined by the Dean's Designee.
15. "Schools" means the Schools of Architecture, Business, Professional Advancement, Law, Liberal Arts, Medicine, Public Health and Tropical Medicine, Science and Engineering, and Social Work.
16. "Tulane University" or "University" here means collectively the Schools of Architecture, Business, Professional Advancement, Law, Liberal Arts, Medicine, Public Health and Tropical Medicine, Science and Engineering, and Social Work.

ARTICLE II: CODE AUTHORITY

1. The Dean's Designee shall determine the composition of Honor Board Hearing Panels and Appellate Panels in a manner consistent with provisions of the Code, as well as which Honor Board Panel and Appellate Board Panel shall be authorized to hear each mater.
2. The Dean's Designee shall develop procedures for the conduct of Honor Board Hearing Panels and Appellate Panel hearings that are not inconsistent with provisions of the Code.

3. Decisions made by an Honor Board Panel and/or Dean's Designee shall be final, pending the normal appeal process as outlined in the Code.
4. Allegations of harassment shall be addressed under Tulane University's harassment policy. Allegations of research fraud shall be addressed under Tulane University's fraud in research policy. All other policies regarding student life; e.g., alcohol policy, are covered under the Code of Student Conduct. (https://conduct.tulane.edu/code-conduct (https://conduct.tulane.edu/code-conduct/)).

ARTICLE III: PROSCRIBED ACADEMIC CONDUCT

1. Jurisdiction of the Unified Code of Graduate Student Academic Conduct
    a. The Code shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree, even though academic conduct may occur before classes begin or after classes end, as well as during the academic year and 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.
2. Violations of the Unified Code of Graduate Student Academic Conduct
    a. 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 commited or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code. The following are defined as academic conduct violations under the code:
        i. Cheating -- Giving, receiving, or using unauthorized assistance, information, or study aids in academic work, or preventing 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 that all take-home exams are closed book and that they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.
        ii. Plagiarism -- Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work whether intentional or unintentional. Such an act often gives the reader the impression that the student has written or thought something that they have in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. 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. Use of artificial intelligence generated material is a violation when presented as a student's own work and/or used in a manner not explicitly authorized by the instructor. Please consult any of the available references (https://bailiwick.lib.uiowa.edu/journalism/cite.html) on acknowledging sources in academic work for more information on documenting sources.
        iii. Fabrication -- Submission of contrived or altered information in any academic exercise. This includes, but is not limited to, the creation of false data or research results, altering or manipulating data or results to misrepresent the findings, fabricating citations or sources, forging documents, and inventing or deliberately modifying information in academic submissions.
        iv. False Information – Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.

v. Unauthorized collaboration -- Collaboration with other individuals, groups, organizations, or external resources that is not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

vi. Multiple submission -- Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

vii. Sabotage -- Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

viii. Unfair advantage -- Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

ix. Facilitation of academic dishonesty -- Knowingly helping or attempting to help another student violate any provision of the Code.

x. Tampering with academic records -- Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

xi. Unauthorized access, sharing, or use – Providing third-party access to course materials on your individual learning management system site. This includes but is not limited to, sharing login credentials, uploading course materials to public or private forums, distributing copies of lectures, assignments, tests, or other resources provided through the learning management system, and aiding others in gaining unauthorized access. It also encompasses accessing course materials or information from another student's account without permission.

xii. Improper disclosure -- Failure of an Honor Board member, witness or participant in an Honor Board hearing to maintain strict confidentiality concerning the identity of students accused of Honor Code violations.

Article IV: RESPONSIBILITIES

1. Instructors
    a. All instructors shall foster an environment which encourages adherence to the principles of honesty and integrity. Each instructor shall give specific directions concerning the nature of examinations and assignments, stating, for example, when collaboration is permissible, detailing the expectations regarding citations, any tools permitted, including AI, and outlining the consequences of academic dishonesty. Each instructor shall be familiar with the principles and procedures of the Code. They shall report all suspected violations so that, for example, repeat offenders can be detected. Each instructor shall also appear and testify when called upon to do so by the Honor Board.
2. Students
    a. All graduate students are expected to adhere to the principles of the Code. All academic work must be the result of the student's own efforts, except when collaboration or the use of other tools/aids has been explicitly allowed. If a student is unsure how a particular assignment is affected by the Code, it is the student's responsibility to consult the Instructor. This applies not only to the student's own behavior, but also to the behavior of others.

ARTICLE V: REPORTING VIOLATIONS AND PREPARING FOR A HEARING

1. Reporting Suspected Violations
    a. Allegations of violation of the Code may be submitted in writing and directed to the Dean of the Respondent's School, the Dean's Designee, or the Faculty Chairperson. Any charge should be submitted as soon as possible after the Reporter becomes aware of the relevant events or challenged actions and/or complained of actions, preferably within five (5) working days of becoming aware of the alleged violation.
2. Copy of the Charges
    a. If a violation of the Code is suspected, the Dean will appoint a designee (Dean's Designee) who will provide the Respondent with a copy of the formal charge in writing: the nature and occasion of the alleged violation, the name of the Reporter, if available,

copies of the documents pertinent to the allegation and a copy of the Code within seven (7) working days or as soon as is practical.

3. Dean's Designee's Initial Review
    a. If an alleged violation of the Code has been reported, the Dean's Designee shall review the charge to confirm that the charge being made falls within the scope of this Code. If, in the considered opinion of the Dean's Designee, the charge is improper and should not be taken to a hearing, that decision should generally, when feasible, be communicated to the Respondent and Reporter within five (5) working days, the later of whom retains the right to have the Dean's Designee's decision reviewed by the Dean.
4. Respondent's Review
    a. If the charge is brought to a hearing, the hearing shall be held no less than five (5) working days and generally within ten (10) working days after the Respondent receives notification of the charges; an extension to this period may be granted by the Dean's Designee, if deemed necessary.
5. Administrative Disposition
    a. If the Respondent in the case informs the Dean's Designee that they plan to plead responsible, the Respondent may waive the hearing and the penalty for violating the Code will be a reduced grade for the relevant course or assignment, an educational requirement, and at least one semester of honor board probation, assigned by the Dean's Designee. The Respondent must also sign a statement acknowledging the violation and the penalty, and in the case of a Code violation involving multiple students, the signed statement will become part of the record in the hearing for any of the other students that do not plead responsible. A student may elect this option only if they have no prior convictions and if the violation, in the opinion of the Dean's Designee, would not likely result in suspension from the University if the student were to appear before a Hearing Panel. Administrative disposition of the case will appear on the Respondent's record as a violation of the Code.
6. Witnesses
    a. The Dean's Designee shall consult with the Reporter and the Respondent, if necessary, to ascertain what witnesses should be called in the Hearing, to make sure that all concerned understand the workings of the Code.
7. Right to an Advisor
    a. The Respondent has the right to be assisted by an advisor of their choice (to be selected from a list of faculty familiar with the workings of the Honor Code). The Dean's Designee can provide the Respondent with a list of potential advisors. The Dean's Designee may not act as the Respondent's advisor. The advisor may not have an attorney-client relationship with the person advised. The Respondent is responsible for presenting their own information, and therefore, an advisor is not permitted to speak or to participate directly in any Honor Board hearing. A student who selects an advisor should ensure that the advisor's schedule allows attendance at the scheduled date and time of the hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor.
8. Students with Physical Impairments
    a. A Respondent with a physical impairment that may impact her or his ability to effectively participate in a Hearing or Appellate Panel; e.g., hearing impairment, may request additional assistance through the Dean's Designee. The Dean's Designee, in consultation with the staff from the Goldman Center for Student Accessibility, will determine the appropriate accommodations, if any.

ARTICLE VI: COMPOSITION AND JURISDICTION OF THE HONOR BOARD AND HEARING PANELS

1. Composition of the Honor Board
    a. The Honor Board is composed of persons selected by the Dean who may from time to time be asked to serve on an Honor Board Panel. The Honor Board shall consist of graduate students and faculty from the Schools. The Dean shall have the right to nominate, suspend, or remove any member of the Honor Board from their School.
2. Selecting New Members and Officers of the Honor Board
    a. Selection of Graduate Students
        i. New graduate student members of the Honor Board shall be appointed by the Dean in consultation with the relevant graduate student governing body in each School. The Sr. Vice President for Academic Affairs or their designee will determine the number of

graduate students members needed from each School at the beginning of each fall term.

1. No student who has been found responsible for a violation of the Code may serve in the Honor Board.

b. Selection of Faculty Members
   i. Faculty members of the Honor Board shall be chosen by the Dean of their schools and will generally serve two-year terms. The Sr. Vice President for Academic Affairs or their designee will determine the number of faculty members needed from each School at the beginning of each fall term.

3. Composition of Honor Board Hearing Panels
   a. Panels shall be constituted from five (5) members of the Honor Board - three graduate students and two faculty. At least one student must be from the Respondent's school. Similarly, at least one of the faculty members must be from the Respondent's school. One Faculty Chairperson shall preside during each hearing. The Honor Board Hearing Panel shall hear cases and determine if the Respondent is responsible or not responsible, and shall recommend appropriate penalties for implementation by the Dean's Designee.
4. Honor Board Hearing Panel Voting Rights
   a. Students and faculty are voting members of the Honor Board Hearing Panel and have one (1) vote each. No abstentions are allowed.

ARTICLE VII: HONOR BOARD PANEL HEARINGS

1. Purpose of Hearings
   a. The purpose of the hearing is to provide the graduate student with an opportunity to be heard and to supply the Honor Board Hearing Panel with the relevant information necessary to reach a decision. It should be noted that a hearing is not a legal procedure and as such, formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Code proceedings. Polygraph tests are not admissible as evidence.
2. Hearing Date
   a. The Honor Board will make every effort to process cases in a timely manner. The Dean's Designee will convene an Honor Board Hearing Panel to allow the Chairperson and panel members to review the charges brought against the student. Every effort will be made to convene that hearing within ten (10) working days after the Respondent has been apprised of the charges in writing.
3. End of the Semester Offenses
   a. If the offense is reported at the end of the semester and a sufficient number of board members with appropriate representation from the student's school are unavailable to hear a case, the Dean's Designee may form an ad hoc panel composed of three faculty members (one from the student's school) and two students. If the case must be heard by an ad hoc panel, it will be heard as soon as possible and generally not later than fourteen (14) working days after the end of final exams when feasible.
4. Failure to Appear
   a. If a Respondent, having been duly notified, does not appear before an Honor Board Hearing Panel, the information in support of the charges shall be presented and the hearing shall proceed.
5. Testimony
   a. If a person is called before an Honor Board Hearing Panel, the person is obligated to be completely honest because the charges against the Respondent can result in suspension or expulsion from the University. It is every member of the University community's duty to ensure that the principles of the Code are upheld and that the procedures are properly followed.
6. Procedures for Honor Board Hearing Panel
   a. Honor Board hearings shall be conducted in private.
   b. Honor Board hearings shall be conducted virtually, using Zoom or a similar virtual tool in the University's suite of technology.
   c. The Dean's Designee and Chairperson shall preside over each Honor Board Hearing Panel. They shall see that a recording is made of all testimony. The Chairperson shall submit a written report of the hearing, accompanied by a recording of all testimony and a copy of all evidence presented, to the Dean's Designee generally within two (2) working days after the hearing.
   d. There shall be a single record of all Honor Board Hearings. Deliberations of an Honor Board Panel shall <u>not</u> be recorded. The record shall be the property of the

School. The record shall be retained by the School only until all appeals have been exhausted or a determination has otherwise become final, or such longer period as may be required by law, rule or regulation.

e. The Respondent has the right to be assisted by an advisor of their choice (to be selected from a list of faculty familiar with the workings of the Honor Code). The Dean's Designee can provide the Respondent with a list of potential advisors. The advisor must be a member of the University community and may not have an attorney-client relationship with the person advised. The Dean's Designee may not act as the Respondent's advisor. The Respondent is responsible for presenting their own information, and therefore, advisors are not permitted to speak or to participate directly in any Honor Board Panel Hearing. A student who selects an advisor should ensure that the advisor's schedule allows attendance at the scheduled date and time of the Honor Board Hearing Panel because delays will not normally be allowed due to the scheduling conflicts of an advisor.

f. Pertinent records, documents, and written statements may be accepted as information for consideration by an Honor Board Hearing Panel at the discretion of the Dean's Designee.

g. All procedural questions are subject to the final decision of the Dean's Designee of the Honor Board Hearing Panel. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Code proceedings.

h. At the beginning of the hearing, the Dean's Designee shall read the charges against the Respondent. Normally the Complainant (if any) will give testimony first, followed by supporting witnesses, followed by the Respondent and supporting witnesses, and then by other witnesses, if any. Any of the preceding may be recalled for further testimony if clarification is necessary. The Chairperson shall inform the Respondent and any witnesses of the following before testimony begins:
    i. False testimony given in a hearing is a violation of the Unified Code of Graduate Student Academic Conduct.
    ii. All testimony given in an Honor Board hearing is to be held in the strictest confidence.
    iii. All witnesses must be called to give substantive testimony rather than character testimony.

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

j. The Reporter, the Respondent, and any witnesses will be brought before the Hearing Panel independently and separately of one another to give testimony. If the Reporter and/or Respondent in the hearing cannot be present, written testimony will be accepted.

k. After hearing all evidence and witnesses in the case, the Honor Board Hearing Panel will vote to determine if the Respondent is responsible or not responsible based on whether it is more likely than not that the Respondent violated the Code; a (simple) majority is necessary for a finding of responsible. No member of the Honor Board Hearing Panel will be allowed to vote unless they have been present to hear all the evidence in the case.

l. If the Respondent is judged not responsible, there will be no report of the case on their college record.

m. If the Respondent is found responsible for violating the Code, the Honor Board Hearing Panel will recommend sanctions.

7. Sanctions
    a. Sanctions for violations of the Code are imposed on the basis of the gravity of the infraction, the number of infractions, the harm or potential harm to the University community, and any history of repeated violations by the student. In all cases of findings of responsibility, the offense is noted permanently in the academic record of the student. The appropriate sanctions to be recommended by the Honor Board Hearing Panel to the Dean's Designee may include but are not limited to:
        i. Honor Board Probation: signifying that a student is not in good academic standing for a specified length of time, often for one or two semesters. The student may remain at Tulane University but may be required to satisfy specified

conditions or requirements, or report regularly to a designated administrator. Honor Board Probation spans a proscribed period of time during which a student is prohibited from 1) serving as an officer in a student organization, 2) transferring credit from another institution, and 3) graduating from the university. As long as a student has no other honor board violations during the period of Honor Board Probation, there is no record of this probation on the student's permanent record, and the student will return to academic good standing.

ii. Educational requirements: which may require the completion of projects, programs, or other such requirements designed for student development purposes. Examples include online workshops for citation, TEDx/ podcast with reflection essay and in-person consultation.

iii. Lowering of a grade to zero, for an assignment or test; the Honor Board may stipulate that if a student chooses to withdraw from a course after receiving a grade sanction for an Honor Code violation, the student's record will reflect a grade of "WF" for the course in which the sanction was assessed. This is the sanction that will be applied if the Respondent waives their right to a hearing in accordance with Article V. Section 5.

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

v. Suspension from the University for a period of time.

vi. Expulsion from the University. g. Admission to or a degree awarded by any School within Tulane University may be revoked for violation of the Code.

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

b. Students should be aware that infractions of the Unified Code of Graduate Student Academic Conduct that go to an Honor Board Hearing Panel usually warrant a grade of "F" or "WF" for the course and Honor Board probation of two semesters for a first offense. Students should also be aware that they may not be allowed to continue in their program after receiving the "F" or "WF" if that puts them in violation of their program's minimum standards for grades or overall GPA. A conviction for a second offense warrants, and typically results in, expulsion from the University. In addition, the University reserves the right to withhold institutional support from a student's application for study at another institution if violations of the Code are noted in the student's academic record.

8. The Dean's Designee shall review all pertinent materials. If the Dean's Designee disagrees with the recommended sanction, they must provide the Hearing Panel with the reasons for disagreement. The Dean's Designee, having reviewed all pertinent information, shall notify in writing the student, the faculty, and the Chair of the Hearing Panel of their decision generally within five (5) working days after receipt of the hearing panel's report.

ARTICLE VIII: DUTIES OF THE SCHOOL

1. Records
    a. The School shall maintain and retain a permanent record of all honor board convictions involving her or his students for as long as may be required by law, rules or regulations. The record shall include a copy of all evidence submitted to the hearing panel, the report of the Chairperson to the Dean's Designee, and the Dean's Designees' final action. Copies of the later two documents shall be maintained in separate, permanent records of the Honor Board. The recording of the hearing should be preserved only until all appeals have been exhausted or such longer period as may be required by law, rule or regulation.
    b. From the permanent record, the Dean's Designee shall note in the school records any conviction and the sanction imposed. This information shall be available only to that student unless the student waives his or her right of exclusive access under the provisions of the Family Educational Rights and Privacy Act. Access to the recording and other information concerning a case during the process of adjudication shall be reserved for members of the Honor Board Panel or, if necessary, the

Appeal Panel. The right to access these materials or copies of them from the school's records shall be restricted to the Honor Board panel Chairperson, the Dean and Dean's Designee, and the Appeal Panel during the hearing and appeal processes.

ARTICLE IX: APPEALS

1. Appeal Process
    a. Dissatisfaction with the results of a hearing is not itself a valid basis for appeal. Appeals are also not an occasion to engage in contempt of the process, administrators, or students who participated in Code process. A respondent may appeal the decision on the grounds of:
        i. Procedural error is defined as material deviation from procedures that substantially impacted determinations of responsibility or sanctions applied.
        ii. New evidence is defined as new and substantial evidence that has appeared that could have not reasonably been discovered before the determination of responsibility was made, and that could have substantially impacted determinations of responsibility.
        iii. Disproportionate Sanctions are where sanctions are grossly disproportionate to the findings of responsibility.
    b. A Respondent who wishes to request an appeal of a decision of the Honor Board Hearing Panel may do so by notifying in writing the Dean's Designee within seven (7) working days after being notified of the Dean's Designees' decision, except when the appeal is on the basis of new evidence, in which case more time may be granted upon request by the Dean's Designee. Students requesting an appeal on the basis of new evidence may, with the permission of the Dean's Designee, listen to a copy of the recording of the original hearing in the presence of an officer of the Honor Board. Access to the recording will not be provided to any other individual.
    c. The appeal document must be in writing and must provide evidence of procedural error, excessive sanction, and/or new evidence.
2. Appellate Panel
    a. The Dean's Designee shall convene a panel of three members of the Honor Board to form an Appellate Panel to review the student's request for appeal, including one member who will serve as the Appellate Panel Chairperson, and one other student and one faculty of the board where the student and faculty can be from any School.
    b. No member who heard the original case may serve on the Appellate Panel. If this Panel of three decides that an appeal should be granted, this panel will conduct the appeal hearing as soon as possible.
    c. The review panel may uphold the original decision, alter the sanction, or set the decision aside and refer the case back to the Honor Board for a new hearing
3. Appellate Board Hearing Procedures
    a. An appellate hearing is not a retrial, but rather a careful examination of points raised in a letter of appeal and is conducted in private.
    b. Persons other than the three-member Appellate Panel who may be present during an appellate hearing include:
        i. the Respondent, who may state his or her reasons for appeal;
        ii. material witnesses, who may appear if the accused is presenting new evidence;
        iii. the Chairperson of the hearing panel that originally heard the case who shall summarize the case as heard by the panel and address the grounds for the appeal, and;
        iv. additional appointees consistent with Article V, Section 8.
    c. The Reporter in the original case should generally not be present, unless the accused presents new evidence, either through witness testimony and/or documentation.
    d. All information presented or discussed at an Appellate Panel hearing shall be confidential.
    e. All members of the Appellate Panel present for the appellate hearing shall receive a copy of all pertinent information and a copy of the student's document of appeal.
    f. The Appellate Panel Chairperson shall ensure that an audio recording is made of all testimony and placed in the school's files. The record shall be the property of the School. The record shall be retained

by the School only until either all appeals have been exhausted, or a determination has otherwise become final, or such longer period as may be required by law, rule or regulation.

g. A Respondent shall present his or her document of appeal and may call material witnesses if new evidence is submitted.

h. The Appellate Panel Chairperson shall inform the Respondent and any witnesses of the following before testimony begins.

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

ii. All testimony given in a hearing is to be held in the strictest confidence.

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

i. Pertinent records, documents, and written statements may be accepted as information for consideration by an Appellate Panel at the discretion of the Chairperson.

j. All procedural questions are subject to the final decision of the Chairperson of the Appellate Panel. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Code proceedings.

k. The Appellate Panel shall deliberate in private and decisions of the Appellate Panel shall be by majority vote.

4. Appellate Decision
   a. The Appellate Panel may uphold the hearing panel's decision, alter the sanction, or set the decision aside and return the case to the honor board for a new hearing. This decision shall be communicated in writing to the Dean's Designee and the presiding officer of the Honor Board Hearing Panel that originally heard the case within one (1) working day. The Dean's Designee shall inform the student of the decision generally within (3) working days of receipt of notification by the Chair. If the decision is made to uphold the original decision and sanction, the matter shall be considered final and binding upon all involved.
5. Records
   a. All printed material distributed during the appellate hearing shall be collected by the Appellate Panel Chairperson who shall deposit one copy of the printed materials and recording in the school's files. A copy of the report of the Appellate Panel and the action of the Dean's Designee shall be included in the records of the Honor Board.
6. Attending Classes During the Appellate Process
   a. Students may continue to attend classes during the appeal process. In the most serious cases, involving expulsion from the University, if the original verdict is upheld under appeal, then no academic credit can be earned for the semester in which the student was notified by the Dean's Designee of the expulsion, nor for any further semester into which the appeal process might continue. If the decision to expel the student is upheld, they will be eligible for a tuition refund only for the semester(s) during which the appeal was ongoing.
7. Students Exonerated
   a. Students exonerated as the result of the appeal process will have the original honor code verdict removed from their college record and any institutional financial aid that had been withdrawn as a result of the conviction will be retroactively reinstated.

AMENDMENTS AND REVISIONS

These regulations may be amended or revised with the written approval of the Tulane University's Graduate and Professional Student Association and the Graduate Council.

Conduct

Responsible adult behavior is expected of students in SoPA in both scholastic and non-scholastic affairs. Violations of the rules and regulations, including those on academic honesty, lead to disciplinary action by a dean of SoPA, the office of the Vice President for Student Affairs, or other appropriate university authority. For a thorough description of expectations and procedures, please refer to the Code of Student Conduct .

Discipline

Departures from acceptable conduct may lead to fines, disciplinary probation, suspension or expulsion. Disciplinary probation (which refers to conduct and not to academic standing) and suspension usually are imposed for a stated period. Suspension and expulsion involve exclusion from classes and from all University activities. Students suspended or expelled will receive Ws or WFs in all courses at the discretion of the dean. Expulsion is the most serious academic penalty and is permanent. It is noted on the student's record and included on transcripts issued thereafter. Suspension is noted on the student's record and on transcripts issued while the penalty is in effect, but the notice is removed from the transcript at the end of the suspension. Transfer credits cannot be accepted for students who attend other colleges or universities while ineligible for any reason to continue in SoPA.

Reporting to the Dean
All students must report to a dean of SoPA, to the Vice President for Student Affairs, to their advisor, or to their instructors, without delay, when notified to do so.

Grievance Committee
The SoPA Grievance Committee is composed of three faculty and two student members and the assistant dean for student support and success as a non-voting member. One of the committee's duties is to hear students' grievances and complaints against Tulane University and SoPA or Tulane personnel, including the faculty. The Grievance Committee deals with issues such as the grading system and unfair treatment. Students desiring a hearing before the committee must submit their requests in writing to the associate or assistant dean.

Students may appeal the decision of the Grievance Committee in writing to the SoPA Dean under the following circumstances: new evidence or significant evidence or material that would have likely changed the outcome of the Grievance Committee's decision. This appeal must be submitted within five business days of transmission of the decision of the Grievance Committee to the student. The decision of the Dean is final.

Right to Privacy
Privacy of students' records and affairs is protected under the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (P.L. 93-380) and by policies issued by the Tulane University Board of Administrators: a university must allow a student the opportunity to review and inspect his or her educational records; a university must give a student the opportunity to challenge the content of his or her records under certain circumstances; a university must not grant access to or allow disclosure of a student's records to outside parties, unless such disclosure is specifically permitted under the law or is made with the student's written consent; a university must notify students of their rights under the law. For further details, contact the Office of Student Affairs at 504-314-2188.

Degree Requirements
Degree Requirements

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

Bachelor's Degree

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

Proficiency Requirements

Course ID	Title	Credits
English/Writing		7
Quantitative Reasoning		3-6*
Foreign Language or Global Perspectives		6

* For BA students, the Quantitative Reasoning requirements = 3 credits; for BS and BSN students, the Quantitative Reasoning requirements = 6.

Supporting Requirement

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

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

Distribution Requirements
(BA or BS with a SoPA major, BSN)

A course can only satisfy one of the distribution areas.

Course ID	Title	Credits
Humanities		12
Science		12
Social Science		12

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (p.)

Major Requirements
Undergraduate students have the opportunity to select a single area of study in which to gain deeper knowledge and mastery of a subject. SoPA undergraduate students must declare a major prior to earning 90 credit hours. This requires completion of the SoPA Major Declaration Form, which must have documented approval (i.e. a signature) from a SoPA academic advisor. Degree-seeking students who have completed 90 credit hours and have not declared a major will have a hold placed on future course registrations.

Courses taken to satisfy Proficiency, Supporting, and Distribution Requirements may be used to fulfill major and minor requirements. However, no more than six credits in the major may overlap with the minor. Students must have a grade point average of 2.0 in the major to receive the degree.

At any point, students may change their majors. However, students who change their majors should understand that previously completed coursework may not apply to the newly selected major,

and that additional coursework may be necessary to meet the major requirements.

SoPA undergraduate majors require between 30 and 45 credits. The nursing major is 60 hours and housed in the School of Medicine.

Minor Option
SoPA students may elect to complete one or more minors, which is indicated on the SoPA Major Declaration Form. SoPA minors are typically 15-18 credits. Students who elect to complete the requirements for a minor must earn a grade-point average of at least 2.000 in courses counting toward that minor.

Electives
Students will complete electives as needed to reach a total of 120 credits.

Minimum Requirements to Graduate
Undergraduate students must have a cumulative 2.0 grade point average to graduate. They must also have a minimum 2.0 grade point average in their major(s) and, if applicable, their minor(s). For SoPA majors, at least 60 credits must be earned in courses at the 2000 level or higher.

No more than half the credits used toward satisfying graduation requirements may be in the major. Students may take no more than 70 credits each of humanities, science, and social science. This includes credits in the major.

Up to 6 credits of electives earned in courses with designations such as Independent Study, Special Projects, Directed Study, and Practicum will count toward graduation requirements. Students who must exceed this limit are required to petition the dean's office.

English Writing Requirements
ENGL 1010 Writing (4 c.h.), a 4-credit intensive writing course, is Tulane's writing proficiency requirement. Students must demonstrate writing proficiency by the end of their first year at SoPA. Writing proficiency may be demonstrated by: successful completion of ENGL 1010 Writing (4 c.h.) or ENGL 1011 Writing for Academic Purposes (4 c.h.), or a grade of C or better in a course equivalent to ENGL 1010 Writing (4 c.h.) from a regionally accredited institution, or an Advanced Placement score of 4 or better in either "English Literature and Composition" or "English Language and Composition" (or a similar A.P. exam). Students who do not demonstrate writing proficiency after their first year at SoPA will have a hold placed on future course registrations.

Students who need to review basic English skills before enrolling in ENGL 1010 Writing (4 c.h.) may wish to take PAEN 1000 Academic Writing and Reading (3 c.h.) for elective credit. PAEN 1000 Academic Writing and Reading (3 c.h.) does not count toward the completion of the writing requirement.

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

Quantitative Reasoning Requirement
Students working toward a Bachelor of Arts Degree in a SoPA discipline are required to demonstrate competency in at least 3 credits of quantitative reasoning, while students working towards a Bachelor of Science Degree in a SoPA discipline or the Bachelor of Science in Nursing are required to demonstrate competency in at least 6 credits by passing any mathematics course, CPST 1070 Discrete Math for Information Technology (3 c.h.), BSLS 3250 Business Statistics (3 c.h.), DATA 1010 Introduction to Data (3 c.h.), or PAMT 1100 Quantitative Analysis (3 c.h.). A course that meets the quantitative reasoning may also fulfill a major or minor requirement. Students should check the curriculum in the major or minor to determine if specific quantitative reasoning courses are required.

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA may not use CPST 1070 Discrete Math for Information Technology (3 c.h.), BSLS 3250 Business Statistics (3 c.h.) , or PAMT 1100 Quantitative Analysis (3 c.h.) to satisfy this requirement. Please refer to the Newcomb-Tulane College graduation requirements. (p.)

Foreign Language/ Global Perspectives Requirement
Students pursuing any bachelor's degree offered by SoPA must demonstrate foreign language proficiency through successful completion of the second level in any foreign language, or complete two courses designated as Global Perspectives. Students may also blend one language and one Global Perspectives course. Please consult the SoPA website for a list of possible Global Perspectives courses.

Supporting Requirements
Oral Communication

Students majoring in SoPA disciplines are required to complete one course in oral communications (Any SPEC course, BSLS 2250 Business Communications (3 c.h.), NRSG 4800 Management and Leadership in Nursing (3 c.h.) or THEA 2100 Fundamentals of Acting (3 c.h.)). A course that meets the oral communication degree requirement may also fulfill a major or minor requirement. Students should check the curriculum in the major or minor to determine if specific oral communication courses are required.

Race & Inclusion

SoPA students will complete one course that focuses on race and inclusion in the United States. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. A course that meets the Race & Inclusion degree requirement may also fulfill a major or minor requirement. Students should check the curriculum in the major or minor to determine if specific Race & Inclusion courses are required.

American Government

SoPA students must also complete one course in American government. This requirement may be fulfilled by GLSP 4350 Law and Government in American Society (3 c.h.) or POLA 2100 American Government (3 c.h.). A course that meets the American Government

requirement may also fulfill a major or minor requirement. Students should check the curriculum in the major or minor to determine if specific American Government courses are required. Other courses may also satisfy the American Government requirement, with the approval of the SoPA associate dean for academic affairs.

Courses that fulfill the Proficiency and Supporting Requirements including the race & inclusion, global perspectives, oral communication, and American government requirements may also be used to satisfy SoPA baccalaureate general education distribution requirements (humanities, science, and social science).

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (p.)

Distribution Requirement
Students majoring in SoPA disciplines are required to complete 12 credits each of humanities/fine arts, sciences, and social sciences. In each distribution area, courses must be chosen from at least two different disciplines.

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (p.)

Residency
At least 60 credits of a student's degree program must be completed at Tulane University, with the final 30 taken while enrolled in SoPA.

Graduate

The School of Professional Advancement awards a Master of Arts in Teaching (MAT), Master of Education (MEd), Master of Liberal Arts (MLA), Master of Professional Studies (MPS), Master of Public Administration (MPA), or Master of Science (MS), upon successful completion of the major course requirements for one of these programs. Please refer to the individual program for specific coursework requirements. No thesis is required. Students may not apply more than two independent study courses toward graduation requirements. In order to earn a master's degree, a student must have a cumulative grade point average of at least 3.00. Students must also submit an application for degree (https://gradapp.tulane.edu/)at the beginning of the semester in which the student plans to complete all required coursework and graduate. This application must be completed with the student's academic advisor.

General Graduate School Requirements

A full description of Master's (p. 89) degree requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly. Graduate degrees offered at SoPA provide students with in-depth knowledge and mastery in professional disciplines and liberal arts.

Academic Progress Requirements

Students admitted to study at the master's level at SoPA must maintain an overall grade point average of 3.00 or better to be considered in good academic standing. Students whose cumulative grade point average falls below 3.00 will be placed on academic probation, which will require a written academic development plan. Students will be removed from academic probation when they earn an overall grade point average of at least 3.00.

Graduate students who receive a grade lower than a B- in any coursework attempted will be placed on academic probation. Students who earn two grades below a B- will be dismissed. Courses in which a student earns a grade of C+ or lower cannot be counted towards a master's degree.

Academic Departments

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- Education (p. 442)
- Emergency and Security Studies (p. 448)
- General Legal Studies Program (p. 451)
- Humanities & Social Sciences (p. 454)
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Programs

Undergraduate

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- Elementary Education (Grades 1-5) Coordinate Major (p. 443)
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Professional Certificates

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Post-Baccalaureate Certificates

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- Paralegal Studies Post-Baccalaureate Certificate (p. 453)

Graduate

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- Sport Coaching Certificate (Graduate) (p. 465)
- Sport Security Certificate (Graduate) (p. 451)
- Teaching English Learners Certificate (Graduate) (p. 447)
- Technology Architecture Certificate (Graduate) (p. 459)

Program of Nursing

The Program of Nursing is an innovative collaboration between the School of Medicine and the School of Professional Advancement. The program is a School of Medicine program with the baccalaureate degree conferred by the School of Professional Advancement.

More information for the Tulane University Program of Nursing may be found here Program of Nursing home page (p. 373), including:

- Academic Policies*
- Admission Requirements
- Degree Requirements
- Programs
- Courses

*The Academic Policies and Procedures for the Program of Nursing, where different, supersede those of the School of Professional Advancement.

Business and Leadership Studies

Programs

Undergraduate

Majors

- Human Resources, B.A. (p. 439)
- Organizational Behavior and Management Studies, B.S. (p. 440)

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Certificates

- Accounting Fundamentals Certificate (p. 439)
- Applied Business Certificate (p. 439)
- Human Resource Fundamentals Certificate (p. 440)
- Small Business Development Certificate (p. 441)

Accounting Fundamentals Certificate

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

Requirements

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

Applied Business Certificate

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

Requirements

Course ID	Title	Credits
BSLS 1000	Economics for Non-Majors	3
BSLS 1110	Accounting I	3
BSLS 2310	Principles of Management	3
BSLS 3330	Intro To Human Resources	3
BSLS 3380	Business Ethics	3
or BSLS 3400	Legal Aspects of Business	
Select One:		**3**
BSLS 3260	Essential Business Skills	
BSLS 3340	Managing Org Behavior	
BSLS 3450	Commercial Law	
BSLS 3600	Entrepreneurship	
BSLS 2220	Intro to Finance	
BSLS 3200	Introduction to Marketing Principles	
BSLS 3800	Leadership: Navigating for Success	
BSLS 4750	Advanced Perspectives in HR Management: Theory & Practice	
Total Credit Hours		**18**

Applied Business Studies Minor

The 18-credit Minor in Applied Business Studies allows undergraduate students to complement their current majors with the analytical skills and practical knowledge necessary to operate businesses successfully and in compliance with the legal and ethical constructs that govern all commercial relationships.

Mission Statement: The Minor in Applied Business Studies is intended to provide undergraduate adult learners with the analytical skills and practical knowledge of the economic, marketing, financial, legal, and ethical concepts necessary for managing business entities, their relationships, and their transactions.

Requirements

Course ID	Title	Credits
BSLS 1110	Accounting I	3
BSLS 2310	Principles of Management	3
BSLS 3310	Writing in the Workplace	3
BSLS 3330	Intro To Human Resources	3
BSLS 3380	Business Ethics	3
Select one of the following:		**3**
BSLS 1000	Economics for Non-Majors	
BSLS 2220	Intro to Finance	
BSLS 3260	Essential Business Skills	
BSLS 3200	Introduction to Marketing Principles	
BSLS 3340	Managing Org Behavior	
BSLS 3400	Legal Aspects of Business	
BSLS 3600	Entrepreneurship	
BSLS 3700	Global Business	
BSLS 3800	Leadership: Navigating for Success	
BSLS 4750	Advanced Perspectives in HR Management: Theory & Practice	
Total Credit Hours		**18**

Human Resources, B.A.

Overview

With its curriculum aligned with
the Society for Human Resource Management (SHRM) curricular templates and Competency Model, the fully online Bachelor of Arts in Human Resources provides students with the knowledge and skills to forecast, plan, recruit, compensate, appraise, and otherwise develop human resources within business organizations in compliance with applicable laws and ethical guidelines. In addition, graduates of the BA in Human Resources program who meet the SHRM experience requirements may be eligible to take the examination to attain the SHRM-CP Certification.

The School of Professional Advancement awards the Bachelor of Arts in Human Resources following the successful completion of 120 credits, including 36 credits in the major, culminating in capstone project.

Requirements

Course ID	Title	Credits
BSLS 2450	Career Success Strategies	3
BSLS 3330	Intro To Human Resources	3
BSLS 3320	Compensation & Benefits	3

BSLS 3340	Managing Org Behavior	3
BSLS 3360	Plan, Recruit & Selection HR	3
BSLS 3370	Perf Appraisal & Productivity	3
BSLS 3390	Employment & Labor Law	3
or GLSP 4310	Employment Law	
BSLS 3380	Business Ethics	3
BSLS 3410	Human Resource Training & Development	3
BSLS 3700	Global Business	3
BSLS 3900	Human Resource Information Systems & Data Analysis	3
BSLS 4970	Human Resources Capstone	3
Total Credit Hours		**36**

* Students pursuing the B.A. in Human Resources will be advised to take BSLS 3250 – Business Statistics, BSLS 2250 – Business Communications, and BSLS 3310 – Writing in the Workplace, which also fulfill the SoPA Core Curriculum Requirements for Quantitative Reasoning, Oral Communication, and Writing Intensive/Designated Writing courses, respectively.

Tulane SoPA Business & Leadership Studies courses cannot be applied towards majors in the AB Freeman School of Business, Newcomb-Tulane College, School of Liberal Arts, School of Science & Engineering, School of Architecture, or the School of Public Health.

Human Resource Development Minor

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

Requirements

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

Human Resource Fundamentals Certificate

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

Requirements

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

Organizational Behavior and Management Studies, B.S.

Bachelor of Science in
Organizational Behavior & Management Studies

The fully online Bachelor of Science in Organizational Behavior & Management Studies provides students with the foundational knowledge necessary to manage business entities successfully. Students will build their communication and analytical skills, along with their knowledge of organizational behavior and management, while learning to identify and apply the economic, financial, legal, and ethical concepts that are fundamental to all business operations.

Organizational Behavior & Management Studies Mission Statement

The Bachelor of Science degree in Organizational Behavior & Management Studies (OBMS) provides adult learners with foundational knowledge about the different aspects of business organizations and how the systems within organizations work. Students will learn about the impacts of organizations on the attitudes and behaviors of individuals and develop the skills to manage the relationships and transactions of organizations successfully, based on practical knowledge of applicable psychological, human resources, economic, financial, legal, and ethical concepts.

OBMS Learning Objectives

On completion of the Bachelor of Science degree in Organizational Behavior & Management Studies, graduates will have the knowledge and skills to:

1. Identify and apply the laws, moral and ethical principles, and social responsibilities that govern business entities, transactions, and managerial decisions.
2. Analyze attitudes and behaviors within the organization at various levels (individual, team, organizational) and draw conclusions from the research.
3. Demonstrate knowledge about the fundamental business areas of the business organization, such as: accounting, finance, marketing, and human resources.
4. Communicate clearly and persuasively, verbally and in writing.
5. Compare and contrast various organizational structures and analyze how organizational culture can impact organizational attitudes and behavior.
6. Describe how managers establish organizational goals, motivate employees, and lead through change.

Requirements

Course ID	Title	Credits
Organizational Behavior & Management		**9**
BSLS 2310	Principles of Management (each semester)	3
BSLS 3340	Managing Org Behavior (fall, spring)	3
BSLS 3380	Business Ethics (each semester)	3

Course ID	Title	Credits
Business Fundamentals		**18**
BSLS 1000	Economics for Non-Majors (each semester)	3
BSLS 1110	Accounting I (each semester)	3
BSLS 2220	Intro to Finance (fall, spring)	3
BSLS 2250	Business Communications (each semester)	3
BSLS 3250	Business Statistics (each semester)	3
BSLS 4980	Organizational Behavior & Management Capstone	3

Course ID	Title	Credits
Select three (3) of the following		**9**
BSLS 3200	Introduction to Marketing Principles (fall, spring)	3
BSLS 3330	Intro To Human Resources (each semester)	3
BSLS 3400	Legal Aspects of Business (fall, spring)	3
or BSLS 3450	Commercial Law	
or GLSP 4150	Commercial Law	
BSLS 3600	Entrepreneurship (fall)	3
BSLS 3700	Global Business (fall, spring)	3
BSLS 3800	Leadership: Navigating for Success (fall)	3
BSLS 3900	Human Resource Information Systems & Data Analysis (fall)	3
BSLS 4750	Advanced Perspectives in HR Management: Theory & Practice (fall)	3
PSYC 3710	Psychology Applied to Work (fall, spring)	3
Total Credit Hours		**36**

Small Business Development Certificate

The 18-credit Professional Certificate in Small Business Development provides the analytical skills, business fundamentals, practical knowledge, and legal and ethical foundations necessary to develop business plans, create marketing strategies, identify capital resources, and manage a small business or other entrepreneurial venture.

Requirements

Course ID	Title	Credits
Required Courses		
BSLS 1110	Accounting I	3
BSLS 3330	Intro To Human Resources	3
BSLS 3340	Managing Org Behavior	3
or BSLS 3800	Leadership: Navigating for Success	
BSLS 3380	Business Ethics	3
BSLS 3600	Entrepreneurship	3
or BSLS 3650	Developing a Small Business	
Electives (Choose one)		**3**
BSLS 3400	Legal Aspects of Business	
or BSLS 3310	Writing in the Workplace	
or BSLS 3260	Essential Business Skills	
or BSLS 4750	Advanced Perspectives in HR Management: Theory & Practice	
Total Credit Hours		**18**

Small Business Development Minor

The 18-credit Minor in Small Business Development allows undergraduate students to complement their current majors with knowledge that will enhance their chosen careers. The minor provides the analytical skills, business fundamentals, practical knowledge, and legal and ethical foundations necessary to develop a business plan, create marketing strategies, identify capital resources, and manage a small business or other entrepreneurial venture.

Small Business Development Minor Mission Statement: The Minor in Small Business Development is intended to provide adult learners with the analytical skills, practical knowledge, and legal and ethical foundations to develop business plans, create marketing strategies, identify capital resources, and manage a small business or other entrepreneurial venture.

Requirements

Course ID	Title	Credits
Business Fundamentals		**12**
BSLS 1110	Accounting I	
BSLS 3330	Intro To Human Resources	
BSLS 3340	Managing Org Behavior	
BSLS 3380	Business Ethics	
or BSLS 3800	Leadership: Navigating for Success	
Select One:		**3**
BSLS 3600	Entrepreneurship	
BSLS 3650	Developing a Small Business	
Select One:		**3**
BSLS 3200	Introduction to Marketing Principles	
BSLS 3260	Essential Business Skills	
BSLS 3310	Writing in the Workplace	
BSLS 3400	Legal Aspects of Business	
BSLS 3700	Global Business	
BSLS 4750	Advanced Perspectives in HR Management: Theory & Practice	
Total Credit Hours		**18**

Education

Programs

Undergraduate

Majors

- Undergraduate Coordinate Majors (p. 442)

Minors

- Teaching English Learners, Minor (p. 447)
- Teaching, Learning, and Training Minor (p. 447)

Graduate

Programs

- Early Childhood Education, MAT (p. 442)
- Elementary Education, MAT (p. 443)
- Master of Education, M.Ed. (p. 445)
- Secondary Education, MAT (p. 446)

Certificates

- Equity-Centered Education Leadership Certificate (Graduate) (p. 444)
- Learner Experience Design Certificate (Graduate) (p. 444)
- Special Education Certificate (Graduate) (p. 446)
- Teaching English Learners Certificate (Graduate) (p. 447)

Early Childhood Education, MAT

Overview

The Master of Arts in Teaching with a specialization in Early Childhood Education offers courses and a path to Louisiana teacher certification that will equip teacher candidates with necessary credentials, research skills, and instructional practices to successfully support all learners. To earn this degree, students are required to complete 36 hours of course work in Early Childhood Education. Applied learning is also an integral part of the graduate degree. By the time the final residency experience begins, students will have spent many hours in diverse public and private school classrooms. Upon successful completion of the coursework and field experiences, teacher candidates are eligible for certification through the Louisiana Department of Education.

Requirements

The Master of Arts in Teaching in Early Childhood Education consists of twelve three credit courses, including the required year-long residency course.

Course ID	Title	Credits
EDUC 6000	Historical and Philosophical Foundations of Education	3
EDUC 6810	The Craft of Teaching	3
EDUC 6060	Methods of Educational Research	3
EDUC 6820	Foundations of Emergent Literacy	3
EDUC 6870	Childhood Development	3
AND		
EDUC 6830	Early Childhood Reading Methods	3
EDUC 6834	Early Childhood Reading Instruction for All Learners	3
EDUC 6840	Teaching Social Studies in ECE	3
EDUC 6850	Teaching Science in Early Childhood Classroom	3
EDUC 6860	Teaching Mathematics in ECE	3
AND		
Residency or Practitioner Coursework		**6**
Residency Option		
EDUC 6890	Residency I_Student_ECE	
EDUC 6891	Residency II_Student_ECE	
Practitioner Option		
EDUC 6892	Residency I_Practitioner_ECE	
EDUC 6893	Residency II_Practitioner_ECE	
Total Credit Hours		**36**

Additional Requirements for Certification

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

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

Education Coordinate Majors

What is a coordinate major?

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

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

Applied learning is an integral part of the coordinate major. Students engage in several clinical experiences in diverse public and private school classrooms. Additionally, the coordinate major program requires students to engage in a year-long applied learning component, whether through a residency or a research project, as their culminating experience of the program. For those seeking certification approved by

the Louisiana Department of Education, the final, year-long residency in a school is required.

Elementary Education Coordinate Major (p. 443)

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

Secondary Education Coordinate Major (p. 445)

The Secondary Education Coordinate Major can be completed concurrent with an undergraduate degree major at Tulane. Successful completion of all coursework and a two-semester residency is a requirement of any individual seeking teaching certification in the State of Louisiana. Students who choose not to pursue teacher certification may complete an applied research project in lieu of the residency. Students must meet the requirements for the primary major while completing the required Secondary Education requirements, including a subject concentration:

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

Elementary Education (Grades 1-5) Coordinate Major

Overview

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

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

Requirements

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

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

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

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

Additional Requirements for Certification

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

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

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

Elementary Education, MAT

Overview

The Master of Arts in Teaching with a specialization in Elementary Education offers courses and a path to Louisiana teacher certification that will equip teacher candidates with the necessary credentials,

research skills, and instructional practices to successfully support all learners in the elementary grades. To earn this degree, students are required to complete 36 hours of coursework in Elementary Education. Applied learning is also an integral part of the coordinate major. By the time the final residency experience begins, students will have varied clinical experiences in diverse public and private school classrooms.

Requirements

The Master of Arts in Teaching in Elementary consists of twelve three-credit courses, including the required year-long residency courses.

Course ID	Title	Credits
EDUC 6000	Historical and Philosophical Foundations of Education	3
EDUC 6060	Methods of Educational Research	3
EDUC 6310	Teaching Social Studies in the Elementary Education Classroom	3
EDUC 6320	Teaching Science in the Elementary Education Classroom	3
EDUC 6330	Math in the Elementary Education Classroom	3
EDUC 6810	The Craft of Teaching	3
EDUC 6822	Foundations of Elementary Literacy	3
EDUC 6832	Elementary Education Reading Methods	3
EDUC 6836	Elementary Reading Instruction for All Learners	3
EDUC 6870	Childhood Development	3
Choose One Option Below		6
EDUC 6894 & EDUC 6895	Residency I (Student) - Elementary Education and Residency II (Student) - Elementary Education	
OR		
EDUC 6896 & EDUC 6897	Residency I (Practitioner) - Elementary Education and Residency II (Practitioner) - Elementary Education	
Total Credit Hours		**36**

Additional Requirements for Certification

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

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

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

Equity-Centered Education Leadership Certificate (Graduate)

Overview

Through the 12-credit graduate certificate in Equity-Centered Education Leadership, students will learn to lead, affect real change, and achieve clear-cut results with impact across a diversity of roles, including early childhood programs, PreK–12 schools and districts, higher education, nonprofits, government, philanthropy, and entrepreneurial ventures.

Requirements

Course ID	Title	Credits
Required Courses:		
EDUC 6100/ MPAD 7120	Reimagining and Leading Equitable Education Systems for the Future	3
EDUC 6120/ MPAD 7130	Leading Learning	3
EDUC 6150/ MPAD 7110	An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change	3
Chose one course from the following:		3
EDUC 6190/ MPAD 7100	Educational Leadership & Policy for Changemakers	
EDUC 6140	Managing Effective Equity-Centered Educational Organizations	
EDUC 6160	Engaging Family and Community Stakeholders	
EDUC 6180	Driving Change and Transformation for Impact	
Total Credit Hours		**12**

Learner Experience Design Certificate (Graduate)

Overview

The Learning Experience Design Graduate Certificate is comprised of 12-credits, with three courses that are required and one elective. This graduate certificate will prepare graduates with the knowledge, skills, and competencies needed to enter or advance in the new and fast-growing field of learning experience design in eLearning spaces in PK-12, higher education, corporate, government, and non-profit sectors.

Requirements

Course ID	Title	Credits
EDUC 6400	Foundations of Instructional Design and Applications	3
EDUC 6410	Trends and Issues in Learning Experience Design and Learner Equity	3

EDUC 6420	Learning Experience and Interaction Design Studio	3
Choose one course from one of the following:		3
EDUC 6430	Emerging Technologies and Learning Perspectives	
EDUC 6440	Learning Technology Principles and Applications	
EDUC 6450	Game-Based Learning Technology and Design	
EDUC 6460	Mobile Learning Design and Studio	
Total Credit Hours		**12**

Master of Education, M.Ed.

Overview

The Master of Education (M.Ed.) is 30 credits hours and will require students to complete five foundational courses, including a capstone course, along with five courses that may be earned either through elective courses or through graduate certificates stacked into the degree. All courses are three credits.

Requirements

The five 3-credit required courses are as follows:

Course ID	Title	Credits
EDUC 6000	Historical and Philosophical Foundations of Education	3
EDUC 6020	Learning Processes Across the Lifespan	3
EDUC 6040	Curriculum, Instruction, & Assessment for All Learners	3
EDUC 6060	Methods of Educational Research	3
EDUC 6080	Culminating Capstone Project	3

The remaining credits can be earned through elective courses or through graduate certificates. One of the following graduate certificates may be earned as part of the M.Ed. or completed prior to admission to the M.Ed. and then stacked into the degree:

Graduate Certificate in Equity-Centered Education Leadership
Graduate Certificate in Learning Experience Design
Graduate Certificate in Special Education
Graduate Certificate in Teaching English Learners (TEL)

Secondary Education (Grades 6-12) Coordinate Major

Overview

The Secondary Education (grades 6-12) Coordinate major is 30 credits and offers students coursework and a path to become a secondary (grades 6-12) teacher in the State of Louisiana. Successful completion of all coursework and a two-semester residency is a requirement of any individual seeking teaching certification in the State of Louisiana. Students who choose not to pursue teacher certification may complete an applied research project in lieu of the residency.

The Secondary Education (grades 6-12) Coordinate Major can be completed concurrent with an undergraduate degree major at Tulane. Students must meet the requirements for the primary major while completing the required Secondary Education requirements, including a subject concentration:

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

Students work with an advisor in the department of their primary major and an advisor in the Education program to ensure all requirements in both programs are met. Students receive a B.A., B.S., or B.F.A. degree and must complete the core requirements of their respective Colleges.

Requirements

The secondary education (grades 6-12) coordinate major is 30 credits and open to all Tulane undergraduates. Please see the primary major's department page for major requirements.

Students who complete all requirements below earn a coordinate major in Secondary Education (grades 6-12) and, for those who participate in the clinical residency, become eligible to apply for the Secondary Education (grades 6-12) teaching license in Louisiana.

Course ID	Title	Credits
Core Requirements		
EDUC 2000 & EDUC 2890	Education In A Diverse Society and Service Learning EDUC 2000 was formerly EDLA 2000	3
or EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning	3
EDUC 3100	Theories of Learning	3
or PSYC 3200	Educational Psychology	
or PSYC 3210	Child Psychology	
PSYC 3390	Adolescent Psychology	3
Methodology & Teaching		
EDUC 3802	Reading Methods Secondary Ed	3
EDUC 3806	Effective Reading Instruction for Developing Adolescent Readers	3
EDUC 4210	Secondary Method I: General	3
Select one of the following:		3
EDUC 4220	Methods II Social Studies	
EDUC 4230	Methods II Science	
EDUC 4240	Methods II English	
EDUC 4250	Methods II Mathematics	
EDUC 4260	Methods II: Foreign Language	
CHOOSE [1]		
EDUC 5250 & EDUC 5260	Residency Student Teach 6-12 and Residency Student Teach 6-12	6

OR		
EDUC 5271 & EDUC 5281	Applied Research Project I and Applied Research Project II	6
Total Credit Hours		**39**

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

Additional Requirements for Certification

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

- Successfully complete and meet program requirements and competencies
- Successfully pass the Gateway to Residency
- Successfully pass the Gateway to Teaching

Secondary Education, MAT

Overview

The MAT degree offers courses and a path to Louisiana teacher certification that will equip teacher candidates with necessary credentials, research skills, and instructional practices to successfully support all learners. To earn this degree, students must be enrolled in the MAT degree at Tulane University SoPA Education program and are required to complete 33 hours of course work in Secondary Education. Applied learning is also an integral part of the coordinate major. By the time the final residency experience begins, students will have varied clinical experiences in diverse public and private school classrooms. Each pathway ensures that our teacher candidates are eligible for certification through the Louisiana Department of Education in one of the following areas of specialization:

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

Requirements

The Master of Arts in Teaching in Secondary consists of eleven three-credit courses, including the required year-long residency courses.

Course ID	Title	Credits
EDUC 6000	Historical and Philosophical Foundations of Education	3
EDUC 6060	Methods of Educational Research	3
EDUC 6810	The Craft of Teaching	3
EDUC 6970	Adolescent Development	3
AND		
EDUC 6900	Secondary Methods I: General	3
EDUC 6910	Reading Methods Secondary Education	3
EDUC 6980	Effective Reading Instruction for Developing Adolescent Readers	3
AND		
EDUC 6920	Methods II Social Studies	3
or EDUC 6930	Methods II Science	
or EDUC 6940	Methods II English	
or EDUC 6950	Methods II Mathematics	
or EDUC 6960	Methods II Foreign Language	
EDUC 6965	Content Knowledge for Secondary Education	3
AND		
Residency		**6**
EDUC 6990	Residency I_Student_SE	
or EDUC 6992	Residency I_Practitioner_SE	
EDUC 6991	Residency II_Student_SE	
or EDUC 6993	Residency II_Practitioner_SE	
Total Credit Hours		**33**

Additional Requirements for Certification

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

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

Special Education Certificate (Graduate)

Overview

The 18-credit graduate certificate in Special Education is designed to support teachers toward licensure by equipping them with a strong foundation in related research and opportunities to apply their understandings in real-world contexts for students with exceptionalities.

Requirements

Course ID	Title	Credits
Required		
EDUC 6500	Assessment and Evaluation of Students with Disabilities	3
EDUC 6510	Collaborative Teaming	3
EDUC 6520	Instructional Practices in Special Education	3
EDUC 6530	Reading and Literacy	3
EDUC 6540	Functional Behavioral Assessment and Individualized Behavioral Intervention Planning	3

Choose one course from one of the following:		3
EDUC 6550	Self-Determination and Transition	
EDUC 6560	Fundamentals of Instructional Technology for Students with Disabilities	
Total Credit Hours		**18**

Teaching English Learners Certificate (Graduate)

Overview

The 12-credit graduate certificate in Teaching English Learners addresses an on-going, systemwide need for educators who are trained to work with diverse learners who are most at-risk for school difficulties: multi-language learners. Students may be eligible for add-on endorsement to teacher certification upon successful completion the following courses.

Requirements

Course ID	Title	Credits
Requirements:		
EDUC 6220	Linguistics for English Language Learning	3
EDUC 6230	Intercultural Communication & Language Pedagogy	3
EDUC 6240	Inclusive Curriculum & Materials Design for Multicultural Classrooms	3
EDUC 6250	Methods for Teaching Multilingual Learners of English	3
Total Credit Hours		**12**

Teaching English Learners, Minor

Overview

The Teaching English Learners (TEL) minor is designed for current Tulane students who have an interest in teaching English learners and/or wish to take relevant courses in order to prepare them for future professional goals. With this minor, Tulane students entering the United States K-12 education system are equipped to provide better support for multilingual learners of English in their classrooms and schools. The TEL minor also prepares Tulane students for a variety of other professional pathways, including but not limited to graduate school, Teach for America, teaching/ training abroad, and the Peace Corps.

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

Requirements

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

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

Teaching, Learning, and Training Minor

Overview

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

Requirements

Course ID	Title	Credits
EDUC 2000 & EDUC 2890	Education In A Diverse Society and Service Learning EDUC 2000 was formerly EDLA 2000	3
or EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning [1]	3
EDUC 3100	Theories of Learning	3
EDUC 4100	Critical Trends and Issues in Education	3
Select Two: [2]		**6**
EDLA 3160	Child & Adolescent Lit	
EDUC 3220	Linguistics for English Language Learning	
EDUC 3230	Intercultural Communication & Language Pedagogy.	
EDUC 3240	Inclusive Curriculum & Materials Design for Multicultural Classrooms	

EDUC 3250	Methods for Teaching Multilingual Learners of English
EDUC 3802	Reading Methods Secondary Ed [3]
EDUC 3420	Foundations of Emergent Literacy
EDUC 4130	Teaching Mathematics in ECE
POLA 4350	Politics of Education Policy
PSYC 3200	Educational Psychology
PSYC 3250	Psychology of Early Childhood
PSYC 3390	Adolescent Psychology
SOCI 6330	Sociology of Education
Total Credit Hours	**18**

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

Emergency and Security Studies

Programs

Undergraduate

Major

- Homeland Security, B.A. (p. 449)

Minor

- Homeland Security Studies Minor (p. 449)

Graduate

- Emergency Management, Master of Professional Studies (p. 448)
- Homeland Security Studies, Master of Professional Studies (p. 449)

Certificates

- Emergency Management Certificate (Graduate) (p. 448)
- Intelligence Studies Certificate (Graduate) (p. 450)
- Open Source Intelligence Certificate (Graduate) (p. 450)
- Security Management Certificate (Graduate) (p. 450)
- Sport Security Certificate (Graduate) (p. 451)

Advanced Certificates

- Advanced Emergency Management Certificate (Graduate) (p. 448)

Advanced Emergency Management Certificate (Graduate)

The four course, 12 credit Advanced Emergency Management certificate is targeted to individuals who want a more in-depth knowledge of emergency management. This graduate level certificate consists of four courses that will provide students with a working knowledge of public sector emergency management with regard to risk and threat assessment and management, planning, business continuity and disaster communications.

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

Requirements

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

Emergency Management Certificate (Graduate)

The Emergency Management certificate is designed for students to augment their current undergraduate degree, enabling them to advance in, or change to, a career in the field of emergency management. This graduate level certificate consists of four courses that will prepare students to apply key skills in the mitigation of, preparedness for, response to, and recovery from major emergencies, disasters, and terrorism events. All credits in this certificate may be applied toward the Master of Professional Studies in Emergency Management.

Requirements

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

Emergency Management, Master of Professional Studies

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

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

Requirements

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

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

Homeland Security, B.A.

The Bachelor of Arts in Homeland Security Studies program covers a broad range of topics, from homeland security and border protection to emergency management, counterterrorism, and critical infrastructure protection. This unique program offers a practical and hands-on curriculum taught by leaders in the industry.

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

Requirements

Course ID	Title	Credits
Required Courses		
HMLS 2750	Homeland Security Challenge	3
HMLS 3150	Health and Medical Issues	3
HMLS 3200	Domestic & Intl Terrorism	3
HMLS 3250	Emergency Management	3
HMLS 3500	Intellignce Rsrch &Anlys	3
HMLS 3600	Critical Infrastructure	3
HMLS 3700	Transport & Border Secur	3
CPST 3930	Cyber Threats & Cybersecurity	3
Select one course:		**3**
HMLS 3550	Human Intel & Counter Intel	
HMLS 4500	Intelligence Analysis	
HMLS 4600	Counter-Terrorism	
HMLS 4700	Maritime & Border Security	
Elective Courses *		
Select one course:		3
EENS 3050	Natural Hazards & Mitigation	
HISM 3220	Arab/Israeli Conflict	
POLA 2100	American Government	
POLA 4270	Constitutional Law	
POLI 4520	Intell. & Covert Ops.	
POLI 4530	American Foreign Policy	
POLI 4630	Strategy & Politics	
POLI 6630	International Security	
SOCI 1300	Criminology	
Total Credit Hours		**30**

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

Homeland Security Studies Minor

A minor in Homeland Security Studies allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 18 credit hours, and provides an overview of homeland security through topics in emergency management, terrorism, and security.

Requirements

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

Homeland Security Studies, Master of Professional Studies

The MPS in Homeland Security Studies prepares students to work in the fields of emergency management, intelligence analysis, counterterrorism analysis, cyber security, border protection and security, and infrastructure protection at all levels of government and in the private sector. From courses on domestic and international terrorism and intelligence research methods to examinations of emergency management and border security, the curriculum dives deep into the policies and strategies used in today's advanced homeland security sector. Upon completion of the core courses, students may develop an individual plan of study for the remainder of their coursework with the Program Director based on their specific interests. The School of Professional Advancement awards the MPS in Homeland Security degree following the successful completion of 11 graduate courses comprised of six core courses, four electives, and one capstone course. No thesis is required.

Requirements

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

Course ID	Title	Credits
Core Requirements		
ESSC 6001	Introduction to Emergency Management	3

ESSC 6002	Critical Infrastructure Protection	3
ESSC 6003	Geospatial Information Systems	3
ESSC 6004 or ESSC 6005	Defense Support to Civilian Authority Border Security	3
ESSC 6006	Intel Analysis and Critical Thinking	3
ESSC 6018	Approaches to Counter Terrorism	3
ESSC 7900	Capstone	3
Electives		
Any ESSC Courses		12
Total Credit Hours		**33**

Cybersecurity Concentration

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

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

Intelligence Studies Certificate (Graduate)

Overview

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

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

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

Requirements

Curriculum

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

Open Source Intelligence Certificate (Graduate)

Overview

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

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

Requirements

Course ID	Title	Credits
ESSC 7013	Information Operations and Open Source Intelligence	3
ESSC 7014	Ethics in OSINT	3
ESSC 7015	Open Source Collection and Techniques	3
ESSC 7016	Open Source Information Analysis	3
Total Credit Hours		**12**

Security Management Certificate (Graduate)

The Security Management certificate is designed to augment students' current undergraduate degree, enabling them to advance an existing career in the field of security or change to a career in the private sector security field. Upon completion of the four course, 12 credit graduate level certificate, students are able to apply concepts of private sector security management in the areas of physical protection systems, emergency management, risk management, threat assessment, and business continuity.

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

Requirements

Course ID	Title	Credits
ESSC 6008	Risk Management and Threat Assessment	3
ESSC 6012	Physical Protection Systems	3
ESSC 6013	Business Continuity	3
ESSC 6017	Sport/Event Security and Response	3
Total Credit Hours		**12**

Sport Security Certificate (Graduate)

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

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

Requirements

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

General Legal Studies Program

Programs

Undergradute

Major

- General Legal Studies, B.A. (p. 451)

Minor

- General Legal Studies Minor (p. 452)

Certificates

- Paralegal Studies Post-Baccalaureate Certificate (p. 453)

General Legal Studies, B.A.

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

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

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

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

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

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

General Legal Studies Program Learning Outcomes

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

1. Describe and analyze the jurisdictions and functions of the state and federal civil, criminal, and administrative court systems.
2. Perform legal research and factual investigations using both print and electronic methods and summarize findings in legal memoranda and briefs.
3. Cite authorities consistent with the adopted legal citation manual (The Bluebook: A Uniform System of Citation.)
4. Draft memoranda of law and legal correspondence.
5. Identify, draft, and file standard pretrial and litigation documents in Federal and State Courts.
6. Use industry-standard law office technology to organize and manage documents, files, billing data, and dockets for trial and other law practice management purposes.
7. Identify and apply the ABA Model Rules of Professional Conduct and the NALA and NFPA ethics guidelines.

Note: Paralegals are trained professionals who work under the supervision of licensed attorneys. Paralegals are not lawyers and are not permitted to practice law or to provide legal services directly to the public, except as permitted by law.

Credit Transfers toward the BA in General Legal Studies

Tulane SoPA's General Legal Studies Program does not accept the transfer of credits for paralegal or legal studies courses completed at

paralegal or legal studies programs that were not approved by ABA's Standing Committee on Paralegals at the time the courses were taken.

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

Requirements

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

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

[1] Preceding course is a prerequisite

Optional 4+1 Program

Undergraduate students in the General Legal Studies (GLS) Program who have earned at least 75 credits, including all 36 credits in the GLS major, and a cumulative GPA of at least 3.0, may apply for admission to SoPA's John Lewis Master of Public Administration (MPA) 4+1 Program. If accepted, students attending full-time may earn the MPA in a single year after completing the GLS BA degree. Up to six graduate-level public administration credits (at the 6000 level or higher) may count toward both the non-major requirements of the GLS B.A. degree and the MPA degree, and up to six additional graduate credit hours taken as overload during undergraduate study (exceeding the required 120 credit hours of the bachelor's) may be applied toward the MPA degree.

General Legal Studies Minor

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

Requirements

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

* Preceding course is a prerequisite.

Paralegal Studies Post-Baccalaureate Certificate

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

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

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

In or near the final semester, students not already employed in law offices take GLSP 5900 Gen Legal Studies Practicum (3 c.h.) , a course that includes a 100-hour internship in a legal services office and an instructional component focusing upon legal ethics, professionalism, and career success skills.

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

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

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

General Legal Studies Program Learning Outcomes

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

1. Describe and analyze the jurisdictions and functions of the state and federal civil, criminal, and administrative court systems.
2. Perform legal research and factual investigations using both print and electronic methods and summarize findings in legal memoranda and briefs.
3. Cite authorities consistent with the adopted legal citation manual (The Bluebook: A Uniform System of Citation.)
4. Draft memoranda of law and legal correspondence.
5. Identify, draft, and file standard pretrial and litigation documents in Federal and State Courts.
6. Use industry-standard law office technology to organize and manage documents, files, billing data, and dockets for trial and other law practice management purposes.
7. Identify and apply the ABA Model Rules of Professional Conduct and the NALA and NFPA ethics guidelines.

Credit Transfers for the PBC in Paralegal Studies

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

Consistent with Tulane SoPA's credit transfer policy (https://sopa.tulane.edu/admissions/student-transfers/), students pursing the Post-Baccalaureate Certificate in Paralegal Studies may be permitted to transfer in up to 6 credits (2 classes) of the 27 required legal studies/paralegal course credits, provided each course (1) meets all SoPA course transfer requirements; (2) was completed at a paralegal or legal studies program that was approved by ABA's Standing Committee on Paralegals at the time the class was completed; and (3) has been reviewed and approved by the General Legal Studies Program Director.

Note: Paralegals are trained professionals who work under the supervision of licensed attorneys. Paralegals are not lawyers and are not permitted to practice law or to provide legal services directly to the public, except as permitted by law.

Requirements

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

Course ID	Title	Credits
Major Core Courses (Offered every semester, in online or remote format)		**24**
GLSP 2010	Intro to the Legal System	
GLSP 3020	Legal Research I	
GLSP 3030	Legal Writing I *	
GLSP 3050	Litigation I	
GLSP 3060	Litigation II *	
GLSP 3070	Legal Technology I	
GLSP 4190	Legal Ethics (Online)	
Select one:		
GLSP 4100	Legal Technology II	
or GLSP 4200	Legal Research & Writing II	
Internship		

GLSP 5900	Gen Legal Studies Practicum (remote, all semesters. 100-hour internship and classroom component) **	3
Total credit hours		**27**

* Preceding course is a prerequisite.

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

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

Humanities & Social Sciences

Programs

Undergraduate

Majors

- Humanities, B.A. (p. 454)
- Social Sciences, B.A. (p. 454)

Graduate

- Liberal Arts, Master of Liberal Arts (p. 455)

Humanities, B.A.

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

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

Requirements

Major Core Courses

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

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

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

Social Sciences, B.A.

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

The School of Professional Advancement awards the Bachelor of Arts in Social Sciences degree following the successful completion of 120 credits, including 30 credits in the major. To fulfill the major core course requirements, students must earn 12 credits in 1000/2000 level and 18 credits in 3000+ level social science courses. Students must complete PASS 1010 and three foundational courses (1000 or 2000 level) in

three different social science areas. Students will then take five upper-level social science courses. As their final requirement, students will complete an interdisciplinary Capstone seminar course.

Requirements

Major Core Courses

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

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

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

Liberal Arts, Master of Liberal Arts

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

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

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

Requirements

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

Information Technology

Undergraduate

Major

- Information Technology, B.S. (p. 455)

Minor

- Information Technology Minor (p. 457)

Graduate

- Cybersecurity Management, Master of Science (p. 458)
- Information Technology Management, Master of Science (p. 458)

Certificates

- Cyber Defense Certificate (Graduate) (p. 457)
- Cyber Leadership Certificate (Graduate) (p. 457)
- Cyber Technology Certificate (Graduate) (p. 457)
- Data Science & Cloud Certificate (Graduate) (p. 458)
- IT Strategic Planning Certificate (Graduate) (p. 459)
- Technology Architecture Certificate (Graduate) (p. 459)

Information Technology, B.S.

Overview

The B.S. in Information Technology provides a base of knowledge, skills and exposure to industry practices in areas including cybersecurity, product and program support, integrated application development, and enterprise systems & cloud.

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

Information Technology Program Educational Objectives

After completing the program, graduates should be able to:

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

Information Technology Program Learning Objectives

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

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

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

Requirements

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

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

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

Integrated Application Development Concentration

Course ID	Title	Credits
CPST 3220	O-O Programming w/ Java	3
CPST 3250	User Interface/Experience Dsgn	3
CPST 4270	Advanced Application Development for Industry	3
CPST 4710	Information Technology Program Capstone	3
Choose Four Electives From		
CPST 2400	Webpage Design & Develpm	3
CPST 2910	Documentation & Tech Writing	3
CPST 3200	Automation & Bot Development	3
CPST 3230	Application Development In C++	3
CPST 3240	Python Game Development	3
CPST 3300	Mobile Application Development	3
CPST 3310	Rel DB Design & Develpmt	3
CPST 3500	IT Project Management	3
CPST 3550	Systems Analysis & Design	3
CPST 4340	Database Administration- SQL	3
CPST 4350	Database Administration-Oracle	3
CPST 4500	System Reqs Devel & Testing	3
CPST 4950	Website Security	3
OR		
Any CPST Course (Including Special Topics) with AppDev Hashtag		

Enterprise Systems and Cloud Concentration

Course ID	Title	Credits
CPST 3270	Cloud Foundations	3
CPST 4610	Windows Server Administration	3
CPST 4930	Network Security	3
CPST 4710	Information Technology Program Capstone	3
Choose Four Electives From		
CPST 3260	Virtualization and Cloud	3
CPST 3280	Cloud Architecture	3
CPST 3290	Linux Admin & Hybrid Cloud	3
CPST 3310	Rel DB Design & Develpmt	3
CPST 3610	Internet Server Admin with IIS	3
CPST 3650	Linux Administration & Security	3
CPST 3750	Cyber Defense	3
CPST 4340	Database Administration- SQL	3
CPST 4640	TCP/IP Protocol	3
CPST 4650	Unix System Administration	3
CPST 4670	Identity & Access Management	3
CPST 4750	IP Routing & Switching	3
CPST 4770	Advanced IP Networking	3
CPST 4810	Windows Security	3
CPST 4850	Penetration Testing	3
CPST 4870	Forensics, Investigate & Resp	3
CPST 4950	Website Security	3
OR		
Any CPST Course (Including Special Topics) with EntSystemsCloud Hashtag		

Cybersecurity Concentration

Course ID	Title	Credits
CPST 4870	Forensics, Investigate & Resp	3
CPST 4610	Windows Server Administration	3
CPST 4930	Network Security	3
CPST 4710	Information Technology Program Capstone	3
Choose Four Electives From		
CPST 3260	Virtualization and Cloud	3
CPST 3270	Cloud Foundations	3
CPST 3310	Rel DB Design & Develpmt	3

CPST 3650	Linux Administration & Security	3
CPST 3750	Cyber Defense	3
CPST 3930	Cyber Threats & Cybersecurity	3
CPST 4640	TCP/IP Protocol	3
CPST 4650	Unix System Administration	3
CPST 4670	Identity & Access Management	3
CPST 4750	IP Routing & Switching	3
CPST 4770	Advanced IP Networking	3
CPST 4810	Windows Security	3
CPST 4850	Penetration Testing	3
CPST 4950	Website Security	3
OR		
Any CPST Course (Including Special Topics) with CybSec Hashtag		

Product & Program Support Concentration

Course ID	Title	Credits
CPST 3250	User Interface/Experience Dsgn	3
CPST 3500	IT Project Management	3
CPST 3550	Systems Analysis & Design	3
CPST 4710	Information Technology Program Capstone	3
Choose Four Electives From		
CPST 2910	Documentation & Tech Writing	3
CPST 3930	Cyber Threats & Cybersecurity	3
CPST 4101	SCRUM Development Method	3
CPST 4320	Business Intelligence	3
CPST 4500	System Reqs Devel & Testing	3
OR		
Any CPST Course (Including Special Topics) with ProdProgSupport Hashtag		

Information Technology Minor

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

Requirements

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

Cyber Defense Certificate (Graduate)

Overview

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

Requirements

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

Cyber Leadership Certificate (Graduate)

Overview

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

Requirements

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

Cyber Technology Certificate (Graduate)

Overview

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

Requirements

Course ID	Title	Credits
CPST 6010	Information Technology Fundamentals	3
CPST 6050	Application Development Foundations	3
CPST 6100	Networks & Systems	3
CPST 6150	Database, Data Analysis, Data Structures	3
CPST 6200	Cybersecurity/InfoSec	3
CPST 6250	Enterprise Information Technology	3
Total Credit Hours		**18**

Cybersecurity Management, Master of Science

Overview

The MS in Cybersecurity Management was designed to provide individuals with the deep theoretical and functional knowledge of the technical, business, and management aspects of cybersecurity.

This graduate program consists of eleven three-credit courses in the cybersecurity management curriculum: 3 foundation courses, 5 required courses, 1 capstone course, and two electives. Students will be prepared to effectively envision, plan, develop, document, review, communicate and lead cybersecurity efforts for an organization. This will include in-depth study of existing and emerging cybersecurity domain technologies, and the industry's best practices and standards for organizations in need of an effective approach to managing cybersecurity.

Requirements

Please note: Any IT Management MS course is available as an elective to Cybersecurity Management students.

Course ID	Title	Credits
CSMT 7050	Leadership for CS Profnls	3
CSMT 7900	Sec & Cyber Threats for Mgrs	3
CSMT 7700	Cyber Network & Tele Security	3
CSMT 7800	Cyber Law & Policy	3
CSMT 7500	IT Sec Auditing & Monitoring	3
CSMT 7950	Cryptography	3
CSMT 7300	Data & Database Security	3
CSMT 7990	Enterprise CS Mgt Capstone	3
CPST 7150	The Business of IT	3
Electives (choose two):		**6**
CSMT 7870	Cyber Incident Res & Forensics	
CSMT 7750	Wireless, Mobile & Cloud Secur	
CSMT 7920	Software and Web App Security	
ESSC 7001	Cyber Threats and Homeland Security	
CPST 6750	Cyber Defense	
Total Credit Hours		**33**

Homeland Security Concentration

Course ID	Title	Credits
ESSC 6006	Intel Analysis and Critical Thinking	3
ESSC 6018	Approaches to Counter Terrorism	3
ESSC 7001	Cyber Threats and Homeland Security	3
Total Credit Hours		**9**

Emergency Operations Concentration

Course ID	Title	Credits
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
ESSC 6001	Introduction to Emergency Management	3
ESSC 6013	Business Continuity	3
Total Credit Hours		**9**

Data Science & Cloud Certificate (Graduate)

Overview

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

Requirements

Course ID	Title	Credits
CPST 7760	Cloud-based Data Analytics	3
CPST 7770	Cloud-based Machine Learning and Artificial Intelligence	3
Choose 2 of the Following:		**6**
CPST 7200	Enterprise Application Arch	
CPST 7600	Enterprise Infrastructure Arch	
CSMT 7300	Data & Database Security	
CSMT 7700	Cyber Network & Tele Security	
CSMT 7750	Wireless, Mobile & Cloud Secur	
Total Credit Hours		**12**

Information Technology Management, Master of Science

The MS in Information Technology Management is designed for information technology and business professionals who want to combine their managerial skills and technical acumen to advance into a leadership role in the application of computing technologies. Students will acquire: a core set of technology and management knowledge; broad business and real world perspective; communication, interpersonal, and team skills; analytical and critical thinking skills; and the ability to integrate technology, business processes and people to

leverage the use of computing technologies to solve critical needs of a business or organization.

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

Requirements

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

Course ID	Title	Credits
CPST 7150	The Business of IT	3
CPST 7200	Enterprise Application Arch	3
CPST 7600	Enterprise Infrastructure Arch	3
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
CPST 7000	IT Governance and Policy	3
CPST 7800	Cyber Law and Policy	3
CPST 6501	IT Project Management	3
CPST 7100	Managing the IT Department	3
Electives (choose 2):		**6**
CPST 6320	Business Intelligence	
CPST 6500	Systems Req Dev and Test	
CPST 7250	SW Development Methods	
CPST 7850	Leading Transformational Change in IT	
ESSC 6001	Introduction to Emergency Management	
ESSC 6006	Intel Analysis and Critical Thinking	
ESSC 6013	Business Continuity	
ESSC 6018	Approaches to Counter Terrorism	
ESSC 7001	Cyber Threats and Homeland Security	
Any CSMT Course		
Total Credit Hours		**30**

Homeland Security Concentration

Course ID	Title	Credits
CPST 7800	Cyber Law and Policy	3
ESSC 6006	Intel Analysis and Critical Thinking	3
ESSC 6018	Approaches to Counter Terrorism	3
Total Credit Hours		**9**

Emergency Operations Concentration

Course ID	Title	Credits
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
ESSC 6001	Introduction to Emergency Management	3
ESSC 6013	Business Continuity	3
Total Credit Hours		**9**

Cybersecurity Concentration

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

IT Strategic Planning Certificate (Graduate)

Overview

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

Requirements

Course ID	Title	Credits
CPST 7150	The Business of IT	3
CPST 7000	IT Governance and Policy	3
CPST 7800	Cyber Law and Policy	3
CPST 6501	IT Project Management	3
Total Credit Hours		**12**

Technology Architecture Certificate (Graduate)

Overview

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

Requirements

Course ID	Title	Credits
CPST 7200	Enterprise Application Arch	3
CPST 7600	Enterprise Infrastructure Arch	3
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
CPST 7250	SW Development Methods	3
Total Credit Hours		**12**

John Lewis Public Administration Program

Overview

Mission Statement

The Tulane SoPA John Lewis Public Administration program prepares forward-thinking, responsive, and ethical public service professionals to effectively lead within a diverse and ever-changing civic sector.

Tulane University

Our Visions & Identity

Known as the "Conscience of Congress," Congressman John Lewis dedicated his life and career to advancing social justice. His transformative work as an activist, civil rights, and political leader embodied the values that guide our mission and work.

We are Community-Responsive, Results-Driven, and Impact-Foused. The Tulane SoPA John Lewis Public Administration program offers applied, dynamic, interdisciplinary coursework that continuously integrates up-to-date practice strategies to meet the demands of the diverse sectors which work for the public interest, including government, nonprofits, philanthropy, and corporate settings.

Graduate

- Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED (p. 460)
- Master of Public Administration with Concentration in Emergency Management, MPA (p. 461)
- Master of Public Administration with Concentration in Public Health, MPA (p. 461)
- Master of Public Administration, MPA (p. 462)

Certificates

- Economic Development Certificate (Graduate) (p. 460)
- Environmental Management & Resilience Certificate (Graduate) (p. 460)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (p. 463)

Economic Development Certificate (Graduate)

Overview

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

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

Requirements

Course ID	Title	Credits
MPAD 7300	Elements of Economic Development	3
MPAD 7310	Economic Development Challenges and Civic Resilience	3
MPAD 7320	Economic Development and Urban Transformation	3
MPAD 7330	Social Equity and Economic Development	3
Total Credit Hours		**12**

Environmental Management & Resilience Certificate (Graduate)

Overview

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

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

Requirements

Course ID	Title	Credits
MPAD 7400	Environmental Policy	3
MPAD 7410	Environmental Challenges and Civic Resilience	3
MPAD 7420	The Role of Data in Environmental Decisions	3
MPAD 7430	Social Equity and Environmental Management	3
Total Credit Hours		**12**

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

Overview

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

MPA / MSRED

The School of Professional Advancement (SoPA) and the School of School of Architecture (TuSA) offer a 64 credit MPA / MSRED dual degree. Joint MPA / MSRED degree candidates complete a minimum of 30 credit hours from the MPA and 34 credit hours from the MSRED.

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

Requirements

Course ID	Title	Credits
Required Six MPA Foundational Courses:		
MPAD 6000	Public Policy Foundations	3
MPAD 6100	Technology and Civic Sector Leadership	3
MPAD 6110	Data-Informed Leadership, Management, and Decision-Making	3
MPAD 6120	Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement	3
MPAD 6130	Budgeting and Financial Management	3
MPAD 6140	Equity, Diversity, Inclusion, and Public Service	3
Required four MPA Environmental Management Concentration Courses:		
MPAD 7400	Environmental Policy	3
MPAD 7410	Environmental Challenges and Civic Resilience	3
MPAD 7420	The Role of Data in Environmental Decisions	3
MPAD 7430	Social Equity and Environmental Management	3
Required nine MSRED Courses:		
SRED 6100	Intro-Real Est Finance & Econ	3
SRED 6110	Introduction to Sustainable Architecture & Design	3
SRED 6130	Intro to Sustainable Urbanism	3
SRED 6140	Intro to Finance Products	3
SRED 6210	Legal Issues in Real Est Deve	3
SRED 6220	Sustainable Design & Planning	4
SRED 6230	Real Estate Finance	4
SRED 6240	Applied Urban Economics	3
SRED 6720	Case Study Sust Real Est Deve	4
Required Practice and Culminating Assessments:		
SRED 6740	Directed Research	4
Total Credit Hours		**64**

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

Master of Public Administration with Concentration in Emergency Management, MPA

Overview

The MPA degree with a concentration in Emergency Management helps students develop specialized expertise that will prepare them with the skills and knowledge to play a leading role in protecting communities from both natural and human-made hazards and disasters. It is comprised of coursework from SoPA's Emergency and Security Studies MPS program.

Requirements

Courses are available entirely online. Completion of the MPA with a concentration in Emergency Management requires 12 courses (36 credit hours), and includes four Emergency Management concentration courses:

Course ID	Title	Credits
The following MPA Foundational Courses:		
MPAD 6000	Public Policy Foundations	3
MPAD 6100	Technology and Civic Sector Leadership	3
MPAD 6110	Data-Informed Leadership, Management, and Decision-Making	3
MPAD 6120	Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement	3
MPAD 6130	Budgeting and Financial Management	3
MPAD 6140	Equity, Diversity, Inclusion, and Public Service	3
Elective [1]		3
MPAD 7900	MPA Capstone	3
MPAD 7905	Masters in Public Administration Residency	0
Emergency Management Concentration		
ESSC 6001	Introduction to Emergency Management	3
ESSC 6009	Emergency Planning	3
ESSC 6016	Leadership in Emergency and Security Management	3
Select one course:		3
ESSC 6007	Health and Medical Issues in Emergency Management	
ESSC 6008	Risk Management and Threat Assessment	
ESSC 6010	Disaster Communications	
ESSC 6011	Emergency Management Administration	
ESSC 6013	Business Continuity	
Total Credit Hours		**36**

[1] Any graduate level course throughout SoPA and Tulane. Note that for courses taken outside of the public administration program, additional approvals might be required from the department that has oversight of the specific course.

Master of Public Administration with Concentration in Public Health, MPA

Overview

The School of Professional Advancement (SoPA) and the School of School of Public Health and Tropical Medicine (SPHTM) offer a 36 credit MPA with Public Health concentration. This option is provided for MPA students who seek deeper knowledge in Public Health. Upon completion of requirements, students will be awarded an MPA degree awarded by SoPA and a Public Health Concentration awarded by

the SPHTM. Requirements for the MPA degree with Public Health concentration are detailed below.

Requirements

Course ID	Title	Credits
The following MPA Foundational Courses:		
MPAD 6000	Public Policy Foundations	3
MPAD 6100	Technology and Civic Sector Leadership	3
MPAD 6110	Data-Informed Leadership, Management, and Decision-Making	3
MPAD 6120	Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement	3
MPAD 6130	Budgeting and Financial Management	3
MPAD 6140	Equity, Diversity, Inclusion, and Public Service	3
MPAD 7900	MPA Capstone	3
The following PHIL Requirement:		
SPHL 6020	Foundations in Public Health	3
AND		
Select three of the following approved courses:		
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
SPHL 6070	Health Systems Policy and Management	3

Master of Public Administration, MPA

Overview

Mission

The Tulane SoPA John Lewis Public Administration program prepares forward-thinking, responsive, and ethical public service professionals to effectively lead within a diverse and ever-changing civic sector.

Our Vision & Identity

Known as the "Conscience of Congress," Congressman John Lewis dedicated his life and career to advancing social justice. His transformative work as an activist, civil rights, and political leader embodied the values that guide our mission and work.

We are Community-Responsive, Results-Driven, and Impact-Foused. The Tulane SoPA John Lewis Public Administration program offers applied, dynamic, interdisciplinary coursework that continuously integrates up-to-date practice strategies to meet the demands of the diverse sectors which work for the public interest, including government, nonprofits, philanthropy, and corporate settings. Our MPA program actively supports service learning, civic sector workforce development and the career advancement of professionals working in fields connected to public service.

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

Requirements

All courses in the MPA program are delivered online. The MPA degree is awarded following the successful completion of 12 graduate courses (36 credit hours), including six core courses, five electives (which may be earned through a graduate certificate or in an area of concentration), and one capstone course. MPAD 6000 serves as the first course in sequence for MPA students. However MPAD 6000 is not required for the program certificate students. MPA students must also complete a residency in New Orleans.

The MPA consists of seven core courses—including a required capstone—plus five elective courses. Students in the MPA program must begin their course sequence with MPAD 6000.

Core Requirements:

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

Electives:

As part of their electives, students may choose to take at least four courses from one of four graduate certificates or from the areas of concentration. Students who complete all of the requirements for the graduate certificates may apply those credits toward the master's degree.

General Elective

Course ID	Title	Credits
MPAD 7800	Law & Public Administration	3

Option One—Equity-Centered Education Leadership Graduate Certificate

Course ID	Title	Credits
EDUC 6100	Reimagining and Leading Equitable Education Systems for the Future (Currently cross-listed with MPAD 7120)	3
EDUC 6120	Leading Learning (Currently cross-listed with MPAD 7130)	3
EDUC 6150	An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change (Currently cross-listed with MPAD 7110)	3
Choose one course from the following:		
EDUC 6110	Educational Leadership & Policy for Changemakers (Currently cross-listed with MPAD 7100)	3

EDUC 6140	Managing Effective Equity-Centered Educational Organizations	3
EDUC 6160	Engaging Family and Community Stakeholders	3
EDUC 6180	Driving Change and Transformation for Impact	3

Option Two—Nonprofit and Strategic Philanthropy Management Graduate Certificate

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

Option Three—Economic Development Graduate Certificate

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

Option Four—Environmental Management and Resilience Graduate Certificate

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

Option Five—Emergency Management Concentration

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

Nonprofit and Strategic Philanthropy Management Certificate (Graduate)

Overview

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

Requirement

Requirements (Choose four)

Course ID	Title	Credits
MPAD 7200	Nonprofits, Philanthropy, and the Civic Sector	3
MPAD 7210	Evaluation and Outcomes Management	3
MPAD 7220	Organizational Sustainability, Leadership, and Governance	3
MPAD 7230	Financial Management, Resource Development, and Capacity Building	3
MPAD 7240	Foundations of Strategic Philanthropy	3
Total Credit Hours		**15**

Kinesiology

Programs

Undergraduate

Majors

- Exercise Science, B.S. (p. 464)
- Health and Wellness, B.A. (p. 464)

Minors

- Exercise Science Minor (p. 464)
- Health and Wellness Minor (p. 464)

Graduate

- Sport Studies, Master of Science (p. 465)

Certificates

- Sport Administration Certificate (Graduate) (p. 465)
- Sport Coaching Certificate (Graduate) (p. 465)

Exercise Science, B.S.

The Bachelor of Science in Exercise Science program provides students with foundational knowledge in the biomechanical, physiological, and psychological aspects of physical activity and its impact on health, society, and quality of life.

The School of Professional Advancement awards the Bachelor of Science in Exercise Science degree following the successful completion of 120 credits, including 42 credits in the major culminating in an internship or independent research project.

Requirements

Course ID	Title	Credits
Major Core Courses		
KINE 1500	Intro to Kinesiology	3
KINE 3110	Exercise & Sport Psychology	3
KINE 3120	Biomechanics	4
KINE 3130	Lifespan Motor Development	3
KINE 4030	Exercise Physiology	4
KINE 4070	Motor Learning	3
KINE 4110	Sports Medicine	3
KINE 4120	Strength & Conditioning	3
KINE 4150	Exercise Prescription	3
SCEN 2030	Anatomy	3
SCEN 2035	Anatomy - Lab	1
SCEN 2040	Physiology	3
SCEN 2045	Physiology - Lab	1
Select one course:		
KINE 5001	Internship	3
or KINE 4910	Independent Study	
Total Credit Hours		**40**

Exercise Science Minor

A minor in Exercise Science allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 19-20 credit hours, and provides an overview of the study of exercise science through courses in biomechanics, the human body, motor learning and other related topics.

Requirements

Minor Requirements

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

Health and Wellness, B.A.

A Bachelor of Arts in Health & Wellness at Tulane School of Professional Advancement offers prospective students the first step toward a fulfilling career in health and fitness. Our health and wellness bachelor's degree program focuses on nutrition, personal fitness, health evaluation, risk behaviors, and healthy behavior changes.

The Bachelor of Arts in Health & Wellness degree is awarded following the successful completion of 120 credits, including 30 credits in the major. Upon successful completion of required prerequisite courses, students have the option of completing an internship in a healthcare setting.

Requirements

Course ID	Title	Credits
Major Core Courses		**15**
KINE 1500	Intro to Kinesiology	
KINE 1800	Wellness in Contemporary Am	
KINE 2230	Stress Management	
KINE 3110	Exercise & Sport Psychology	
KINE 3200	The Human Body	
Select five courses:		**15**
KINE 2010	Social Aspects of Health	
KINE 2220	Mind/Body Health	
KINE 2330	Nutrition and Behavior	
KINE 3220	Global Health	
KINE 3250	Gender Based Issues in Health	
KINE 3330	Epidemiology of Aging	
KINE 3500	Cultural Difference in Healing	
KINE 3600	Economics of Health & Wellness	
KINE 3650	Childhood Obesity	
KINE 4010	Catastrophic Illness & Injury	
KINE 4050	Mass Media and Health	
KINE 4200	Mental Health	
KINE 4250	Environmental Health	
KINE 4600	Wellness Coaching: Resist Chng	
KINE 4650	Grant Writing	
HMLS 3150	Health and Medical Issues	
or ESSC 6001	Introduction to Emergency Management	
KINE 5001	Internship	
Total Credit Hours		**30**

Health and Wellness Minor

A minor in Health and Wellness allows undergraduate students to enhance or complement their current major(s) to more closely align with their intended career path. The minor consists of 18 credit hours,

and provides an overview of the study of Health and Wellness through topics such as nutrition, exercise, gender, aging, and illness.

Requirements

Course ID	Title	Credits
Select three of the following:		9
KINE 1800	Wellness in Contemporary Am	
KINE 2010	Social Aspects of Health	
KINE 2220	Mind/Body Health	
KINE 2230	Stress Management	
Select three of the following:		9
KINE 2330	Nutrition and Behavior	
KINE 3110	Exercise & Sport Psychology	
KINE 3220	Global Health	
KINE 3250	Gender Based Issues in Health	
KINE 3330	Epidemiology of Aging	
KINE 3500	Cultural Difference in Healing	
KINE 3600	Economics of Health & Wellness	
KINE 3650	Childhood Obesity	
KINE 4010	Catastrophic Illness & Injury	
KINE 4050	Mass Media and Health	
KINE 4200	Mental Health	
KINE 4250	Environmental Health	
KINE 4600	Wellness Coaching: Resist Chng	
KINE 4650	Grant Writing	
Total Credit Hours		**18**

Sport Studies, Master of Science

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

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

Requirements

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

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

Sport Administration Certificate (Graduate)

Overview

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

Requirements

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

Sport Coaching Certificate (Graduate)

Overview

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

Requirements

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

Media & Design

Programs

Undergraduate

Majors

- Digital Design, B.A. (p. 466)
- Digital Media & Marketing Communications, B.A. (p. 467)
- Public Relations, B.A. (p. 469)

Minors

- Digital Media & Marketing Communications, Minor (p. 468)
- Graphic Design, Minor (p. 469)
- Interactive UX/UI Design, Minor (p. 469)
- Public Relations, Minor (p. 469)

Certificates

- Digital Design, Post-Baccalaureate Certificate (p. 467)
- Digital Media & Marketing Communications, Certificate (p. 468)
- Public Relations, Certificate (p. 470)

Digital Design, B.A.

Overview

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

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

Requirements

Blocks

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

Reviews

Due to the highly demanding nature of this program, students are assessed for knowledge and preparedness for further courses after both Block 2 and Block 5. The reviews include a portfolio review and a questionnaire, both of them evaluated and scored by faculty. A score of 80 or higher constitutes passing the review, which means that the student is ready to proceed in the program. Students who do not pass may resubmit their portfolios the following semester; a letter will be provided to each student with specific recommendations for how to improve their work, which may include taking additional leveling classes. Students who fail the review twice may be asked to take a semester of leave to work on a portfolio, or to change majors.

Graphic Design Track

Course ID	Title	Credits
Block 1		**9**
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 2		**9**
DDSN 1400	Typography Studio I	
DDSN 1401	History of Graphic Design	
DDSN 2101	Foundations of Interactive Design	
Lower Level Review		
Block 3		**9**
DDSN 2000	Branding & Semiotics	
DDSN 2100	Intro to UX Design	
DDSN 2103	Intro to Copywriting	
Block 4		**6**
DDSN 2400	Digital Page Layout	
DDSN 2401	Design Studio I	
Block 5		**6**
DDSN 3400	Design Studio II	
DDSN 2602	Motion Design Studio 1	
Upper Level Review		
Block 6		**3**
MDES 4150	Capstone: Media & Design	
Total Credit Hours		**42**

Interactive UX/UI Track

Course ID	Title	Credits
Block 1		**9**
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 2		**9**
DDSN 1400	Typography Studio I	
DDSN 1401	History of Graphic Design	
DDSN 2101	Foundations of Interactive Design	

Lower Level Review		
Block 3		**6**
DDSN 2000	Branding & Semiotics	
DDSN 2100	Intro to UX Design	
Block 4		**6**
DDSN 2600	Interactive Design Studio I	
DDSN 2602	Motion Design Studio 1	
Block 5		**6**
DDSN 2601	Digital Narrative Studio I	
DDSN 3604	Motion Design Studio II	
Upper Level Review		
Block 6		**6**
DDSN 3602	Interactive Design Studio II	
MDES 4150	Capstone: Media & Design	3
Total Credit Hours		**45**

Digital Design, Post-Baccalaureate Certificate

Overview

The Digital Design Post-Baccalaureate Certificate (PBC) is designed for individuals who have already earned a Bachelor's degree. Both PBCs align with the two tracks within the Digital Design program; Graphic Design and Interactive UX/UI Design. These certificates are comprised of all of the coursework required for an undergraduate major, without required courses in other subjects.

Requirements

Matriculation Blocks

The blocks show the order in which coursework must be taken. All courses within each block must be completed before you may move on to the next block. For example, all courses in Block 1 must be completed before any courses may be taken in Block 2, and so on. **Courses within a block may be taken at the same time.**

Lower-Level and Upper-Level Reviews

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

Post-Baccalaureate Certificate in Digital Design – Graphic Design

Course ID	Title	Credits
Block 1		
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 2		
DDSN 1400	Typography Studio I	
DDSN 2000	Branding & Semiotics	
Lower Level Review		
Block 3		
DDSN 2101	Foundations of Interactive Design	
DDSN 2400	Digital Page Layout	
Block 4		
DDSN 2401	Design Studio I	
Upper Level Review		
Block 5		
DDSN 3400	Design Studio II	
Choose 1		
DDSN 1401	History of Graphic Design	
DDSN 2100	Intro to UX Design	
DDSN 2103	Intro to Copywriting	
DDSN 2602	Motion Design Studio 1	
DDSN 3600	Social Media Studio	

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

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

Digital Media & Marketing Communications, B.A.

Overview

The mission of the Media + Design program is to provide students with the research and problem-solving skills necessary to create strategic, innovative, cultural and socially significant communication solutions. Students will understand how communication can create change through design, advertising, public relations and digital media

marketing. Upon graduation, students of SoPA's Media + Design program will be prepared to enter a highly competitive workforce in the industries of graphic design, interactive design, public relations, digital media marketing and advertising.

The Media + Design Program's Digital Media Marketing and Communications major will equip students with content-rich and highly competitive skills that are necessary in the digital marketing and communication industries. In the program, students will demonstrate mastery in the following: fundamentals of digital marketing that will address common marketing challenges including research, planning, implementation and evaluation; articulating the value that digital marketing campaigns across SEO, paid search, social media, mobile, email and display marketing; conducting audience research to recognize key performance indicators and comprehend marketing analytics which will ultimately shape campaign success; understanding the legal, ethical and cross-cultural implications that digital marketing campaigns are grounded in; and, measuring and analyzing the impact of digital marketing campaigns through the use of various platforms and tools.

Tulane's School of Professional Advancement awards the Bachelor of Arts in Digital Media Marketing and Communications following the successful completion of 120 credits, including 36 credits in the major.

Requirements

Blocks

Blocks notate the prescribed order of coursework. Courses within each block may be taken at the same time.

Course ID	Title	Credits
Block 1		**6**
DDSN 1100	Digital Design Foundations	
DDSN 2103	Intro to Copywriting	
Block 2		**9**
MDES 2300	Digital Media Principles & Strategy	
MDES 2110	Media Ethics & Equity	
MDES 2210	Media Research	
Block 3		**3**
MDES 3300	Creating Digital Content	
Block 4		**3**
MDES 3450	Brand & Campaign Strategy	
Block 5		**6**
MDES 3310	Digital Media Analytics & Reporting	
MDES 3320	CRM and Digital Media	
Block 6		**6**
MDES 3330	SEO & SEM Strategies	
MDES 4210	Portfolio: Media & Design	
Block 7		**3**
MDES 4300	DMMC Studio	
Total Credit Hours		**36**

Digital Media & Marketing Communications, Minor

Overview

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

Requirements

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

Digital Media & Marketing Communications, Certificate

Overview

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

The Professional Certificate in Digital Media and Marketing Communications enables students to advance their skill set and understanding of digital media strategies, tactics, and best practices used in the digital marketing and communications industries. This 18 credit-hour undergraduate certificate focuses on the strategies used in digital marketing campaigns including digital content such as infographics, e-books, and blogs; and, SEO & SEM tactics to improve an organizations effectiveness in communicating to their audience on digital, social media, and mobile platforms.

Requirements

Blocks

Blocks notate the prescribed order of coursework. Courses within each block may be taken at the same time.

Course ID	Title	Credits
Block 1		**6**
MDES 2300	Digital Media Principles & Strategy	
MDES 3300	Creating Digital Content	
Block 2		**6**

MDES 3310	Digital Media Analytics & Reporting	
MDES 3320	CRM and Digital Media	
Block 3		**6**
MDES 3330	SEO & SEM Strategies	
Choose 1 of the following:		
MDES 2110	Media Ethics & Equity	
MDES 2120	Media Law	
MDES 2210	Media Research	
MDES 4300	DMMC Studio	
DDSN 3600	Social Media Studio	
Total Credit Hours		**18**

Graphic Design, Minor

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

Requirements

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

Interactive UX/UI Design, Minor

Overview

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

Requirements

Course ID	Title	Credits
DDSN 1100	Digital Design Foundations	3
DDSN 1101	Digital Imaging	3
DDSN 1102	Digital Illustration	3
DDSN 1400	Typography Studio I	3
DDSN 2100	Intro to UX Design	3
DDSN 2101	Foundations of Interactive Design	3
Total Credit Hours		**18**

Public Relations, B.A.

Overview

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

Tulane's School of Professional Advancement awards the Bachelor of Arts in Public Relations following the successful completion of 120 credits, including 36 credits in the major.

Requirements

Blocks

Blocks notate the prescribed order of coursework. Courses within each block may be taken at the same time.

Major Requirements

Course ID	Title	Credits
Block 1		**6**
MDES 1100	Introduction to Mass Media	
MDES 1120	Media Writing	
Block 2		**9**
MDES 2200	Principles of Public Relations	
MDES 2110	Media Ethics & Equity	
MDES 2210	Media Research	
Block 3		**9**
MDES 2120	Media Law	
MDES 3210	Digital Public Relations	
MDES 3240	PR Case Studies	
Block 4		**3**
MDES 3220	PR Writing	
Block 5		**3**
MDES 3230	Media Relations	
Block 6		**6**
MDES 4210	Portfolio: Media & Design	
MDES 4150	Capstone: Media & Design	
Total Credit Hours		**36**

Public Relations, Minor

Overview

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

Requirements

Requirements for a Minor in Public Relations

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

Public Relations, Certificate

Overview

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

Requirements

Blocks

Blocks notate the prescribed order of coursework. Courses within each block may be taken at the same time.

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

SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE

Dean: Thomas A. LaVeist, PhD
Weatherhead Presidential Chair in Health Equity

Mission and Values

Our Mission

As stewards of the first school of public health in the United States, the Tulane University School of Public Health and Tropical Medicine cultivates independent thinkers, innovative leaders, fierce advocates, and accomplished scholars.

From the neighborhoods of New Orleans to communities worldwide, we conduct research and collaborate with our partners to ensure that all of humanity has an equitable opportunity to be healthy and pursue optimal well-being.

We train the problem solvers.

Our Values

Legacy: We were the first; we lead

Diversity: Leverage our collective genius

Collaboration: Cultivate a culture of shared success

Excellence: Whatever we do, do it well

Discovery: Solve problems that matter

Engagement: Be of value to New Orleans and the world

Balance: Have fun!

Our Vision

Optimal health and well-being for all.

About Us

In 1912, the Tulane University School of Public Health and Tropical Medicine (SPHTM) became the very first school of public health in the country. In fact, Tulane's commitment to public health goes back to 1834 when the university was founded to address concerns of cholera, yellow fever, smallpox, and malaria. Today Tulane SPHTM continues to live out that mission with research and education that spans the gamut of specialty areas in public health, from biostatistics to maternal and child health, epidemiology to nutrition, health policy to clinical research, environmental health sciences to violence prevention, and much, much more.

Students learn from faculty who are actively engaged in the health needs of communities around the corner and around the globe. We've long been known for our hands-on approach to public health education, and employers routinely report that our graduates are prepared and ready to work on day one. This approach is true whether students learn in person or through one of our growing list of high-caliber online programs.

The school is located in the culturally rich city of New Orleans, Louisiana, and we are the leading school of public health in the Gulf Coast. We're dedicated to improving the health and wellbeing of residents throughout the region and serving as a collaborative partner on initiatives to address the inequities plaguing our communities. At the same time, we have long held a wide and diverse global footprint. Faculty conduct research and operate programs that prioritize capacity building and sustainability in numerous countries around the world, such as the Democratic Republic of the Congo, Mali, Zambia, Peru, Bolivia, Taiwan, and Cambodia, just to name a few.

The school's strengths are diverse and many. As the first school of tropical medicine in the country, we have studied vector-borne diseases extensively, with ongoing research in malaria, dengue, Ebola, and several neglected tropical diseases. We also have a strong focus on cardiovascular disease, health equity and disparities, reproductive health, and disaster response and displacement, along with growing strengths in genomics, epigenetics, and other aspects of personalized health and medicine. Topics like climate change and health, data science and artificial intelligence, and cancer prevention and control will offer interdisciplinary options to faculty and students alike in the coming years.

Our diverse faculty are committed public health professionals regularly recognized among their peers with awards, prestigious memberships, and important roles and responsibilities on editorial boards and within associations. They take their job preparing the next generation of public health professionals very seriously. Our students gain a very skills-based education here, and we are fortunate to count ministers and commissioners of health, deans of schools of public health, and presidents and CEOs of health organizations among our alumni. No matter what their role, all of our graduates go on to do important, life-changing work.

Join more than a century's worth of Tulane graduates who have arrived with passion and left with purpose as leaders in public health.

Our Leadership

Dean
Thomas A. LaVeist, PhD
Weatherhead Presidential Chair in Health Equity
Senior Associate Dean for Academic Affairs
Christine M. Arcari, PhD, MPH

Associate Dean for Faculty Affairs and Development
Patricia Kissinger, PhD, MPH

Associate Dean for Research
David Chae, ScD, MA

Associate Dean for Academic Programs
Gretchen Clum, PhD

Associate Equity, Diversity, and Inclusion
Eva Silvestre, PhD

Associate Dean for Public Health Practice
W. Susan Cheng, PhD, MPH

Associate Dean for Undergraduate Education
Joseph Keating, PHD

Associate Dean for Global Health
Richard Oberhelman, MD

Director of Doctoral Programs

Tulane University

Katherine Andrinopoulos, PhD

Associate Provost for Health Sciences and Associate Dean for Graduate Medical Education
M. A. Krousel-Wood, MD, MPSPH

Assistant Dean for Finance and Administration
Susan Barrera, MBA

Assistant Dean for Student Experience
Erica Whitiker-Valenzuela, EdD

Assistant Dean for Enrollment Management
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Academic Policies

Academic Policies

School of Public Health and Tropical Medicine Undergraduate Student Policies

A full description of academic policies for all students in Newcomb-Tulane College (https://catalog.tulane.edu/newcomb-tulane/#academicpoliciestext) can be found in the college's section of this catalog. Students should review these policies thoroughly.

Office of Graduate and Postdoctoral Studies Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Public Health and Tropical Medicine Graduate Student Policies

Academic Advising

At matriculation, each student is assigned a faculty advisor who provides information on the degree and program requirements, advises students on course selection, assists students with practice and integrative learning experiences and/or research experiences, mentors students on academic and professional issues, and assess students' progress toward their degrees. Students and faculty advisors are expected to meet at least once each semester. Students may change faculty advisors with the agreement of another faculty to serve as their advisor. Students must inform the departmental administrator of the change in faculty advisor in writing.

Upon paying the admission deposit and confirming intent to enroll, master's and DrPH students are assigned a student success advisor who collaborates with the student's faculty advisor and department. The student success advisor provides information on degree requirements, assists students with addressing academic and transition related issues, monitors fulfillment of degree requirements, aids students in interpreting university policies and procedures, coordinates the completion of relevant university forms and requests, and acts as a liaison to various university departments. Students are expected to meet with their student success advisor at least once each semester.

Class Attendance

Graduate Courses - Residential

Class attendance is a critical component of learning and students are expected to attend and participate fully in all scheduled class meetings and activities. Attendance policy is established by the instructor for a given course and is stated in the syllabus. It is up to the instructor to determine whether the student can make up missed quizzes, examinations or other exercises, and grades may be adjusted accordingly. Students are responsible for notifying instructors and the

Office of Student Experience about significant absences that result from serious illnesses, injuries, or critical personal problems. Course instructors must clearly state expectations for class participation in the syllabus. Students experiencing barriers to meeting attendance requirements due to disabilities are encouraged to register with the Goldman Center for Student Accessibility to discuss accommodations and to make the necessary arrangements with their Instructor.

Graduate Courses - Online

Success in online courses is dependent on active participation and engagement throughout the course. Students are required to complete all assignments by the due date. Live sessions in online learning create an interactive and effective learning environment. There may be some live, synchronous sessions that students are expected to attend during which class assignments are competed for a grade. The dates for these sessions will be stated in the course syllabus. It is the responsibility of the student to notify the instructor in advance if unable to attend to discuss alternative assignment options. For all other live sessions, attendance will not be graded, however you are responsible for all the content covered. All live sessions are recorded.

Course Add/Drop

Students can Add/Drop courses according to the dates set each semester by the Registrar's Office. Please refer to the academic calendar for Add/Drop dates. Tuition refund is determined by drop date and refunds are automatically computed in Gibson. During the Add/Drop period the student can add and drop courses through Gibson without any signatures or other approval. Courses dropped during Add/Drop will not appear on the student transcript. Students dropping all courses in a semester must complete a resignation form. Students completing the resignation form are only resigned from the current semester and are still considered enrolled in their degree program. Students adding and/or dropping courses must be aware of potential financial aid and visa implications and should check with the Office of Financial Aid or the Office of International Students and Scholars. After the Add period, no courses can be added and after the Drop period, no courses can be dropped without record, please refer to the withdrawal policy.

Readmitting Students to Degree Programs

Students that have not registered for courses for more than 12 consecutive months must seek readmission. Students seeking readmission must contact the SPHTM Advising and Student Success Office at sphtmadvising@tulane.edu. The readmission packet will be reviewed and approved by the Department Chair and Program Director. If readmitted, the student must satisfy the current degree requirements as shown in the current course catalog and not the degree requirements under which they originally enrolled. Students who are readmitted can apply applicable earned credit hours to their degree, provided that those credit hours have not expired. This policy does not apply to students on medical leave or leave of absence.

Medical Withdrawal, Leave, and Return

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 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.

Any student who wishes to request a complete medical withdrawal from classes or leave of absence from the University should review the information here (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/).

Incomplete (I) Grades

Students must work with instructors on a plan and timeframe to complete remaining work. A grade of "I" automatically becomes an "F" one year after the final examination date. An extension may be obtained with the permission of the instructor by requesting an extension with the Office of Academic Affairs.

Transfer Credits

Please note this policy exclusively pertains to transfer credits from courses that were not completed at Tulane University. Students that completed previous graduate coursework at Tulane University must contact their faculty advisor and the Office of Academic Affairs to determine shared credit hours.

Courses for transfer credit are reviewed on a course-by-course basis and SPHTM reserves the right not to accept the transfer of credit toward a SPHTM degree. Only academic credits from didactic courses can be considered for transfer credit.

Maximum number of credits potentially accepted for transfer is determined by degree:

- MPH, MSPH, MPHTM, and MS degrees – 12 credit hours
- DrPH degree - 15 credit hours (Foundational Coursework - Prerequisites only)
- MHA and PhD degrees – 18 credit hours

For a course to be eligible for transfer to SPHTM, a course must be:

- taken at a regionally US Department of Education accredited 4-year college or university. Courses taken at universities outside of the United States must be evaluated by a transcript evaluation service (such as the World Education Service, "WES"). For universities with formal partnerships with Tulane, credit transfers will be guided by policies outlined in the Memorandum of Understanding.
- a grade of B or higher
- a graduate level courses taken after completion of an undergraduate degree
- completed within the last 7 years at time of enrollment

Transfer Credits and GPA

Grades of courses accepted for transfer credits are not included in the GPA calculation.

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.

Transfer Credits – At the time of matriculation
In order to process transfer credit for coursework completed prior to matriculation, the student must complete a Transfer Credit Approval Form and provide the course syllabus and an official transcript. Transfer requests for courses required by the degree program must be reviewed and approved by the Course Director. Transfer requests for elective courses will be considered on a case-by-case basis. A similar course must be taught at Tulane University and the syllabus reviewed and approved by the Program Director and Course Director. New students should submit the request for transfer credits the semester before starting the program and no later than 2 semesters into the program.

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 are students in an accelerated bachelor's to master's degree program.

Transfer Credits – After matriculation
Current students may need to take and transfer courses outside of Tulane University as part of their degree program if the course is not offered by Tulane University. These requests will be evaluated on a case-by-case basis and must be pre-approved by the Faculty Advisor and Graduate Program Director. Transfer of credit is not automatic and not all courses may be accepted toward their program. Once matriculated, students cannot enroll in a course at a different university and apply for transfer credits when an equivalent course is offered at Tulane University.

Transfer Credit Expiration
No credit earned at another college or university more than seven (7) years previously at the time of matriculation may be applied to a SPHTM degree.

Course Waivers

Course Waiver: For SPHL 6020 Foundations in Public Health

Tulane School of Public Health and Tropical Medicine must ensure that all degree seeking students are grounded in foundational public health knowledge. These foundational learning objectives are taught in SPHL 6020 Foundations in Public Health. All SPHTM students (all degree programs) that meet the criteria for option 1 or 2 below are eligible to apply for a course waiver.

OPTION #1 – PREVIOUS PUBLIC HEALTH DEGREE:

Students with a previous Bachelor's, Master's or Doctoral degree from a CEPH-accredited public health program or school can request a waiver from SPHL 6020 Foundations in Public Health. A list of CEPH-accredited schools and programs can be found here: https://ceph.org/about/org-info/who-we-accredit/accredited/ (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fceph.org%2Fabout%2Forg-info%2Fwho-we-accredit%2Faccredited%2F&data=05%7C01%7Ctal%40tulane.edu%7C78ded40909d64f61cc0c08db439590b4%7C9de9818325d94b139fc34de5489c113b%7C0%7C0%7C638178081872209969%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=9rznaQvYEr40ZI4zxT75oK9oSYx%2B7otqWnKucDVAPyg%3D&reserved=0). Students who receive the waiver are required to take an additional elective to fulfill the 3 credit hours.

OPTION #2 – CHALLENGE EXAM:

The challenge exam assesses student mastery of foundational public health knowledge. Students that successfully pass the exam receive a course waiver from SPHL 6020 Foundations in Public health. All students are eligible to sit for the SPHL 6020 Foundations in Public Health Challenge Exam. Students must score at least 70% to pass the Challenge Exam. Students who receive the waiver are required to take an additional elective to fulfill the 3 credit hours. Students who score below 70% must register for SPHL 6020 Foundations in Public Health.

The Challenge Exam can only be taken one time. If a student has taken SPHL 6020 Foundations in Public Health and failed, they are not eligible to take the Challenge Exam and must repeat the course.

For students that receive a course waiver for SPHL 6020, transfer credit may also be available.

Course Waiver: All Courses (except SPHL 6020 Foundations in Public Health)

Course waivers will be considered on a case-by-case basis. To request a waiver of a course students must consult with their Faculty Advisor and complete a Course Waiver Request Form. Depending on the course, students may be required to take a challenge exam. A course waiver must be approved by the Course Director, Program Director, and Department Chair. If the request for course waiver is approved, students must still fulfill the required number of credit hours. The credit hours of a waived course do not count toward total credit hours for the degree.

Cross Registration

Students are identified as either online or residential students based on degree program enrollment. Students registered for ≥9 credit hours in a single semester can take up to 3 credit hours in the other modality, either online or residential, during that semester. Students interested in cross registration should consult with their Faculty and/or Student Success Advisor. This policy applies to Fall, Spring, and Summer semesters.

Change in Degree Requirements for Academic Programs

If degree program requirements change while a student is enrolled, the student completes the degree under the requirements in which they matriculated. Students enrolled in a degree program that has been revised will be notified. A student may voluntarily opt to complete the degree under the new requirements; however, all new program requirements must be fulfilled. Students should consult with their faculty advisor when considering their options and will be provided guidance on how to opt into the revised plan of study. If students choose the revised plan of study, they will receive a letter of the updated requirements to complete the degree.

Academic Standards

MPH, MSPH, MPH&TM, and MHA Degree Programs

Academic Requirements

- GPA - Cumulative grade point average (GPA) of at least a 3.0 on a 4.0-point scale. GPAs below 3.0 cannot be rounded up.
- Course Grade Minimum - Grades below C will not count towards the total credit hours required to complete the degree. A course can be repeated only one time. The original grade remains on the transcript but is not included in calculating the overall GPA.

Transfer Between Programs/Concentrations

- Students in the MPH, MSPH, MPH&TM or MHA programs may transfer to other SPHTM master's programs/concentrations and apply credits earned. The student must fulfill all of the degree requirements for the program they transfer into, even if it requires more total credits for the degree. Departmental and Graduate Program Director approval is necessary to transfer.

Academic Probation

- A student with a GPA <3.0 or a grade below C in any course will be placed on academic probation. A student placed on probation has 12 months to return to good academic standing. Probation status may lead to withdrawal of financial support.
- A student placed on probation must work with their faculty and student success advisors to propose in writing a plan and timeline to return to good academic standing. This plan must be approved by the Senior Associate Dean of Academic Affairs. A copy of the plan must be sent to SPHTM student records no later than two weeks after delivery of the probation letter.

Dismissal

A student will be dismissed from a master's program if any one of the following occurs:

- Not meeting the terms of probation.
- GPA, based on the number of credit hours remaining, cannot be brought above 3.0.
- Receiving a grade lower than C in a required course that has been repeated.
- Failure to meet departmental milestones, such as finishing coursework and passing applied practice experiences, residencies, integrative learning experiences, and/or thesis within the time frames established by the school.

MS, PhD and DrPH Degree Programs

Academic requirements

- GPA - Cumulative grade point average (GPA) of at least a 3.0 on a 4.0-point scale. GPAs below 3.0 cannot be rounded up.
- Course Grade Minimum - Grades below B- will not count towards the total credit hours required to complete the degree. Only two grades of B- will count toward the degree. Courses can be repeated one time only. The original grade remains on the transcript but is not included in calculating the overall GPA.

PhD Program Continuous Registration

- A doctoral student must be continuously registered in a degree-granting division of the university during the academic year (exclusive of the summer session) in either full-time or part-time status from the date of the first registration until the awarding of the degree. Failure to be continuously registered is *de facto* withdrawal and the school reserves the right not to readmit. Students who are readmitted may be subject to any changes in degree criteria in place at the time of readmission.

Transfer Between Programs/Concentrations

- MS students may transfer to other SPHTM master's programs/concentrations and apply credits earned but must fulfill all of the degree requirements for the program they transfer into, even if it requires more total credits for the degree. Departmental and Graduate Program Director approval is necessary to transfer.
- PhD students may transfer to a master's program or other PhD concentration but must fulfill all of the degree requirements for the program they transfer into, even if it requires more total credits for the degree. Departmental and Graduate Program Director approval is necessary to transfer.
- DrPH students may transfer to a master's program but must fulfill all of the degree requirements for the program they transfer into, even if it requires more total credits for the degree. DrPH students need to reapply to move to a PhD program. Departmental and Graduate Program Director approval is necessary to transfer.

Academic Probation

- A student with a GPA <3.0. or three B-grades, or one grade of C or lower in any course will be placed on academic probation. A student placed on probation has 12 months to return to academic good standing. Probation status may lead to withdrawal of financial support.
- A student placed on probation must work with their faculty advisors to propose in writing a plan and timeline to return to good academic standing. This plan must be approved by the Senior Associate Dean of Academic Affairs. A copy of the plan must be sent to SPHTM student records no later than two weeks after delivery of the probation letter.

Dismissal

A student will be dismissed from a doctoral program if any one of the following occurs:

- Not meeting the terms of probation.
- GPA, based on the number of credit hours remaining, cannot be brought above 3.0.

- Three or more grades of B- with no more repeats. One grade of C or lower in a required course with no more repeats.
- Failure to meet departmental milestones, such as finishing coursework, passing qualifying or cumulative exams, defending a prospectus, and/or defending a thesis or dissertation within the time frames established by the school.

Student Appeal of Dismissal

The steps to appeal a dismissal are:

1. Submit a written explanation to your faculty advisor and department chair explaining extenuating circumstances or other matters pertinent to the appeal.
2. The department determines if the appeal has merit and submits their decision in writing and the student appeal to the Senior Associate Dean for Academic Affairs. If the department does not feel that the appeal deserves further consideration, the dismissal stands. If the department supports the appeal, it is forwarded to the Academic Standards Committee for review.
3. The decision of the Academic Standards Committee shall be considered final.

Grading Scale - Graduate Courses

Grades are reported as follows:

Grade	Description
A	4.00
A minus (A-)	3.67
B plus (B+)	3.33
B	3.00
B minus (B-)	2.67
C	2.00
F	0.00
WF	0.00

I (Incomplete)

Time for Completion of Degrees

Students enrolled in any SPHTM degree program are required to complete the degree requirements within seven (7) years.

Degree Requirements

Undergraduate Public Health Degrees (p. 476)

- School of Public Health and Tropical Medicine (p. 476)
  - Bachelor of Public Health (p. 476)
    - Newcomb-Tulane College Requirements (p. 476)
      - Newcomb-Tulane College General Education Curriculum (p. 476)
        - Proficiency Requirements (p. 477)
        - Distribution Requirements (p. 477)
        - Additional Core Requirements (p. 477)

Graduate Academic Degrees (p. 478)

- Graduate School Requirements (p. 478)
  - Master of Science (MS) (p. 478)
  - Doctor of Philosophy (PhD) (p. 478)

Public Health Professional Degrees (p. 478)

- Master of Public Health (MPH)
- Master of Public Health and Tropical Medicine (MPH&TM)
- Master of Health Administration (MHA)
- Master of Science in Public Health (MSPH)
- Master of Medical Management (MMM)
- Doctor of Public Health (DrPH)

Undergraduate Public Health Degrees

School of Public Health and Tropical Medicine

Bachelor of Public Health (BSPH)

The Tulane Bachelor of Science in Public Health (BSPH) degree is an academic degree addressing the health of populations and communities through instruction, service, and community based research. Grounded in a background of humanities, social science, and the liberal arts, the degree fulfills Tulane University's campus-wide undergraduate core proficiency while stressing an additional commitment to quantitative and scientific skills. This degree program is nationally accredited and has specific competencies, or educational targets. Competencies for the BSPH cover core concepts and structures of public health, along with university-required proficiencies, writing and math skills, and a foreign language.

Newcomb-Tulane College Requirements

Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure

that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

> This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.
- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

Graduate Academic Degrees

Graduate School Requirements

A full description of Master's (p. 89) and PhD Degree (p. 92) 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. The MS and PhD programs follow the University academic requirements as well as the SPHTM degree requirements.

Master of Science (MS)

The Master of Science degree is an academic research degree with study in biostatistics, epidemiology, clinical research, or tropical medicine. Students are prepared to work on research projects as study managers, data analysts, and biomedical sciences. The MS degree requirements range from 36-45 credits.

The MS is offered in the following areas:

- MS in Biostatistics
- MS in Epidemiology
- MS in Clinical Investigation
- MS in Tropical Medicine

Doctor of Philosophy (PhD)

The Doctor of Philosophy in Public Health is an academic research degree that prepares students for research roles in a variety of public health settings. The PhD provides an understanding of theory and mechanisms of a topic area, research methods for conducting original research, and problem-solving approaches in public health settings. Students obtain in-depth knowledge of a public health field plus skills in research applications and methods. Graduates are prepared for careers in academic research, research institutes, and agencies.

The PhD in Public Health is offered with concentrations in:

- PhD in Biostatistics
- PhD in Epidemiology
- PhD in Environmental Health Sciences
- PhD in Health Policy and Management
- PhD in International Health and Sustainable Development
- PhD in Social, Behavioral, and Population Sciences
- PhD in Tropical Medicine

Public Health Professional Degrees

Master of Public Health (MPH)

The Master of Public Health is the recognized professional degree for careers in public health. The MPH degree is based on a multidisciplinary field of study that addresses the health of populations throughout the world and covers evidence-based approaches to public health; public health and health care systems; planning and management to promote health; policy in public health; leadership; and communication. The MPH degree requires 45 credits.

The MPH is offered in the following concentrations:

- MPH in Community Health Sciences (online)
- MPH in Disaster Management (in-person and online)
- MPH in Epidemiology (in-person)
- MPH in Health Education and Communication (in-person)
- MPH in Health Policy (in-person)
- MPH in Health Systems Management (in-person)
- MPH in International Health and Sustainable Development (in-person)
- MPH in Maternal and Child Health (in-person)
- MPH in Nutrition (in-person)
- MPH in Social, Behavioral and Population Sciences (in-person)

Master of Public Health and Tropical Medicine (MPH&TM)

The Master of Public Health and Tropical Medicine is a practice-oriented program that prepares students to recognize and control infectious diseases found in tropical and subtropical regions and developing countries. This degree is unique to Tulane and reflects a century of work with tropical diseases. The MPH&TM requires 45 credits.

Master of Health Administration (MHA)

The Master of Health Administration, offered in-person and online, trains future managers and leaders who strive to improve the delivery of health services in diverse settings. The MHA degree requires a total of 54 credits plus an administrative residency. The in-person program has been accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) since 1971.

Master of Science in Public Health (MSPH)

The Master of Science in Public Health is a public health professional degree with a science orientation. Students obtain a public health foundation with additional study in a scientific topic. Students are prepared for public health practice as well as in research The MSPH degree requires 42-47 credits.

The MSPH is offered in the following areas:

- MSPH in Biostatistics (in-person)
- MSPH in Environmental Health Sciences (in-person)
- MSPH in Industrial Hygiene (in-person and online)

Master of Medical Management (MMM)

The Master of Medical Management degree prepares current and aspiring clinical leaders with the quantitative and evidence-based management. leadership, and personal mastery skills, which are requisite to assuming leadership toles in the evolving consumer-driven healthcare market. The MMM degree requires 36 credits.

Doctor of Public Health (DrPH)

The Doctor of Public Health is a part-time, applied professional doctoral degree that prepares students for leadership roles in public health practice. It is intended for early to mid-level career

professionals to prepare them for positions of leadership in public health practice settings. The program is comprised of foundational and advanced training in leadership, advocacy, equity, and evaluation, and grounded in a solid understanding of the impact of the social determinants of health on community and individual level outcomes. The DrPH degree requires 57 credits (15 credit hours pre-requisites and 42 credit hours doctoral coursework).

The DrPH is offered with a concentration in:

- DrPH in Leadership, Advocacy, and Equity (online)

Academic Departments

- Department of Biostatistics and Data Science (p. 479)
- Department of Environmental Health Sciences (p. 483)
- Department of Epidemiology (p. 489)
- Department of Health Policy and Management (p. 496)
- Department of International Health & Sustainable Development (p. 500)
- Department of Social, Behavioral, and Population Sciences (p. 503)
- Department of Tropical Medicine and Infectious Disease (p. 514)

Programs

Undergraduate

Major

- Public Health, BSPH (p. 529)

Minors

- Public Health Minor (p. 532)
- Public Health Nutrition Minor (p. 532)

Graduate

- Biostatistics, MS (p. 480)
- Biostatistics, MSPH (p. 481)
- Biostatistics, PhD (p. 482)
- Clinical Investigation, MS (p. 489)
- Clinical Investigation, PhD (p. 490)
- Community Health Sciences, MPH (p. 504)
- Disaster Management, MPH (p. 483)
- Environmental Health Sciences, MSPH (p. 485)
- Environmental Health Sciences, PhD (p. 486)
- Epidemiology, MPH (p. 492)
- Epidemiology, MS (p. 493)
- Epidemiology, PhD (p. 494)
- Health Administration, MHA (p. 496)
- Health Communication and Education, MPH (p. 505)
- Health Policy and Management, PhD (p. 497)
- Health Policy, MPH (p. 499)
- Health Systems Management, MPH (p. 499)
- Industrial Hygiene, MSPH (p. 487)
- International Health & Sustainable Development, MPH (p. 501)
- International Health & Sustainable Development, PhD (p. 502)
- JD/MPH or MHA Dual Degrees (p. 527)
- Leadership, Advocacy, and Equity, DrPH (p. 528)
- Maternal and Child Health, MPH (p. 507)
- Nutrition, MPH (p. 508)
- Nutrition, MSPH (p. 510)
- Public Health and Tropical Medicine, MPHTM (p. 519)
- Social, Behavioral, and Population Sciences, MPH (p. 511)
- Social, Behavioral, and Population Sciences, PhD (p. 512)
- Tropical Medicine, MS (p. 522)
- Tropical Medicine, PhD (p. 523)

Graduate Certificates

- Biostatistics Certificate (Graduate) (p. 483)
- Clinical and Translational Research Certificate (Graduate) (p. 491)
- Clinical Tropical Medicine Certificate (Graduate) (p. 518)
- Disaster Management Certificate (Graduate) (p. 485)
- Epidemiologic Methods Certificate (Graduate) (p. 491)
- Genetic Epidemiology Certificate (Graduate) (p. 495)
- Industrial Hygiene Certificate (Graduate) (p. 488)
- Maternal and Child Health Certificate (Graduate) (p. 508)
- Methods in Monitoring and Evaluation Certificate (Graduate) (p. 518)
- Public Health Certificate (Graduate) (p. 529)
- Social Epidemiology, Certificate (Graduate) (p. 495)
- Violence Prevention Certificate (Graduate) (p. 513)

Graduate Internships

- Dietetic Internship (p. 505)

Dual and Accelerated Degrees

- Dual and Accelerated Degrees (p. 525)

Department of Biostatistics and Data Science

Programs

Chair: John Lefante, PhD

Mission

The Department of Biostatistics and Data Science advances biostatistics, bioinformatics and data sciences by conducting original methodological research, collaborating on interdisciplinary research teams, training students in the application of biostatistics and bioinformatics methods and public health data analytics, and providing high quality services to the academic, research and professional communities.

About Biostatistics

The Department of Biostatistics and Data Science has expertise in biostatistics, bioinformatics, genomics, biomedical informatics, big data and data analytics, including data capture and data management.

The BIOS faculty take great pride in providing a strong nurturing learning environment and are very accessible to students. Faculty are highly engaged in collaborative and independent research and encourage student participation in research projects both within and outside the department. Faculty serve on interdisciplinary research teams and provide expertise in statistical methodology, sample size estimations, data analysis, techniques for handling missing data, design of experiments, robust estimation, survival analysis, analysis of microarray data, genomics and proteomics.

Faculty research areas include biostatistics methods and applications, bioinformatics related to cancer, osteoporosis, respiratory and cardiovascular disease, health informatics and data analytics, big data, data capture, management analysis for large clinical trial studies.

Graduate Degrees

- Biostatistics, MS (p. 480)
- Biostatistics, MSPH (p. 481)
- Biostatistics, PhD (p. 482)

Graduate Certificates

- Biostatistics Certificate (Graduate) (p. 483)

Biostatistics, MS

The Master of Science in Biostatistics educates students in the basic methods of mathematical and applied statistics for health data analysis. Through courses in epidemiology and related subjects, students become familiar with the general areas of public health to which statistical methodologies may be applied. Coursework includes mathematical statistics and probability theory, applied and theoretical multivariate methods, stochastic processes, basic epidemiology, and demography, enabling the student to assist in the application of statistical theory to applied statistical problems. Graduates from the MS in Biostatistics program typically pursue careers in academic research or as statisticians on projects.

Program Competencies

- Define and use the principles of probability and mathematical statistics to guide the selection and application of data analysis methods.
- Apply descriptive and inferential methodology based on study design in solving research questions.
- Design experimental and observational studies for research projects, addressing specific questions in statistics or in an applied field.
- Interpret and effectively communicate research results orally and in writing.

Requirements

The MS Degree in Biostatistics requires a total of 42 credits that includes:

Course ID	Title	Credits
Biostatistics Course Requirements		
SPHL 6020	Foundations in Public Health	3
BIOS 6040	Intermediate Biostatistics	3
BIOS 7040	Statistical Inference I	3
BIOS 7050	Statistical Inference II	3
BIOS 7060	Regression Analysis	3
BIOS 7080	Design of Experiments	3
BIOS 7150	Categorical Data Analysis	3
BIOS 7250	Principles of Sampling	3
BIOS 7300	Survival Data Analysis	3
SPHL 6060	Epidemiology for Public Health	3
BIOS 9980	Master's Thesis Research	0
Elective Courses		
Select 12 credits of Biostatistics and other relevant elective courses at the 6000 or higher level [1]		12
Total Credit Hours		**42**

[1] Students should choose these courses in consultation with their faculty advisor

Thesis

Students must successfully complete a thesis. Students register in BIOS 9980 Master's Thesis Research (0 c.h.). The thesis is based on a supervised research project demonstrating scholarship in the area of statistical methodology. The results will be presented orally and in writing. The project will be supervised by a thesis director who is a faculty member of the Department of Biostatistics and Data Science, and approved by at least one other member of the Biostatistics faculty. The master's thesis must be completed within a year of completion of the required courses.

MS in Biostatistics Model Schedule

*For Fall or Spring entrance

Year 1		
Fall		**Credit Hours**
BIOS 6040	Intermediate Biostatistics	3
SPHL 6060	Epidemiology for Public Health	3
BIOS 7040	Statistical Inference I	3
SPHL 6020	Foundations in Public Health	3
	Credit Hours	**12**
Spring		
BIOS 7060	Regression Analysis	3
BIOS 7080	Design of Experiments	3
BIOS 7050	Statistical Inference II	3
Elective		3
	Credit Hours	**12**
Year 2		
Fall		
BIOS 7150	Categorical Data Analysis	3
BIOS 7300	Survival Data Analysis	3
Elective		3
BIOS 9980	Master's Thesis Research	0
	Credit Hours	**9**

Spring		
BIOS 7250	Principles of Sampling	3
Select two Electives		6
BIOS 9980	Master's Thesis Research	0
	Credit Hours	**9**
	Total Credit Hours	**42**

Biostatistics, MSPH

The MSPH program in Biostatistics emphasizes applied data analysis in the areas of public health and medicine, by preparing students to analyze data in a wide range of settings, including public health surveillance and research programs; local, state, and federal government agencies; pharmaceutical research divisions; university research programs; and consulting firms. Students learn to assist in selecting research design appropriate for the goals of the research, estimate sample size requirements, establish and maintain databases, select and conduct the appropriate statistical analysis, and communicate the results of the analysis orally and in writing fields of public health. Coursework concentrates on developing these statistical skills through the use of actual data sets and computerized statistical software packages.

Program Competencies

- Incorporate knowledge of the core areas of biostatistics, epidemiology, environmental health, health systems management, and the behavioral, social, and cultural aspects of health in addressing and solving problems.
- Select and conduct appropriate statistical procedures for evaluation of public health intervention and surveillance programs.
- Contribute to the design of public health programs by estimating the required sample size and power for program monitoring.
- Incorporate knowledge of databases and information systems in data collection and study management of public health intervention and surveillance programs.
- Interpret and effectively communicate statistical analysis results orally and in writing to public health investigators, collaborators, and members of general community.

Requirements

The MSPH Degree in Biostatistics requires a total of 42 credits that includes:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Biostatistics Course Requirements		
BIOS 6040	Intermediate Biostatistics	3
BIOS 6220	Database Management	3
BIOS 7060	Regression Analysis	3
BIOS 7080	Design of Experiments	3
BIOS 7150	Categorical Data Analysis	3
BIOS 7300	Survival Data Analysis	3
Electives		
Select 9 credits [1]		9
Additional Coursework		
SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**42**

[1] Selected from courses offered within the department, school, or university in consultation with an academic advisor.

MSPH in Biostatistics Model Course Schedule

*Shown as Fall Start

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
	Credit Hours	**12**
Spring		
BIOS 6040	Intermediate Biostatistics	3
BIOS 6220	Database Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Applied Practice Experience Planning		
	Credit Hours	**9**
Summer Session		
SPHL 9980	Applied Practice Experience	0
	Credit Hours	**0**
Year 2		
Fall		
BIOS 7150	Categorical Data Analysis	3
BIOS 7300	Survival Data Analysis	3
Select two Electives		6
	Credit Hours	**12**
Spring		
BIOS 7060	Regression Analysis	3
BIOS 7080	Design of Experiments	3
Elective		3
SPHL 7950	Integrative Learning Experience	0
	Credit Hours	**9**
	Total Credit Hours	**42**

Biostatistics, PhD

PhD in Biostatistics

The PhD program in Biostatistics educates advanced students in the theory and application of biostatistics and data science methods and prepares them to be on the forefront of leadership in these areas. Education in the advanced theory of probability and statistical inference is combined with applied methods in complex study design and analysis.

Graduates from the PhD program typically pursue careers as academic researchers and teachers; in industry, such as the pharmaceutical and biomedical fields; and in other research pursuits, both public and private. Typical roles include teaching, collaborative research and independent research in statistics, biostatistics, bioinformatics methods, design, and data analysis.

Program Competencies

- Develop new biostatistical and data science methods for application to biomedical and public health research problems.
- Assess the performance of advanced statistical methods applied to biomedical and public health research.
- Design a statistical analysis plan to analyze complex data.
- Design teaching and learning experiences grounded in pedagogical best practices in a chosen area of expertise.
- Develop a grant proposal for a public health research study with a compelling scientific narrative, description of investigator capacity, timeline, and budget.

Requirements

Students must complete 48 credit hours of coursework and doctoral studies beyond the baccalaureate, with a minimum of 30 didactic hours at Tulane in the doctoral program. Up to 18 Credits can be transferred from Master's degree.

The PhD must be completed within seven years of matriculation into the doctoral program.

Course ID	Title	Credits
PhD Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6060	Epidemiology for Public Health	3
BIOS 7040	Statistical Inference I	3
BIOS 7050	Statistical Inference II	3
Select two of the following three courses:		6
BIOS 7060	Regression Analysis	
BIOS 7080	Design of Experiments	
BIOS 7150	Categorical Data Analysis	
PhD Core Courses		
SPHL 7500	Public Health Grant Writing	3
SPHL 8080	Public Health Pedagogy	3
EPID 7120	Epidemiologic Methods II	3
BIOS 7300	Survival Data Analysis	3
BIOS 7380	Bayesian Inference	3
BIOS 8350	Clustered and Longitudinal Data Analysis	3
BIOS 8820	Multivariate Methods	3
Elective Courses		
Select a minimum of 9 credits from relevant advanced level courses in consultation with an academic advisor.		9
Total Credit Hours		**48**

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Teaching Assistant Experience

All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM courses while enrolled in the PhD program. Students should register for Teaching Assistantship Educational Experience (0 credits) during the terms they complete each TA requirement.

Comprehensive Exam

Students are required to pass a written comprehensive examination that demonstrates general knowledge of biostatistical methods and research applications. The department administers a written comprehensive examination upon completion of the required coursework. The exam is administered twice a year (October and March) and must be taken within a year after the completion of the coursework. The exam has two parts: an applied biostatistics component; and a probability and mathematical statistics component. Candidates must pass both parts to successfully complete the comprehensive exam requirement. Students have two attempts to pass each component of the examination; the second attempt must take place within a year of the first.

Doctoral Committee

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Biostatistics and Data Sciences and one external to the school.

Prospectus

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation

Students must conduct original research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The student defends the dissertation to their committee; the dissertation committee and SPHTM Executive Faculty approve the dissertation.

Biostatistics Certificate (Graduate)

The Certificate in Biostatistics provides students with skills in applied data analysis in the areas of public health and medicine. The coursework concentrates on developing statistical skills through the use of actual data sets and computerized statistical software packages. The certificate program will benefit students who want to strengthen their public health study with strong applied data analysis skills.

Offered by: Department of Biostatistics and Data Science

Faculty Lead: A (https://sph.tulane.edu/gbds/john-lefante-phd/)rti Shankar, PhD

Purpose

This certificate program provides students with skills in applied data analysis in the areas of public health and medicine.

Eligible Students

This certificate is designed for students not enrolled in a degree-seeking program in the School of Public Health and Tropical Medicine. Tulane students enrolled in degree programs in other schools and persons not enrolled in a degree program but have a prior bachelor's degree are eligible to apply. Current SPHTM students can apply for the certificate, however, only 3 credit hours of the certificate can be shared with their degree.

Certificate Competencies

Students who earn then the Certificate in Biostatistics will be able to:

- Formulate appropriate linear regression models and conduct simple and multiple linear regression analysis.
- Differentiate between various analysis of variance procedures and analyze data using these procedures.
- Distinguish between procedures for analyzing discrete data and conduct logistic regression and other categorical procedures.

Number of Credits Required for Completion: 15

Requirements

Prerequisite Courses

Course ID	Title	Credits
SPHL 6050	Biostatistics for Public Health	3

Required Courses

Course ID	Title	Credits
BIOS 6040	Intermediate Biostatistics (fall and spring)	3
BIOS 7060	Regression Analysis (fall and spring)	3
BIOS 7080	Design of Experiments (spring)	3
BIOS 7150	Categorical Data Analysis (fall)	3
Select one of the following 7000-level Biostatistics Electives:		3
BIOS 7220	Nonparametric Statistics (spring)	
BIOS 7250	Principles of Sampling (spring)	
BIOS 7300	Survival Data Analysis (fall)	
BIOS 7400	Clinical Trials (every other fall)	
Total Credit Hours		**15**

Department of Environmental Health Sciences

Programs

Chair: Melissa Gonzales, PhD, MS

Environmental Health Sciences

Environmental Health Sciences prepares students to improve the health of populations through strengthening environmental health protection and management systems, building stronger communities, providing technical assistance, and facilitating health risk reduction strategies in an increasingly complex and changing world.

Environmental Health Sciences Programs train students to identify health impacts and develop strategies to reduce health risks across work, home, and ambient environments posed by natural and man-made sources and disasters, which are modified by climate change and unequally distributed among communities.

Our mission is to equip the next generation of environmental public health leaders with the knowledge and skills to protect the health from the impacts of environmental exposure.

Our vision is a world in which one's health status and life chances are supported by the environments in which they live, work, and play.

Graduate Degrees

- Disaster Management, MPH (p. 483)
- Environmental Health Sciences, MSPH (p. 485)
- Environmental Health Sciences, PhD (p. 486)
- Industrial Hygiene, MSPH (p. 487)

Graduate degrees in Occupational and Environmental Health, MPH and Occupational Health and Safety Management, MPH will not be admitting students for academic year 2024-2025.

Graduate Certificates

- Disaster Management Certificate (Graduate) (p. 485)
- Industrial Hygiene Certificate (Graduate) (p. 488)

Graduate certificates in Occupational and Environmental Health, Occupational Health and Safety Management, Disaster Management and Resilience, and Environmental Health will not be admitting students for the academic year 2024-2025.

Disaster Management, MPH

The MPH in Disaster Management program prepares professionals to apply scientific principles to prevent, detect, and mitigate environmental public health problems and threats associated with natural and technological disasters- locally to globally. Students gain skills to implement population-based interventions to protect communities, particularly vulnerable populations, from natural, accidental, and intentional disasters. This MPH offering is intended for both pre-professionals and mid-career individuals. Students typically

have a background in a life or physical science or engineering. This course is offered by Distance Learning and on campus.

Faculty Lead: Stephen Murphy, PhD

Program Competency

Upon completion of the MPH degree in Disaster Management, graduates will have the following competencies:

- Apply scientific principles to prevent, detect, respond to, and mitigate local and global threats to environmental health that are associated with natural and technological disasters.
- Integrate public health strategies in each core component of disaster management: prevention, preparedness, response, mitigation, and recovery.
- Implement population-based interventions to protect communities and particularly vulnerable populations from natural, accidental, and intentional disasters that affect personal and community health.
- Evaluate the capacity of public health systems to effectively respond to natural and intentional disasters.
- Apply international, federal, and state regulatory policies, guidelines, and authorities to address public health needs during disasters.

Requirements

The MPH Degree in Disaster management requires 45 credits that includes:

SPHTM Foundational Requirements (15 credits)

Course ID	Title	Credits
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Total Credit Hours		**15**

- **Program Course Requirements (21 credits total)**

Course ID	Title	Credits
ENHS 6030	Survey of Environmental Health	3
ENHS 6600	Principles of Toxicology	3
ENHS 6910	Environmental Aspects of Disaster Management	3
ENHS 6930	Planning and Implementation in Disaster Management	3
ENHS 6950	Psychosocial Aspects of Disaster	3
ENHS 7620	Health Risk Assessment	3
ENHS 7750	Environmental Policy [1]	3
Total Credit Hours		**21**

[1] **Not required for distance learning students**

Elective courses (9 credits)

Selected from courses offered within the department, school, or university in consultation with an academic advisor.

Applied Practice Experience (SPHL 9980)

The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.

Integrated Learning Experience (SPHL 7950)

All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in Disaster Management conduct a public health analysis.

Model Course Schedule

Year 1, Fall Semester

Course ID	Title	Credits
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
ENHS 6910	Environmental Aspects of Disaster Management	3
ENHS 6030	Survey of Environmental Health	3
Total Credit Hours		**12**

Year 1, Spring Semester

Course ID	Title	Credits
SPHL 6070	Health Systems Policy and Management	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
ENHS 6930	Planning and Implementation in Disaster Management	3
Total Credit Hours		**12**

Year 1, Summer

Course ID	Title	Credits
SPHL 9980	Applied Practice Experience	0
Total Credit Hours		**0**

Semester credits: 0 credit with full-time enrollment

Year 2, Fall Semester

Course ID	Title	Credits
SPHL 7950	Integrative Learning Experience	0
ENHS 6950	Psychosocial Aspects of Disaster	3
ENHS 6600	Principles of Toxicology	3

Elective	6
Total Credit Hours	**12**

Year 2, Spring Semester

Course ID	Title	Credits
ENHS 7620	Health Risk Assessment	3
ENHS 7750	Environmental Policy	3
SPHL 7950	Integrative Learning Experience	0
Electives		3
Total Credit Hours		**9**

Total degree credits: 45

Disaster Management Certificate (Graduate)

The Graduate Certificate Disaster Management prepares professionals in disaster preparedness, response and management. This is non-degree standalone graduate certificate for students in the distance learning programs. The graduate certificate provides skills for responding to public health aspects of disasters, including crises communication, population issues and psychosocial aspects of disasters. It also addresses the management structure and operational models unique to disasters.

Courses carry graduate degree credit and may be applied toward the MPH degree in disaster management.

Professionals who select the graduate certificate may already have a master's degree and seek a specialization in disaster management. Others seek a credential to work in the disaster management fields.

Backgrounds of professionals in the disaster management certificate have experience in public health, on disaster management teams, occupational or environmental health professionals with disaster management responsibilities and a wide range of other professional experiences.

Faculty Lead: Stephen Murphy, PhD
Program Competencies
At the completion of the Graduate Certificate in Disaster Management, the student will be able to:

- Apply public health, policy, practice and scientific principles to address the health threats resulting from natural and intentional disasters.
- Integrate environmental public health strategies in disaster preparedness, response, containment, and recovery.
- Integrate public health skills in emergency planning and response, crisis communications, protecting vulnerable populations, and managing the psychosocial impact of disasters.

Requirements

The Graduate Certificate in Disaster management requires 15 credits includes:

Course ID	Title	Credits
ENHS 6430	Disaster & Emergency Communication	3
ENHS 6600	Principles of Toxicology	3
ENHS 6910	Environmental Aspects of Disaster Management	3
ENHS 6930	Planning and Implementation in Disaster Management	3
ENHS 6950	Psychosocial Aspects of Disaster	3
Total Credit Hours		**15**

Apply Graduate Certificate credits toward the MPH in Disaster Management

This graduate certificate may be taken as a standalone graduate certificate for students in the distance learning programs. For those wishing to pursue a MPH in Disaster Management, the course credits obtained in the graduate certificate may be applied to the MPH degree. Students proceeding into the MPH degree complete a total of 42 credits that include the remainder of the required Disaster Management courses and the SPHTM foundational courses. Only the MPH degree in Disaster Management is awarded. Student must have a GPA of 3.0 in coursework and meet the MPH degree admission requirements to transfer to the degree program.

Combined Graduate Certificate in Disaster Management with a MPH degree in another area.

Student in another MPH degree program seeking to add a graduate certificate in Disaster Management may use the elective credits available in the degree program, but not required courses, for the graduate certificate. Required courses cannot be double counted toward both the MPH and a graduate certificate. If there is an overlap in required courses, the student, in consultation with their advisor, selects another disaster management courses to meet the 15 credits. The combined MPH and graduate certificate may take 5 to 6 additional credits beyond the total for the degree alone. If the graduate certificate in disaster management is combined with the MSPH in industrial hygiene, the student will take an additional 14 credits since the industrial hygiene degree does not have electives.

Environmental Health Sciences, MSPH

The MSPH degree in Global Environmental Health Sciences prepares students to recognize, evaluate and control global environmental health problems, use quantitative and qualitative methods to evaluate environmental data, and to manage delivery of global environmental health services. Beyond the school core requirements, students select elective coursework in consultation with their academic advisor to strengthen their knowledge, skill and competence in specific areas of environmental health.The MSPH degree is designed for both pre- and mid-career professionals.

Program Competencies

Upon completion of the MSPH degree in Global Environmental Health Sciences graduates will have the following competencies:

- Recognize, evaluate, and control global environmental health problems.

- Apply environmental health principles to solve global public health problems.
- Use quantitative and qualitative methods to evaluate environmental and health data.
- Translate research in global environmental health into practice.
- Communicate environmental health information to peer groups, environmental health practitioners, affected communities, and the public.

Requirements

The MSPH Degree in Global Environmental Health Sciences requires 45 credits that include:

Course ID	Title	Credits
SPHTM Foundational Requirements (15 credits)		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements (21 credits total)		
ENHS 6030	Survey of Environmental Health	3
ENHS 6420	Global Food Safety and Public Health	3
ENHS 6510	Water Quality Management	3
ENHS 6560	Environmental Health Microbiology	3
ENHS 6600	Principles of Toxicology	3
ENHS 7500	Air Sampling & Analysis	3
ENHS 7620	Health Risk Assessment	3
Elective Courses [1]		**9**
SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**45**

Integrated Learning Experience (SPHL 7950)

All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MSPH in Environmental Health Sciences conduct a public health analysis.

Applied Practice Experience (SPHL 9980)

The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.

[1] Selected from courses offered within the department, school, or university in consultation with an academic advisor.

Environmental Health Sciences, PhD

The PhD degree in the Environmental Health Sciences Department is an advanced research degree that prepares students to employ laboratory and community approaches to address adverse environmental health impacts. Students use basic and applied research methodologies to examine consequences of chemical and non-chemical stressors and disasters. Graduates of the PhD programs advance to careers at academic institutions, governmental agencies, industry and nonprofit organizations.

Program Competencies:

- Evaluate current challenges to environmental health through an exploration of the current literature and scientific evidence.
- Construct approaches and solutions to environmental health problems.
- Investigate contemporary challenges in environmental health sciences.
- Design teaching and learning experiences grounded in pedagogical best practices in a chosen area of expertise.
- Develop a grant proposal for a public health research study with a compelling scientific narrative, description of investigator capacity, timeline, and budget.

Requirements

Students must complete 48 credit hours of coursework and doctoral studies beyond the baccalaureate, with a minimum of 30 didactic hours at Tulane in the doctoral program. Up to 18 Credits can be transferred from a prior graduate degree.

The PhD must be completed within seven years of matriculation into the doctoral program.

Course ID	Title	Credits
PhD Foundational Courses		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
ENHS 6030	Survey of Environmental Health	3
ENHS 6600	Principles of Toxicology	3
ENHS 7620	Health Risk Assessment	3
PhD Core Courses		
ENHS 8100	Advanced Environmental Health	3
ENHS 8200	Environmental Health Methods	3
BIOS 6040	Intermediate Biostatistics	3
EPID 7120	Epidemiologic Methods II	3
SPHL 8080	Public Health Pedagogy	3
SPHL 7500	Public Health Grant Writing	3
Electives [1]		**12**
Total Credit Hours		**48**

[1] Select 12 credits of Environmental Health Sciences and other relevant elective courses at the 6000 or higher level. Students should choose these courses in consultation with their faculty advisor.

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Teaching Assistant Requirement

All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM courses while enrolled in the PhD program. Students should register for Teaching Assistantship Educational Experience (0 credits) during the terms they complete each TA requirement.

Comprehensive Exam

The departmental faculty administer the comprehensive examination. The exam should be taken no later than a year after completing all required coursework. The comprehensive exam is offered in January, August, or by special arrangement. The exam consists of written questions from the faculty that gauge the student's ability to identify, assess, and propose approaches to study environmental health problems.

Students have two attempts to pass the examination; the second attempt must take place within a year of the first.

Doctoral Committee

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Global Environmental Health Sciences and one external to the school.

Prospectus

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation

Students must conduct original research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The student defends the dissertation to their committee; the dissertation committee and SPHTM Executive Faculty approve the dissertation.

Industrial Hygiene, MSPH

Vision Statement: To improve worker and community health by developing the most competent industrial hygienists in the world.

Millions of workers across the globe make our modern lifestyle a reality. Industrial hygiene (IH) is the critical profession that protects the health and wellbeing of these workers and their communities. The Tulane MSPH-IH program prepares students to take on challenging professional careers in exposure science and worker protection in occupational and community settings. Our program is ABET accredited, which allows our graduates to take the Certified Industrial Hygienist (CIH) exam with one less year of professional work experience. Graduates of our program receive the designation of Graduate Safety Professionals (GSP). The program is also a recipient of a National Institute of Occupational Safety and Health (NIOSH) training grant to support students financially. Finally, our extensive alumni network and expert faculty make our program one of the premier graduate industrial hygiene programs nationally and globally.

Our graduate certificate program is designed to prepare CIH candidates for the exam, by providing the 15 industrial hygiene-specific credits required to apply, and by equipping students with knowledge and skills important for the comprehensive practice of industrial hygiene.

Accreditation

The Industrial Health program is accredited through the **Applied Science Accreditation Commission of ABET**, an accrediting agency for programs in applied science, computing, engineering, and engineering technology. Tulane's Industrial Hygiene program has been ABET - accredited since 1996.

Student Enrollment and Graduation Statistics

Academic Year	New Student Enrolled	Total Students Enrolled	Total Students Graduated
2017-18	7	15	6
2018-19	4	13	5
2019-20	5	13	7
2020-21	6	12	4
2021-22	18	23	2
2022-2023	16	29	1
2023-24	9	30	4(anticipated)

Graduates of the MSPH in Industrial Hygiene receive one year of credit towards the experience requirement to sit for the exam to become a board-certified industrial hygienist (CIH, American Board of Industrial Hygiene).

NIOSH Training and Education Grant

The Tulane MSPH program in Industrial Hygiene is supported by a Training and Education grant awarded by the National Institute for Occupational Safety and Health (NIOSH). Students in the MSPH–IH program are eligible to apply for a NIOSH traineeship which may provide partial tuition support and stipend. For further details on the NIOSH training program, contact Program Director Dr. Mark Wilson.

Program Competencies

At the completion of the MSPH degree, the student will be able to:

- Anticipate and identify hazards in the workplace using basic and applied scientific and engineering principles.
- Quantify and evaluate the hazard or risks of occupational health stressors utilizing the methods and techniques of analytical chemistry, other measurement sciences, and statistics.
- Analyze and interpret toxicology and epidemiology data and information on occupational health hazards.
- Design and evaluate engineering and administrative controls for workplace hazards, with emphasis on general and local exhaust ventilation.
- Select and specify appropriate types of personal protective equipment for control of occupational exposures.
- Demonstrate knowledge of the development, management, and evaluation of industrial hygiene programs.
- Communicate verbally and in writing, the nature, risks, and remediation of workplace and environmental hazards.
- Interpret and apply environmental and occupational safety and health regulations and standards.

Requirements

Course ID	Title	Credits
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements (31 credits)		
ENHS 6030	Survey of Environmental Health	3
ENHS 6300	Radiological Health	3
ENHS 6540	Principles of Occupational Health	3
ENHS 6600	Principles of Toxicology	3
ENHS 6620	Physical Agents & Ergonomic Hazards in the Workplace	3
ENHS 6700	Principles of Safety	3
ENHS 6720	Principles of Industrial Hygiene	3
ENHS 7110	Industrial Ventilation & Chemical Hazard Control	3
ENHS 7310	Occupational Laws and Compliance	2
ENHS 7500	Air Sampling & Analysis	3
ENHS 7620	Health Risk Assessment	3
SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**47**

The MSPH in Industrial Hygiene requires 47 credits. In addition, students must also pass the industrial hygiene comprehensive examination or obtain certification from the American Board of Industrial Hygiene (CIH).

Model Schedule

Course ID	Title	Credits
Year 1, Fall Semester		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
ENHS 6600	Principles of Toxicology	3
ENHS 6720	Principles of Industrial Hygiene	3
Year 1, Spring Semester		
SPHL 6060	Epidemiology for Public Health	3
ENHS 6030	Survey of Environmental Health	3
ENHS 6620	Physical Agents & Ergonomic Hazards in the Workplace	3
ENHS 7500	Air Sampling & Analysis	3
Year 1, Summer Semester		
ENHS 6700	Principles of Safety	3
ENHS 7310	Occupational Laws and Compliance	2
SPHL 9980	Applied Practice Experience	0
Year 2, Fall Semester		
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
ENHS 6540	Principles of Occupational Health	3
ENHS 7110	Industrial Ventilation & Chemical Hazard Control	3
Year 2, Spring Semester		
ENHS 6300	Radiological Health	3
ENHS 7620	Health Risk Assessment	3
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**47**

Industrial hygiene comprehensive examination

Semester subtotal: 6

Total degree credits: 47

Industrial Hygiene Certificate (Graduate)

The online Graduate Certificate in Industrial Hygiene prepares professionals with the basic knowledge of industrial hygiene and toxicology to recognize and control workplace hazards. The Certificate provides 15 industrial hygiene specific credits that prepare students for the Certified Industrial Hygiene (CIH) exam

The Graduate Certificate in Industrial Hygiene is a non-degree program. Courses carry degree credit that may be applied toward the MSPH or MPH degrees. This graduate certificate is offered online, suiting the needs of most mid-career professionals.

Program Competencies

At the completion of the Graduate Certificate in Industrial Hygiene, the student will be able to:

- Recognize hazardous agents and the adverse effects of exposure
- Anticipate and evaluate work place hazards using basic and applied scientific and engineering principles.
- Specify types of personal protective equipment and other controls for work place hazards and exposures.

Requirements

The Graduate Certificate in Industrial Hygiene requires a total of **15 credits** that includes:

Course ID	Title	Credits
Required Courses		
ENHS 6030	Survey of Environmental Health	3
ENHS 6600	Principles of Toxicology	3
ENHS 6720	Principles of Industrial Hygiene	3
Select six credits from the following:		6
ENHS 6300	Radiological Health	
ENHS 6540	Principles of Occupational Health	
ENHS 6620	Physical Agents & Ergonomic Hazards in the Workplace	
ENHS 7110	Industrial Ventilation & Chemical Hazard Control	
ENHS 7500	Air Sampling & Analysis [1]	
Total Credit Hours		**15**

[1] This course requires a one week on campus laboratory section. Dates for on campus lab posted in calendar.

Apply Graduate Certificate Credits toward the MSPH in Industrial Hygiene
IH course credits taken in the graduate certificate may be applied to the MSPH in industrial hygiene. Students proceeding onto the MSPH degree in IH complete a total of 45 credits that include the remainder of the required IH courses and the SPHTM core. Only the MSPH degree is awarded. Student must have a GPA of 3.0 in coursework and meet the IH admission requirements to transfer to the degree program. Contact the DL manager prior to completion of the certificate for information.

Combined Graduate Certificate with a MPH Degree in Another Area
Student in another MPH degree program seeking to add a graduate certificate in IH may use the elective credits available in a degree program, but not required courses, for the graduate certificate. Required courses cannot be double counted toward both the MPH and the IH graduate certificate. If there is an overlap in required courses, the student, in consultation with their advisor, selects other industrial hygiene courses to meet the 15 credits for the certificate. The combined MPH and the IH graduate certificate may take 2 to 6 additional credits beyond the total for the MPH degree alone.

Department of Epidemiology

Programs

Interim Chair: Lu Qi, MD, PhD
HCA Regents Distinguished Chair and Professor

Mission
The Department of Epidemiology plays a leading role in the improvement of global public health through epidemiological research, education and professional service at the local, national, and international levels.

About Epidemiology
The faculty investigates the burden and cause of disease in populations and use this knowledge for disease prevention and treatment. Faculty and students work together to discover the role of genomic, behavioral, social, and environmental influences on health.

Our students enjoy a supportive and collaborative environment with accessible faculty, research opportunities, and organized social events. Additionally, experienced faculty play an active role in mentoring students as they explore the wide range of opportunities available for their future careers.

Faculty have substantial research expertise in cardiometabolic diseases, cancer, infectious diseases, reproductive health, environmental health, trans-omics, clinical trials, implementation science, and epidemiologic methodology.

Graduate Degrees

- Clinical Investigation, MS (p. 489)
- Clinical Investigation, PhD (p. 490)
- Epidemiology, MPH (p. 492)
- Epidemiology, MS (p. 493)
- Epidemiology, PhD (p. 494)

Graduate Certificates

- Clinical and Translational Research Certificate (Graduate) (p. 491)
- Epidemiologic Methods Certificate (Graduate) (p. 491)
- Genetic Epidemiology Certificate (Graduate) (p. 495)
- Social Epidemiology, Certificate (Graduate) (p. 495)

Clinical Investigation, MS

The Master of Science in Clinical Investigation provides training in the methods and conduct of clinical investigation for future leaders in patient-oriented research. In addition to traditional instruction in biostatistics, epidemiology and study design, this program will provide students with a strong foundation in ethics and professionalism, while developing skills in critical thinking, communication of scientific findings, leadership, and management of research studies.

Program Competencies

- Problem formulation: Define focused research questions and testable hypotheses
- Methodology: Compare and select study designs for addressing clinical or translational research questions; identify a target population with consideration of socioeconomic, ethnic and cultural diversity; identify measures to be utilized while addressing reliability and validity, data quality, and cultural diversity
- Data management and security: Manage data using computer technology; define strategies to ensure data security and protection of privacy are maintained
- Data analysis and interpretation: Generate statistics that fit the study design chosen and answer research questions; identify risk/preventive factors that may contribute to outcomes and incorporate them into a research study; interpret computer output containing results of statistical procedures and graphics
- Scientific communication: Compile statistical output into tables and figures suitable for publication; prepare and communicate research findings to different groups of individuals through oral

presentations and research papers; critically appraise the existing literature

- Ethics and professionalism: Describe the fundamental principles of the protection of human subjects and voluntary informed consent; describe the authority for and professional standards for the responsible conduct of research; explain the concept of good clinical practice; explain conflict of interest management in research
- Teamwork and leadership: Demonstrate group decision-making techniques; manage conflict; lead and manage team-based and individual projects; foster innovation and creativity

Requirements

The MS in Clinical Investigation Degree in Epidemiology requires 36 credits that includes:

Course ID	Title	Credits
Epidemiology Course Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6060	Epidemiology for Public Health	3
EPID 6230	Computer Packages for Epidemiology	3
EPID 6340	Clinical and Translational Research Methods	3
EPID 6420	Clinical Epidemiology	3
EPID 7120	Epidemiologic Methods II	3
EPID 7130	Observational Epidemiology	3
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3
EPID 7310	Meta-Analysis	3
INTD 6010	Responsible Conduct of Research	0
or EPID 7990	Master's Independent Studies	
Biostatistics Course Requirements		
SPHL 6050	Biostatistics for Public Health	3
BIOS 6040	Intermediate Biostatistics	3
Elective		**3**
Thesis		
EPID 9980	MS Thesis Research	0
Total Credit Hours		**36**

Academic Standards

In addition to the SPHTM academic standards, students in the MS in Clinical Investigation and those taking advanced epidemiology courses must demonstrate the following standards:

- All students must complete and earn a "B" or better in the prerequisite foundational course, SPHL 6060 Epidemiology for Public Health (3 c.h.), before advancing to EPID 7120 Epidemiologic Methods II (3 c.h.) or other advanced epidemiology courses.

Thesis

Students must successfully complete a thesis (https://tulane.app.box.com/v/thesis-guidelines/). The thesis is based on a supervised research project demonstrating scholarship in the area of clinical research. The results will be presented orally and in writing and reviewed by two faculty members. The master's thesis must be completed within a year of completion of the required courses. It should be an academic investigation suitable for publishing.

Model Course Schedule

Course ID	Title	Credits
Year 1, Summer		
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
EPID 6230	Computer Packages for Epidemiology	3
SPHL 6020	Foundations in Public Health	3
Year 1, Fall		
BIOS 6040	Intermediate Biostatistics	3
EPID 7120	Epidemiologic Methods II	3
EPID 6340	Clinical and Translational Research Methods	3
EPID 7310	Meta-Analysis	3
EPID 7990	Master's Independent Studies	1-3
Year 1, Spring		
EPID 6420	Clinical Epidemiology	3
EPID 7130	Observational Epidemiology	3
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3
Elective		3
EPID 9980	MS Thesis Research	0
Total Credit Hours		**36**

Clinical Investigation, PhD

Overview

The PhD in Clinical Investigation program is to train clinicians for careers as leaders in academic medical research in a way that advances our understanding of the diagnosis, screening, treatment and prognosis of clinical conditions and promotes evidence-based changes to clinical practice. Through this program, graduates will learn to effectively and efficiently design, implement, analyze, and interpret clinical research to improve human health and improve clinical practice.

Program Competencies

Upon completion of the program, the graduate should be able to:

1. Appraise the rigor and reproducibility of clinical research in public health and clinical medicine.
2. Compose impactful and innovative clinical research questions that are informed by existing literature and a comprehensive conceptual framework.
3. Design high-quality epidemiologic and/or translational studies.
4. Manage a clinical research study in line with ethical and regulatory standards.
5. Perform statistical analysis of data from clinical research studies.
6. Effectively communicate scientific findings from clinical research studies to professionals and the lay public.
7. Develop a grant proposal for the conduct of a clinical research study.

Requirements

The PhD in Clinical Investigation requires 48-49 credits that include:

Course ID	Title	Credits
PhD Foundational Courses		
SPHL 6020	Foundations in Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6050	Biostatistics for Public Health	3
EPID 6230	Computer Packages for Epidemiology	3
EPID 6420	Clinical Epidemiology	3
EPID 6340	Clinical and Translational Research Methods	3
INTD 6010	Responsible Conduct of Research	0-1
or BMSP 7990	Independent Study	
PhD Core Courses		
EPID 7120	Epidemiologic Methods II	3
EPID 7130	Observational Epidemiology	3
BIOS 6040	Intermediate Biostatistics	3
BIOS 7060	Regression Analysis	3
BIOS 8350	Clustered and Longitudinal Data Analysis	3
EPID 6350	Implementation Science in Public Health	3
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3
MSCR 7090	Grant Writing	3
EPID 8990	Doctoral Independent Study	3
Elective		3
Thesis		
Total Credit Hours		**48-49**

Clinical and Translational Research Certificate (Graduate)

Overview

This certificate program will provide students with an in-depth exploration of epidemiologic methods within the context of clinical research. Students will learn clinical research methods, clinical trials, and meta-analysis. The program will be useful both to those with a clinical background and to those without prior clinical training. Students will learn to refine their critical thinking skills and apply epidemiologic methods to clinical research.

Offered by: Department of Epidemiology

Faculty Lead: Lydia Bazzano, MD, PhD (https://sph.tulane.edu/epid/lydia-bazzano/)

Purpose

This certificate is designed to prepare master's level students (including MD/MPH students) for research readiness in conducting clinical and translational research. This certificate will also prepare students to be collaborators on clinical research projects and apply research skills in clinical practice.

Eligible Students

This certificate program is designed for advanced students currently in an MPH/MSPH/MPH&TM/MHA program. Students must have a background in epidemiology and biostatistics. Pre-requisites: SPHL 6050 Biostatistics for Public Health, SPHL 6060 Epidemiology for Public Health and EPID 7120 Epidemiologic Methods II.

Certificate Competencies

Students who earn the Certificate in Clinical & Translational Research will be able to:

- Critically assess medical literature;
- Describe issues related to clinical research design, including statistical power calculations; and
- Evaluate methodological issues in clinical research, clinical trials, and meta-analysis

Number of Credits Required for Completion: 14

Requirements

Certificate in Clinical and Translational Research

Course ID	Title	Credits
EPID 6340	Clinical and Translational Research Methods	3
EPID 6420	Clinical Epidemiology	3
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3
EPID 7310	Meta-Analysis	3
EPID 7410	Pharmacoepidemiology	2

Pre-requisite coursework is: SPHL 6050 Biostatistics for Public Health, SPHL 6060 Epidemiology for Public Health and EPID 7120 Epidemiologic Methods II.

Epidemiologic Methods Certificate (Graduate)

The Certificate in Epidemiologic Methods provides in-depth training in epidemiologic methods for non-majors, grounding them in the basic approaches that can benefit their future endeavors in addressing public health issues. The program exposes students to the core epidemiologic methods courses. It is ideal for students who want to strengthen their ability to conduct research, which will benefit them in their future careers, whether that's in a research setting, in academia, or in the community.

This graduate certificate serves as a second area of study for SPHTM student in the MPH, MSPH or MPHTM degrees and not majoring in Epidemiology.

Offered by: Department of Epidemiology (https://sph.tulane.edu/epid/home/)

Faculty Lead: Jeanette Gustat, PhD (https://sph.tulane.edu/epid/jeanette-gustat/)

Epidemiologic Methods Certificate Enrollment Form (https://tulane.box.com/v/epid-methods-certificate-enrol/)

Purpose

Students will acquire training in observational epidemiology and clinical trials. At the conclusion of the program, students will be able to design and implement studies, conduct basic data analysis, and interpret study findings.

Eligible Students

SPHTM students enrolled in a MPH, MSPH, or MPH&TM degree program at Tulane SPHTM and not majoring in Epidemiology.

Certificate Competencies

Students who earn the Certificate in Epidemiologic Methods will be able to:

- Develop the appropriate research questions for biomedical and public health issues;
- Apply the best study design to answer important study questions; and
- Analyze and interpret study findings and critically review epidemiological literature

Number of Credits Required for Completion: 15

Requirements

Prerequisite Courses

Course ID	Title	Credits
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
EPID 6230	Computer Packages for Epidemiology	3
or SPHU 4160	Introduction to Statistical Packages	

Required Courses

Course ID	Title	Credits
BIOS 6040	Intermediate Biostatistics	3
EPID 7120	Epidemiologic Methods II	3
EPID 7130	Observational Epidemiology	3
EPID 7160	Survey Methodology	3
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3

*For programs requiring BIOS 6040, the student may substitute: BIOS 7060 Regression Analysis (3) or BIOS 7150 Categorical Data Analysis (3). For students pursuing the master's degree in biostatistics, substitute with BIOS 7220 Nonparametric Statistics (3) or BIOS 7250 Principles of Sampling.

Students should consult with their academic advisor to determine which certificate best fits their professional and academic goals and how best to plan their graduate course schedule.

Epidemiology, MPH

The MPH in Epidemiology is a professional degree that prepares students to serve as epidemiologists in mid-level positions in public health research or practice settings. The program appeals to professionals currently employed in the health field and as well as those without previous training or experience in public health.

The MPH in epidemiology is highly analytical and methods-based. Students learn to apply conceptual methodology to the study of public health problems and health disparities as a means of understanding how to prevent or address them. As an MPH student in epidemiology, the knowledge base and research skills are applied within a chosen content area of current importance in the field, such as chronic or infectious disease; environmental, reproductive, molecular/cancer, or genetic epidemiology. Through coursework and other learning experiences, students gain a thorough knowledge of the sources of health data, how to collect data from original sources, how to process, analyze and effectively report findings from epidemiologic studies.

Graduates can design and carry out studies in which epidemiologic information is needed for making sound health policy decisions or for the management of research projects in both public and private agencies and institutions.

Program Competencies

1. Communicate characteristics and threats to validity of major study designs used in epidemiologic research.
2. Summarize the strengths and weaknesses of an epidemiologic study
3. Write a study protocol for a specific research question.
4. Differentiate the major measures of disease frequency and association used in epidemiologic research
5. Analyze public health data using appropriate statistical techniques and software

Requirements

The MPH Degree in Epidemiology requires 45 credits.

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
EPID 6230	Computer Packages for Epidemiology	3
BIOS 6040	Intermediate Biostatistics	3
EPID 7120	Epidemiologic Methods II	3
EPID 7130	Observational Epidemiology	3
EPID 7160	Survey Methodology	3
Electives		**15**
Additional coursework:		

SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**45**

Academic Standards

In addition to the SPHTM academic standards, students in the MPH in Epidemiology program and those taking advanced epidemiology courses must demonstrate the following standards:

- All students must complete and earn a "B" or better in the prerequisite foundational course, SPHL 6060 Epidemiology for Public Health, before advancing to EPID 7120 Epidemiologic Methods II or other advanced epidemiology courses.

MPH in Epidemiology Model Course Schedule

Course ID	Title	Credits
Year 1 Fall		
EPID 6230	Computer Packages for Epidemiology	3
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
Year 1 Spring		
EPID 7120	Epidemiologic Methods II	3
BIOS 6040	Intermediate Biostatistics	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Year 1 Summer		
SPHL 9980	Applied Practice Experience	0
Electives		3
Year 2 Fall		
EPID 7130	Observational Epidemiology	3
EPID 7160	Survey Methodology	3
Electives		6
Year 2 Spring		
SPHL 7950	Integrative Learning Experience	0
Electives		6
Total Credits		**45**

Epidemiology, MS

The MS in Epidemiology is an academic degree that prepares students for careers in research. It serves students new to public health as well as those currently working in the field who wish to gain the quantitative skills necessary to conduct population based research. The curriculum focuses on understanding theoretical issues and applying disciplinary methods to the study of public health problems. Coursework includes learning experiences in epidemiologic methods, biostatistics, data management, analysis and interpretation of findings in content areas such as chronic or infectious disease, reproductive, molecular, or genetic epidemiology. Students learn the design, conduct, analysis and interpretation of epidemiological studies, and implementation, from developing protocols and instruments, to the selection and recruitment of subjects, data collection and quality control. These skills prepare graduates for engaging roles in research activities that impact public health planning, control and global disparities.

Program Competencies

- Define the concepts and contents of epidemiology.
- Formulate a research hypothesis.
- Determine study aim, objectives and appropriate study design to address the hypothesis.
- Identify risk and/or preventive factors that may contribute to outcomes and incorporate them into a research study.
- Use computers to collect, manage and analyze data for evaluation of hypotheses.
- Evaluate the use of questionnaires and measurement instruments in collection of data to maintain internal validity.
- Use existing databases to provide background or supportive data to address research questions.
- Analyze data, interpret the findings and prepare a report of study result.
- Perform ethical research.

Requirements

The MS Degree in Epidemiology requires 43 credits that includes:

Course ID	Title	Credits
Epidemiology Course Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6060	Epidemiology for Public Health	3
EPID 6230	Computer Packages for Epidemiology	3
EPID 7000	Departmental Seminar	1
EPID 7120	Epidemiologic Methods II	3
EPID 7130	Observational Epidemiology	3
EPID 7220	Analytic Epidemiology	3
Epidemiologic Methods Course Requirements		
Select two of the following:		6
EPID 6290	Genetic Epidemiology	
EPID 6340	Clinical and Translational Research Methods	
EPID 6350	Implementation Science in Public Health	
EPID 6420	Clinical Epidemiology	
EPID 6500	Nutritional Epidemiology	
EPID 6750	Outbreak Epidemiology	
EPID 7110	Spatial Epidemiology	
EPID 7160	Survey Methodology	
EPID 7170	Clinical Trials: Design, Conduct & Interpretation	
EPID 7310	Meta-Analysis	
Descriptive Epidemiology Course Requirements		
Select two of the following:		6
EPID 6090	Epidemiology of Infectious Diseases	
EPID 6210	Cancer Epidemiology	
EPID 6220	Cardiovascular Disease Epidemiology	

EPID 6320	Molecular Epidemiology	
EPID 6480	Reproductive Epidemiology	
EPID 6490	Environmental Epidemiology	
EPID 6600	Social Epidemiology: Mechanisms of Disparities	
EPID 7210	Epidemiology of Sexual Health	
EPID 7810	Human Molecular Genetics	
Biostatistics Course Requirements		
SPHL 6050	Biostatistics for Public Health	3
BIOS 6040	Intermediate Biostatistics	3
Electives		6
Total Credit Hours		**43**

Academic Standards

In addition to the SPHTM academic standards, students in the MS in Epidemiology program and those taking advanced epidemiology courses must demonstrate the following standards:

- All students must complete and earn a "B" or better in the prerequisite foundational course, SPHL 6060 Epidemiology for Public Health, before advancing to EPID 7120 Epidemiologic Methods II or other advanced epidemiology courses.

Thesis

Students must successfully complete a thesis. The thesis is based on a supervised research project demonstrating scholarship in the area of epidemiology. The results will be presented orally and in writing and reviewed by two faculty members. The master's thesis must be completed within a year of completion of the required courses. It should be an academic investigation suitable for publishing.

MS in Epidemiology Model Course Schedule

Year 1		
Fall		**Credit Hours**
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6020	Foundations in Public Health	3
EPID 6230	Computer Packages for Epidemiology	3
EPID 7000	Departmental Seminar	1
	Credit Hours	**13**
Spring		
BIOS 6040	Intermediate Biostatistics	3
EPID 7120	Epidemiologic Methods II	3
Descriptive Epidemiology Courses or Electives		6
	Credit Hours	**12**
Summer Session		
EPID 9910	Epidemiology Research Experience	0
	Credit Hours	**0**
Year 2		
Fall		
EPID 7130	Observational Epidemiology	3
EPID 7220	Analytic Epidemiology	3
Descriptive Epidemiology Courses or Electives		6
EPID 9980	MS Thesis Research	0
	Credit Hours	**12**
Spring		
Electives		6
EPID 9980	MS Thesis Research	0
	Credit Hours	**6**
	Total Credit Hours	**43**

Epidemiology, PhD

The PhD degree program prepares students for careers in epidemiologic research and teaching, usually in an academic setting. The PhD graduate is expected to have knowledge across a wide range of epidemiologic theory and methods as well as sustained experience in the conduct of research in one or more content areas. The PhD program has a strong theoretical base and is focused on research. The PhD is the terminal degree in Epidemiology.

Program Competencies

1. Critique the scientific literature to assess the current state of knowledge and identify research questions for future investigation.
2. Construct an epidemiologic study to advance the field of epidemiology and public health.
3. Formulate an epidemiologic analysis plan using advanced methods to answer research questions.
4. Design teaching and learning experiences grounded in pedagogical best practices in a chosen area of expertise.
5. Develop a grant proposal for a public health research study with a compelling scientific narrative, description of investigator capacity, timeline, and budget.

Requirements

Course ID	Title	Credits
PhD Foundational Courses		
SPHL 6020	Foundations in Public Health (or equivalent)	3
BIOS 6040	Intermediate Biostatistics (or equivalent)	3
EPID 7120	Epidemiologic Methods II (or equivalent)	3
EPID 7130	Observational Epidemiology	3
EPID 7160	Survey Methodology	3
PhD Core Courses		
BIOS 7060	Regression Analysis	3
EPID 8300	Advanced Epidemiologic Methods	3
SPHL 8080	Public Health Pedagogy	3
SPHL 7500	Public Health Grant Writing	3
EPID 7000	Departmental Seminar	0
EPID 8000	Doctoral Journal Club	0

EPID 7170	Clinical Trials: Design, Conduct & Interpretation	3
EPID 7220	Analytic Epidemiology	3
BIOS 7150	Categorical Data Analysis	3
BIOS 7300	Survival Data Analysis	3
BIOS 8350	Clustered and Longitudinal Data Analysis	3
Electives		6
Total Credit Hours		**48**

Elective Courses

Selected from courses offered within the department, school, or university in consultation with a faculty advisor.

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

Teaching Assistantship Requirement

All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM courses while enrolled in the PhD program. Students should register for SPHL 8070 Teaching Assistantship Educational Experience (0 credits) during the terms they complete each TA requirement.

Comprehensive Exam

Students are required to pass a written comprehensive examination demonstrating general knowledge of epidemiologic and biostatistical methods and knowledge of the epidemiology in at least one content area. The exam will include sections on higher level epidemiologic methods, a content area and study design.

Prospectus

Students must prepare and defend a prospectus of proposed research.

Dissertation

Students must conduct original research and defend a dissertation based on that research.

Genetic Epidemiology Certificate (Graduate)

Overview

The Certificate in Genetic Epidemiology is for students with previous training in molecular biology and/or genetics. The program will provide in-depth training in genetic epidemiology. Students will learn human genetics, genetic epidemiology, genetic statistics, and bioinformatics.

Offered by: Department of Epidemiology

Faculty Lead: Changwei Li, PhD

Purpose

This certificate program provides students with skills in genetic epidemiology research.

Eligible Students

This certificate program is designed for advanced students currently in an MPH/MSPH/MPH&TM/MHA program. Students must have a background in molecular biology or molecular genetics.

Certificate Competencies

Students who earn the Certificate in Genetic Epidemiology will be able to:

- Describe the genetic and molecular basis for human diseases;
- Select the best genetic and molecular epidemiology study design to answer important clinical and public health questions;
- Analyze and interpret genetic study data and critically review genetic literature

Number of Credits Required for Completion: 15

Requirements

Course ID	Title	Credits
EPID 6290	Genetic Epidemiology	3
EPID 6320	Molecular Epidemiology	3
EPID 7810	Human Molecular Genetics	3
Two additional genetic epidemiology related courses		6

The Certificate in Genetic Epidemiology requires 15 credits.

Pre-requisite courses are SPHL 6060, SPHL 6050, BIOS 6040 and BIOS 7060 or BIOS 7080.

Social Epidemiology, Certificate (Graduate)

Overview

This concentrated training in social and spatial epidemiology is aimed at improving our capacity to monitor, research, and address social determinants of health and health inequities. Courses in this certificate program combine theory from the social sciences with rigorous epidemiological and social science methods utilized to understand and to address the connections between social factors and health.

Purpose

Our purpose is to train scholars and practitioners in the conduct of rigorous research and evaluation methods aimed at understanding and addressing social determinants of health, to improve population health and reduce health inequalities locally, nationally, and internationally. The certificate is aimed at master's students who want training in social epidemiologic methods, specifically, preparing them for an ever-increasing workforce aimed at tackling these fundamental causes of health and reducing health disparities. Students will be prepared to work in a variety of settings, both research and practice, and at multiple levels, but also in other non-public health and interdisciplinary settings.

Competencies

1. Apply epidemiological methods to social and population health problems.

2. Describe the different study designs and data collection tools utilized in social epidemiology
3. Demonstrate proficiency in data management, collection, and analysis of social epidemiologic and spatial data.
4. Succinctly describe and interpret data from a social epidemiologic inquiry.

Requirements

Course ID	Title	Credits
Prerequisite		
SPHL 6060	Epidemiology for Public Health	3

Course ID	Title	Credits
Required Courses		
EPID 6600	Social Epidemiology: Mechanisms of Disparities	3
SBPS 7280	Qualitative Methods I: Basic Foundations	3
or SBPS 7290	Qualitative Methods II: Theory and Methods	
SPHL 6110	Introduction to GIS for Public Health	3
or BIOS 6800	Public Health GIS II	
or EPID 7110	Spatial Epidemiology	
Any two of the following (6 credits), chosen due to their focus on social theory and/or methodologies		**6**
SBPS 6030	Social and Behavioral Aspects of Health	
SBPS 6700	Social Innovation Tools	
SBPS 7010	Health Communication Theory and Practice	
SBPS 7220	Community Organization: Community Work for Social Justice	
SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	
SBPS 7510	Maternal Child Health: The Life Course Perspective	
EPID 7120	Epidemiologic Methods II	
IHSD 7070	The Social Determinants of HIV/AIDS	
Total Credit Hours		**15**

Department of Health Policy and Management

Programs

Chair: Arthur Mora, PhD, MHA (https://sph.tulane.edu/hpam/arthur-mora/)
Professor

Mission
The mission of the Department of Health Policy and Management is to conduct health management and policy research and to prepare a diverse group of future managers and leaders to improve health care delivery services, increase access to health care, reduce health disparities, and advance health care policy worldwide.

About HPM
Faculty in the Department of Health Policy and Management investigate the impact of financing models, organizational structures, processes, and social determinants on quality, cost, and access to healthcare to improve population health in both domestic and international settings.

This department prepares students to meet the ever-changing demands of the health care, public health, and health policy environments using financial models, organizational structures, and social determinants to improve quality, contain costs, improve access to health care, and address health disparities for all populations. We envision a future where our graduates enhance quality of life by improving public health and healthcare delivery systems worldwide.

Areas of faculty expertise include health policy, organizational theory and behavior, management, economics, medicine, law, sociology, political science, and statistics. Faculty have experience in leadership and policy in healthcare organizations, national nonprofits, and international agencies and health care systems.

Graduate Degrees

- Health Administration, MHA (p. 496)
- Health Policy and Management, PhD (p. 497)
- Health Policy, MPH (p. 499)
- Health Systems Management, MPH (p. 499)

Health Administration, MHA

The Master of Health Administration (MHA) program prepares students with a foundation in health care leadership and applied analytical skills to promote data-driven decision making. Graduates can address the unique challenges presented in this complex industry, including ensuring equitable opportunity to health and optimal well-being.

The 54-credit program provides study in leadership of health care organizations, applied analytics, health care economics, financial management, population health, communications, and strategy in 22 months. Students complete a residency in health care organizations to gain practical experience, develop professionalism, and apply management skills.

Anticipated growth in health care positions continues to outpace all other occupations. The MHA opens a path to leadership positions and opportunities for advancement in diverse settings across the industry.

The MHA program at Tulane is accredited by the Commission for Accreditation of Healthcare Management Education (CAHME).

Program Competencies
At the completion of the MHA degree, the student will be able to:

- Speak and write in a clear, concise and logical manner in formal and informal situations within healthcare settings to convey cogent business presentations and to facilitate a group. (Effective Communication)
- Demonstrate attributes necessary to influence others to achieve high performance in a healthcare setting. (Leadership)
- Continuously strive to improve oneself and to act with respect and sensitivity for others. (Professionalism)

- Consider the business, demographic, ethno-cultural, political, and regulatory factors in developing strategies that continually improve the long-term success and viability of healthcare organizations. (Strategic Management)
- Utilize data to effectively organize and coordinate the performance and activities of a healthcare organization in order to achieve defined objectives. (Management)
- Deconstruct complex problems into smaller elements and synthesizing that with other data to derive recommendations. (Critical Thinking and Analysis)
- Use financial and accounting information to assess the financial health of an organization, to inform short-term operational decisions and to assess long-term resource allocation opportunities. (Financial Skills)

Requirements

The MHA requires a total of 54 credits total that includes:

Course ID	Title	Credits
Program Course Requirements		
SPHL 6020	Foundations in Public Health	3
HPAM 6050	Health Systems Concepts	3
HPAM 6170	Quality Management in Health Care	3
HPAM 6200	Intro to Healthcare Analytics	3
HPAM 6210	Health Law and Regulation	3
HPAM 6300	Data Visualization and Communication	3
HPAM 6320	Managerial Communications	3
HPAM 6450	Health Economics	3
HPAM 6500	Intro to Health Care Fiscal Management	3
HPAM 6540	Managerial Accounting for Health Care Managers	3
HPAM 6550	Dynamics of Payment systems - Policy & Function	3
HPAM 6710	Quantitative Decision Models	3
HPAM 6890	Health Mkt Analysis	3
HPAM 6910	Leadership & Ethics	3
HPAM 6950	Relational Communication and Professionalism	3
HPAM 6970	Leading and Designing Innovative Learning Organizations	3
HPAM 7170	Strategic Management of Healthcare Organizations	3
HPAM 7100	Population Health Analytics	3
SPHL 9980	Applied Practice Experience	0 to 1

MHA students may select other departmental courses or other graduate-level courses with advisor approval.

Administrative Residency

MHA students conduct an administrative residency that fulfills provides practical experience in the field. See MHA guidance for more information about the residency requirement.

MHA Model Course Schedule

Course ID	Title	Credits
Year 1, Fall		
HPAM 6050	Health Systems Concepts	3
HPAM 6200	Intro to Healthcare Analytics	3
HPAM 6320	Managerial Communications	3
HPAM 6450	Health Economics	3
HPAM 6540	Managerial Accounting for Health Care Managers	3
Total Credits:		15
Year 1, Spring		
HPAM 6300	Data Visualization and Communication	3
HPAM 6500	Intro to Health Care Fiscal Management	3
HPAM 6550	Dynamics of Payment systems - Policy & Function	3
HPAM 6710	Quantitative Decision Models	3
HPAM 6910	Leadership & Ethics	3
Total Credits:		15
Year 1, Summer		
SPHL 9980	Applied Practice Experience	0
Year 2, Fall		
HPAM 6170	Quality Management in Health Care	3
HPAM 6210	Health Law and Regulation	3
HPAM 6950	Relational Communication and Professionalism	3
HPAM 6890	Health Mkt Analysis	3
Total Credits:		12
Year 2, Spring		
HPAM 6970	Leading and Designing Innovative Learning Organizations	3
HPAM 7100	Population Health Analytics	3
HPAM 7170	Strategic Management of Healthcare Organizations	3
SPHL 6020	Foundations in Public Health	3
Total Credits:		12
Total Degree Credits:		54

Health Policy and Management, PhD

The program trains students for a Doctor of Philosophy (PhD) in Health Policy and Management (HPAM). It aims to develop researchers, educators and policymakers who can contribute to improving health of populations around the world. The program will prepare the student to conduct original scholarly research, publish in peer-reviewed journals, write competitive research grant proposals, and teach in university settings. Students' area specializations reflect the major strengths of the HPAM faculty which include public health insurance design (e.g., Medicare and Medicaid benefits), vaccine policy, health equity, big data analytics, diabetes care, hospital financing, and information technology.

PhD Program Competencies

- Create conceptual models based on existing theoretical frameworks that can be applied to public health policy and management research questions.
- Design a testable health policy and management research question with a suitable theoretical framework and study design.
- Estimate impacts of health policies or management practices using appropriate research methods and statistical analyses.
- Design teaching and learning experiences grounded in pedagogical best practices in a chosen area of expertise.
- Develop a grant proposal for a public health research study with a compelling scientific narrative, description of investigator capacity, timeline, and budget.

Requirements

Students must complete 48 credit hours of coursework and doctoral studies beyond the baccalaureate, with a minimum of 30 didactic hours at Tulane in the doctoral program. Up to 18 Credits can be transferred from previous graduate coursework.

Course ID	Title	Credits
PhD Foundational Courses		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
HPAM 6450	Health Economics	3
HPAM 7660	Health Policy Analysis	3
PhD Core Courses		
SBPS 8760	Social Epidemiology/Social Determinants of Health II	3
or EPID 7120	Epidemiologic Methods II	
IHSD 8250	Advanced Research Methods in Global Health	3
SPHL 7500	Public Health Grant Writing	3
SPHL 8080	Public Health Pedagogy	3
HPAM 8310	Organizational Theory And Assessment	3
HPAM 8410	Cost Benefit and Cost Effective Analysis	3
HPAM 8770	Health Services Research Methods	3
HPAM 8350	Policy Analysis with Natural Experiments and Panel Data	3
Electives		6
Total Credit Hours		**48**

Research Ethics

All doctoral students are required to complete CITI trainings as they join research studies.

Teaching Assistant Requirement

All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM courses while enrolled in the PhD program. The courses for which the student will serve as a TA must be approved by the PhD program director.

Comprehensive Exam

On completion of doctoral coursework, students will be required to pass a comprehensive exam to demonstrate global health management and policy PhD program competencies. Comprehensive exams are administered in the spring of the fourth semester. They consist of take-home exams that cover three core areas (theory, design, and methods) as well as a subject matter exam that is individualized to each particular student's interest. Each portion of the exam is graded by two graders. If students fail any particular question from either grader they must retake the entire area.

Doctoral Committee

After successful completion of the comprehensive examination, the student forms a dissertation committee and develops a prospectus. The committee must include a minimum of three members with at least two faculty from the Department of Global Health Management and Policy and one external to the school.

Prospectus

Students work with their advisor and doctoral committee to determine a research hypothesis and prepare a prospectus of proposed dissertation research. The research prospectus is presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation

Students must conduct original scholarly research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. Many graduates of HPAM follow the three-paper model as this delivers publishable units closer to what is demanded by the types of jobs graduates of this program pursue. The student must defend the dissertation in an oral exam. This process must be completed within seven years of matriculation into the PhD program.

Model Schedule (not including PhD Foundational Courses)

The model schedule represents an overall plan for completing degree requirements. Students should consult an advisor to plan their actual schedule in terms of total credits per semester and course sequencing.

Course ID	Title	Credits
Year 1, Fall Semester		
HPAM 8310	Organizational Theory And Assessment	3
EPID 7120	Epidemiologic Methods II	3
or SBPS 8760	Social Epidemiology/Social Determinants of Health II	
SPHL 8080	Public Health Pedagogy	3
Elective		3
Year 2, Spring Semester		
IHSD 8250	Advanced Research Methods in Global Health	3
SBPS 8760	Social Epidemiology/Social Determinants of Health II	3
or EPID 7120	Epidemiologic Methods II	
HPAM 8770	Health Services Research Methods	3
Year 2, Fall Semester		
SPHL 7500	Public Health Grant Writing	3
HPAM 8350	Policy Analysis with Natural Experiments and Panel Data	3
HPAM 8410	Cost Benefit and Cost Effective Analysis	3

Elective	3

Year 2, Spring Semester

Health Policy, MPH

The MPH in Health Policy provides students with a foundation in health policy processes, concepts, and issues as well as strong analytical skills to help develop and evaluate health policies. The Health Policy MPH degree offers students' opportunities to tailor their studies in domestic and international health policy, with courses focused on foundations, methods, and a topical area of expertise.

Graduates of the program work in leadership and research in the public or private sector, domestically or internationally. Employment settings include institutions involved in developing policy, evaluating of health programs and projects, or providing goods and services in support of health sector program implementation or development. The MPH in Health Policy can also serve as a strong academic foundation for students who may wish to pursue a doctoral degree in health policy or management.

Program Competencies

At the completion of the MPH degree, the student will be able to:

- Apply economic and legal concepts and theories to the analysis of healthcare policy and management issues.
- Evaluate health policies for impacts and unintended consequences using fundamental research and analytic methods.
- Critique the health policy literature on how robustly the evidence base supports a particular policy.
- Communicate health policy issues written and orally.

Requirements

Course ID	Title	Credits
SPHTM Foundational Requirement (15 Credits)		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements (18Credits)		
HPAM 6210	Health Law and Regulation	3
HPAM 6450	Health Economics	3
HPAM 7100	Population Health Analytics	3
HPAM 7660	Health Policy Analysis	3
HPAM 7740	Economic Evaluation & Modeling	3
HPAM 7800	Health Policy Capstone	3
Electives		12
SPHL 7950	Integrative Learning Experience	0
SPHL 9980	Applied Practice Experience	0
Total Credit Hours		**45**

Applied Practice Experience

The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience.

The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE report is required that summarizes the field experiences.

All students in the MPH in Health Policy complete a 250-hour applied practice experience under the supervision of a qualified professional in public health.

Integrated Learned Experience

The MPH in Health Policy MPH degree requires a capstone course that includes the ILE requirement including the ILE written report. Rubrics for the ILE final paper are included in the capstone course syllabus. Student in capstone course synthesize the three competencies from the program by evaluating the policies, critiquing the literature, and communicating the issues.

Model Course Schedule

Course ID	Title	Credits
Year 1, Fall Semester		
SPHL 6020	Foundations in Public Health	3
SPHL 6070	Health Systems Policy and Management	3
HPAM 6210	Health Law and Regulation	3
HPAM 6450	Health Economics	3
Year 1, Spring Semester		
SPHL 6050	Biostatistics for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
HPAM 7100	Population Health Analytics	3
HPAM 7660	Health Policy Analysis	3
Year 1 Summer Semester		
SPHL 9980	Applied Practice Experience	0
Year 2. Fall Semester		
HPAM 7740	Economic Evaluation & Modeling	3
SPHL 6060	Epidemiology for Public Health	3
Electives		6
Year 2, Spring		
HPAM 7800	Health Policy Capstone	3
Electives		6

Health Systems Management, MPH

The Health Systems Management program prepares future managers and leaders who will improve the healthcare delivery services in diverse organizational settings worldwide. Students learn the fundamental areas of management of health services through coursework and practicum experience, preparing them for entry-level managerial roles in healthcare settings. Taking a systems approach, courses emphasize active management in planning, financing, implementing, evaluating, and maintaining complex systems.

Program Competencies

At the completion of the MPH degree, the student will be able to:

- Apply population-based and public health findings and principles in assessing individuals and groups at risk of disease and injury and making recommendations for improved health in clinical practice settings.
- Identify the theoretical and applied bases of economics in health care, including delivery of care to populations, access to care for populations, and organization of medical service delivery organizations.
- Explain and analyze the issues of quality, access, and efficiency of healthcare service delivery.
- Identify and describe the main components of the organization, financing, and delivery of health services and public health systems in the U.S. and other contexts.
- Describe frameworks for understanding and assessing health systems performance.
- Apply "systems thinking" approaches to viewing complex situations, defining problems, and formulating solutions.
- Apply basic managerial concepts and tools to program planning, budgeting, monitoring, and evaluation of organizational and community-based initiatives.
- Incorporate knowledge of the public health core areas of epidemiology, biostatistics, environmental health, health systems management, and the biological, behavioral, social, and cultural aspects of health and disease in addressing and solving problems.

Requirements

The MPH Degree in Health Systems Management requires 45 credits that includes:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
HPAM 6140	Leadership for Clinical Improvement	3
HPAM 6170	Quality Management in Health Care	3
HPAM 6380	Organizational Behavior	3
HPAM 6450	Health Economics	3
HPAM 6540	Managerial Accounting for Health Care Managers	3
Additional Coursework		
SPHL 9980	Applied Practice Experience [1]	0
SPHL 7950	Integrative Learning Experience [2]	0
Elective Courses [3]		**15**
Total Credit Hours		**45**

[1] The Practicum or Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The Practicum allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The Practicum is conducted after completion of the foundational courses. After identifying the Practicum setting and defining the competencies, students enter the information into Terra Dotta. A Practicum report is required that summarizes the field experiences.

[2] All students must complete an Integrated Learning Experience (ILE) (formerly culminating experience) that demonstrates the synthesis of foundational and concentration competencies. Students in the MPH in Epidemiology conduct a public health analysis.

[3] Students take 15 credits of electives selected from courses offered within the department, school, or university in consultation with their Faculty Advisor.

Model Course Schedule

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
HPAM 6380	Organizational Behavior	3
	Credit Hours	**12**
Spring		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
HPAM 6170	Quality Management in Health Care	3
HPAM 6540	Managerial Accounting for Health Care Managers	3
	Credit Hours	**12**
Summer Session		
SPHL 9980	Applied Practice Experience	0
	Credit Hours	**0**
Year 2		
Fall		
SPHL 7950	Integrative Learning Experience (Public Health Analysis)	0
HPAM 6140	Leadership for Clinical Improvement	3
HPAM 6450	Health Economics	3
Electives		6
	Credit Hours	**12**
Spring		
Electives		9
	Credit Hours	**9**
	Total Credit Hours	**45**

Department of International Health & Sustainable Development

Programs

Chair: David Hotchkiss, PhD (https://sph.tulane.edu/ihsd/david-hotchkiss/)

Vice Chair: Mai Do, MD, DrPH (https://sph.tulane.edu/ihsd/mai-do/)

Mission

The mission of the Department of International Health & Sustainable Development is to improve the health and wellbeing of vulnerable populations around the world by eliminating health inequities and promoting human rights and social justice for all persons.

The department aims to achieve this mission by being a global leader and partner in:

- **Capacity Strengthening**: educate and train the next generation of public health professionals, and strengthen the capacity of institutions, at home and abroad, through innovative education and technical assistance programs, in order to improve the effectiveness and sustainability of health programs and policies.
- **Research**: expand knowledge and understanding of the complex causes of health inequities, vulnerability, and resilience and provide evidence that can be used to improve the design, implementation, and evaluation of effective and sustainable programs and policies.
- **Service**: mobilize our expertise and engage with communities and institutions at home and abroad to advance the goals of our professions and institutions towards health equity and social justice.
- **Advocacy**: advocate for evidence-based policies to accelerate progress towards health equity, promote social justice, and support the sustainable development of communities around the world.

About International Health and Sustainable Development (IHSD)

Since the 1970s the Department of International Health and Sustainable Development, along with its predecessor departments, has been integral in establishing Tulane University as a leader in global health. The department's degree programs draw on its extensive experience in research, technical assistance, and capacity building in low- and middle-income countries. The curriculum emphasizes the importance of cultural, social, and behavioral factors that influence health, with a focus on developing skills in program design and implementation, assessment, and analytical methods. Graduates are well-prepared for careers in global health, including roles in international non-governmental organizations, public-private partnerships, government agencies, consultancy firms, and academia.

The faculty members of the department have expertise in program monitoring and evaluation, health systems strengthening, social and behavior change, food security and resilience, sexual and reproductive health, adolescent health, and infectious diseases. They bring a wealth of knowledge and expertise to the classroom, ensuring that students receive a well-rounded education that prepares them for the challenges of working in the field of global health.

Graduate Degrees

- International Health & Sustainable Development, MPH (p. 501)
- International Health & Sustainable Development, PhD (p. 502)

International Health & Sustainable Development, MPH

The International Health and Sustainable Development (IHSD) Program at Tulane provides professional public health training in 1) the major health problems facing vulnerable populations globally and their underlying causes; 2) how to assess the prevalence and consequences of these problems; 3) how to mitigate these problems through programs, policy, and research; and 4) how to evaluate the effectiveness of program and policy efforts. The curriculum and applied learning opportunities draw upon Tulane's extensive overseas research, technical assistance work, and nearly four decades of experience in providing leadership training in international health to students from around the world. Coursework and learning opportunities are designed to emphasize the importance of cultural, social, and behavioral factors influencing health.

Program Competencies

- Analyze key global public health problems linked to development.
- Examine the roles and relationships of organizations influencing global health, and key sources of funding for global health programs.
- Develop a theory-based public health intervention or program.
- Apply public health assessment and analytical methods to address global health problems, policies, and programs in low-and-middle income countries.
- Analyze health disparities across population sub-groups and potential interventions at the intersection of health and social structures, culture, gender, poverty, place, and power.

Requirements

The MPH Degree in International Health and Sustainable Development requires a total of 45 credits that include:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
SBPS 6030	Social and Behavioral Aspects of Health	3
IHSD 6200	Evaluation of Program Interventions in Global Health	3
or TRMD 6200	Impact Evaluation in Global Health	
IHSD 6240	Health Problems of Developing Societies	3
IHSD 6300	Monitoring of Global Health Programs	3
Electives (Chosen with Advisor) [1]		**18**
Additional Coursework		
SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**45**

[1] Students take 18 credits of electives selected from courses offered within the department, school, or university, in consultation with a faculty advisor.

Applied Practice Experience

- The Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the University.
- The APE is an opportunity for students to apply the knowledge and skills learned in the classroom to gain hands-on experience.
- Students will demonstrate their attainment of at least five competencies, including at least three from the foundational competencies.

Integrative Learning Experience

- All students must complete an Integrative Learning Experience (ILE) to demonstrate their mastery of foundational and program competencies

Model Course Schedule

Course ID	Title	Credits
Year 1, Fall		
SPHL 6080	Design Strategies in Public Health Programs	3
SPHL 6050	Biostatistics for Public Health	3
SBPS 6030	Social and Behavioral Aspects of Health	3
IHSD 6240	Health Problems of Developing Societies	3
Year 1, Spring		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6020	Foundations in Public Health	3
IHSD 6200	Evaluation of Program Interventions in Global Health	3
IHSD 6300	Monitoring of Global Health Programs	3
Summer Session		
SPHL 9980	Applied Practice Experience	0
Year 2, Fall		
SPHL 6070	Health Systems Policy and Management	3
SPHL 7950	Integrative Learning Experience	0
Elective(s)		9
Year 2, Spring		
Elective(s)		9

International Health & Sustainable Development, PhD

Overview

The PhD program in International Health and Sustainable Development (IHSD) prepares the next generation of global public health researchers to conduct state-of-the-art research on global health and development issues, to reduce inequities, and to shape a sustainable future for the planet. The PhD program provides students with the skills to identify, assess, and apply scientific theories and research methodologies; to conduct original scientific research studies in resource-constrained settings; to leverage research findings towards best practice and strategic planning for global health programs; and to teach, mentor and advise students, programs, development officials, and governments. Students will develop understanding of relevant theories, the capacity to employ interdisciplinary and mixed-method research approaches, cultural competency, and the skills for ethical conduct of research.

Program Competencies

- Critique empirical and theoretical knowledge relevant to health and development issues and factors associated with inequities in resource poor settings.
- Formulate evocative, relevant, and clear research questions addressing global health and development issues.
- Generate applied qualitative and quantitative field research, including working with local partners, maintaining appropriate cultural sensitivities, addressing ethical issues, and managing and analyzing primary and secondary data.
- Explain research methodologies, scientific findings, and programmatic and policy implications of research findings to the scientific community and program implementers.
- Teach in an area of specialization, whether substantive, regional/geographic, and/or methodological.

Requirements

Course ID	Title	Credits
PhD Foundational Courses		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
BIOS 6040	Intermediate Biostatistics	3
IHSD 6300	Monitoring of Global Health Programs	3
PhD Core Courses		
SBPS 8760	Social Epidemiology/Social Determinants of Health II	3
or EPID 7120	Epidemiologic Methods II	
SPHL 8080	Public Health Pedagogy	3
SPHL 7500	Public Health Grant Writing	3
IHSD 8250	Advanced Research Methods in Global Health	3
SBPS 8750	Social Determinants of Health I: Theory	3
SBPS 7280	Qualitative Methods I: Basic Foundations	3
SBPS 8800	Senior Graduate Research Seminar I	0
SBPS 8830	Senior Graduate Research Seminar II	1
IHSD 7200	Sustainable Human Development: Theory and Practice	3
Electives (Choose Three)		9
Total Credit Hours		**49**

Research ethics
IHSD doctoral candidates will complete the CITI ethics training course (or equivalent) no later than the end of the second year of their program and will remain certified for the duration of the academic program.

Teaching Assistant Requirement
All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM graduate courses while enrolled in the PhD program. Students should register for Teaching Assistantship Educational Experience (0 credits) during the terms they complete each TA requirement. The courses for which the student will serve as a TA must be approved by the faculty advisor.

Comprehensive Examination
Upon completion of required coursework listed above students will be required to pass a comprehensive examination to demonstrate knowledge of, and competency with, the PhD core coursework, and concentration-specific coursework, as well as their specialty area. The exam will be administered by the concentration PhD program director and two additional faculty members in the department.

Prospectus

After passing the comprehensive exam a student must defend their prospectus. Upon agreement of all committee members, a student will defend the prospectus in an oral exam which is open to the school. Students need to follow all deadlines and submit all forms as specified in the school PhD handbook.

Dissertation

Students must complete a dissertation representing applied public health research that meets the school requirements for a PhD dissertation. Upon agreement of all committee members, a student will defend the dissertation in an oral exam which is open to the school. Students need to follow all deadlines and submit all forms as specified in the school PhD handbook.

Model Schedule (not including Foundational Courses)
The model schedule represents an overall plan for completing degree requirements. Students should consult their academic advisor to plan their actual schedule in terms of total credits per semester and course sequencing.

Year 1		
Fall		**Credit Hours**
IHSD 7200	Sustainable Human Development: Theory and Practice	3
SBPS 8750	Social Determinants of Health I: Theory	3
SBPS 7280	Qualitative Methods I: Basic Foundations	3
SBPS 8800	Senior Graduate Research Seminar I	0
	Credit Hours	**9**
Spring		
SBPS 8760 or EPID 7120	Social Epidemiology/Social Determinants of Health II or Epidemiologic Methods II	3
IHSD 8250	Advanced Research Methods in Global Health	3
SBPS 8830	Senior Graduate Research Seminar II	1
Elective		3
	Credit Hours	**10**
Summer Session		
Elective		3
	Credit Hours	**3**
Year 2		
Fall		
SPHL 7500	Public Health Grant Writing	3
SPHL 8080	Public Health Pedagogy	3
Elective		3
	Credit Hours	**9**
Spring		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Summer Session		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Year 3		
Fall		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Spring		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Summer Session		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Year 4		
Fall		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Spring		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
	Total Credit Hours	**31**

Department of Social, Behavioral, and Population Sciences

Programs

Chair: Akilah Dulin, PhD

Mission
The mission of the Department of Social, Behavioral, and Population Sciences (SBPS) is to prepare future generations of highly skilled, socially conscious, and culturally sensitive public health professionals for careers in research, program development, evaluation, and community-based health with the goal of advancing health equity. The department is comprised of a broad mix of public health social scientists working in New Orleans and around the word to provide our diverse students rigorous grounding in social, behavioral, and population science methods ass applied to health interventions at

the individual, community, and societal levels. Our work elucidates and addresses the behavioral, social, and structural bases of health inequities related to decision-making; economic, social, and cultural stratification; and power, place, and history.

About SBPS
The Department of Social, Behavioral, and Population Sciences addresses the fundamental sources of disease burden for rich and poor countries alike. Many of the leading causes of early death either have direct links with behavior and related fundamental social causes. Social science always has been, and always will be, central to public health. From understanding and addressing behaviors substance use to more systemic issues like racism or income inequality, social and behavioral sciences are key to public health.

Social, Behavioral, and Population Sciences works to define and address the behavioral, social, and structural bases of health inequities related to decision-making; economic, social, and cultural stratification; and power, place, and history to reduce health disparities and inequities.

Students obtain strong skills for the planning, design, implementation, communication, and evaluation of preventive strategies and interventions at the community and societal levels. Students also obtain skills aimed at understanding the impact of social and behavioral factors, including structural and systemic factors, on health and the distribution of health across populations and in communities globally.

Graduate Degree Programs

- Community Health Sciences, MPH (p. 504)
- Health Communication and Education, MPH (p. 505)
- Leadership, Advocacy, and Equity, DrPH (p. 528)
- Maternal and Child Health, MPH (p. 507)
- Nutrition, MPH (p. 508)
- Nutrition, MSPH (p. 510)
- Social, Behavioral, and Population Sciences, MPH (p. 511)
- Social, Behavioral, and Population Sciences, PhD (p. 512)

The MPH in Community Health Sciences is only offered online.

Graduate Certificates

- Health Education and Communication Certificate (Graduate) (p. 506)
- Maternal and Child Health Certificate (Graduate) (p. 508)
- Violence Prevention Certificate (Graduate) (p. 513)

Graduate Internships

- Dietetic Internship (p. 505)

Community Health Sciences, MPH

The Master's of Public Health Degree in Community Health Sciences focuses on developing knowledge and skills to work with communities in order to address health disparities and improve quality of life for its members. Using a social and behavioral lens, this unique program teaches students how to plan, design,implement, and evaluate community-based interventions to promote health and well-being. Effective translation of scientific evidence and active engagement within the community will inform this community health approach.

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Analyze public health issues within the context of a specific community and environment, generate solutions, and apply solutions with communities.
- Design theoretically informed and culturally appropriate interventions by applying public health theory and principles to a diverse set of problems at the community level.
- Develop an effective plan to monitor and evaluate a community-based public health intervention or program based on translation of scientific evidence.
- Collaborate effectively with members of a community through engagement in the process of public health programming.
- Effectively communicate in both oral and written forms to a variety of audiences and purposes related to community health.

This program only accepts online students.

Requirements

The MPH degree in Community Health Sciences requires a total of 45 credits that include:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
SBPS 6030	Social and Behavioral Aspects of Health	3
SPHL 6100	Health Equity	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 6700	Social Innovation Tools	3
SBPS 7010	Health Communication Theory and Practice	3
Elective Courses		15
SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0
Total Credit Hours		**45**

Model Course Schedule

This is an example of a course schedule. Students work with their faculty and staff advisors to create a course schedule to meet their individual needs.

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SBPS 6030	Social and Behavioral Aspects of Health	3
SPHL 6050	Biostatistics for Public Health	3
	Credit Hours	**9**
Spring		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
SPHL 6100	Health Equity	3
Elective		3
	Credit Hours	**12**
Summer Session		
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 7010	Health Communication Theory and Practice	3
SPHL 9980	Applied Practice Experience	0
Elective		3
	Credit Hours	**9**
Year 2		
Fall		
SPHL 6070	Health Systems Policy and Management	3
SBPS 6700	Social Innovation Tools	3
Elective		3
	Credit Hours	**9**
Spring		
SPHL 7950	Integrative Learning Experience	0
Electives		6
	Credit Hours	**6**
	Total Credit Hours	**45**

Dietetic Internship

Overview

The Tulane Dietetic Internship Program is a graduate-level supervised practice program for students who would like to become Registered Dietitians. It is a full-time non-degree program with a community emphasis. The dietetic internship at Tulane University School of Public Health is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Drive, Suite 2190, Chicago, IL 60606. 800/877-1600, ext 5400.

The mission of the Tulane Dietetic Internship is to prepare entry-level Registered Dietitians for leadership in community health practices through education, research and practice directed at health promotion and disease prevention among individuals and their communities. The Dietetic Internship program will give the students the opportunity to apply clinically the nutrition and food management knowledge that they have learned in their Didactic Program in Dietetics (DPD).

The purpose of the Tulane Dietetic Internship is to provide a comprehensive and intensive supervised practice experience, with the opportunities to acquire the competencies necessary to function as an entry-level practitioner and to make the student registration eligible (to be qualified to register for the Registered Dietitian [RD] Exam).

Requirements

The Tulane Dietetic Internship lasts 10 months and provides practical training and field experience in various community, clinical, and food service and management settings in the greater New Orleans area. The program accepts 20 interns per year. All Interns must have a master's degree in any subject to be eligible for a DI verification statement. 12 hours from the Tulane DI may be substituted for 12 hours of the Tulane Nutrition master's program. The internship begins in the Fall semester and is completed in June. Interns must successfully complete all rotations and exams to receive a verification statement and be eligible to take the CDR Registration Examination in Dietetics. Interns must follow the policies/procedures required by the rotation facilities. Interns must remove facial jewelry and tattoos must be covered with clothing while at internship rotation sites.

For more information, contact the Tulane Dietetic Internship Director Marsha Piacun at di@tulane.edu.

Health Communication and Education, MPH

The MPH in Health Education and Communication prepares graduates to work in the areas of health promotion and disease prevention in order to decrease health disparities and advance health equity. Students' training will focus on effective methods to support behavior change at the individual and community levels. Students will gain a comprehensive skillset in intervention design, evaluation, community engagement and organization, health communication, and qualitative and quantitative community-based participatory research methodologies that can be applied to any public health issue and setting. This MPH program also prepares students to successfully take the Certified Health Education Specialist (CHES) exam.

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Assess individual and community needs for health education/ communication.
- Design a theory-based public health intervention or program.
- Apply health education and communication strategies to interventions and programs.
- Develop a plan to evaluate a public health intervention or program, based on a theory of change.
- Identify health education and communication resources.
- Explain how to promote health education through advocacy campaigns and policies.

The MPH in Health Communication and Education is no longer accepting applications.

Requirements

The MPH Degree in Health Education and Communication requires a total of 45 credits that includes:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 7010	Health Communication Theory and Practice	3
SBPS 7220	Community Organization: Community Work for Social Justice	3
SBPS 7260	Social Marketing	3
SBPS 7100	Public Health Policy & Practice	3
or SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	
Electives		12
SPHL 9980	Applied Practice Experience [1]	0
SPHL 7950	Integrative Learning Experience [2]	0
Total Credit Hours		**45**

[1] The Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2 (https://sph.tulane.edu/ceph-d2-mph-foundational-competencies/)). The APE is conducted after completion of the foundational courses. An APE report summarizing the field experiences is required.

[2] All students must complete an Integrative Learning Experience (ILE) that demonstrates the synthesis of foundational and concentration competencies.

Model Course Schedule

Course ID	Title	Credits
Year 1, Fall Semester		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
SBPS 6030	Social and Behavioral Aspects of Health	3
Year 1, Spring Semester		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 7260	Social Marketing	3
Year 1, Summer Semester		
SPHL 9980	Applied Practice Experience	0
Year 2, Fall Semester		
SBPS 7010	Health Communication Theory and Practice	3
SBPS 7100	Public Health Policy & Practice	3
SBPS 7220	Community Organization: Community Work for Social Justice	3
Elective		3
SPHL 7950	Integrative Learning Experience	0
Year 2, Spring Semester		
Electives		9
Total Credit Hours		**45**

Health Education and Communication Certificate (Graduate)

Overview

The Health Education and Communication (HEDC) certificate prepares students to work in the areas of health promotion and disease prevention in order to decrease health disparities and advance health equity. Students' training will focus on effective methods to support behavior change at the individual and community levels. Students will gain a comprehensive skillset in intervention design and evaluation, community engagement and organization, health communication, and social marketing that can be applied to any public health issue and setting. The HEDC certificate includes 12 semester credits for process courses in partial fulfillment of the required 25 hours of coursework to qualify to sit for the CHES exam.

Requirements

Year 1

Fall		Credit Hours
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 7010	Health Communication Theory and Practice	3
SBPS 7220	Community Organization: Community Work for Social Justice	3
SBPS 7260	Social Marketing	3
	Credit Hours	**12**
	Total Credit Hours	**12**

* Additionally, the two required foundational MPH courses (SPHL 6020 Foundations in Public Health (3 c.h.) and SPHL 6080 Design Strategies in Public Health Programs (3 c.h.)) will also contribute to

the student's preparation to take the CHES exam. However, they are not part of the required HEDC certificate courses.

This graduate certificate is not eligible for federal financial aid.

Maternal and Child Health, MPH

The Maternal and Child Health (MCH) Program provides public health education in:

- The biologic, sociocultural, behavioral, and policy issues that impact the health of the MCH population.
- A well-grounded historical context for and current federal, state and local governmental policies and services in the MCH arena.
- Underlying causes of major health problems and disparities facing the MCH population.
- Approaches to properly address these problems and the professional skills required for an MCH career whether nationally or internationally.

Students will gain the skills needed to develop, implement, and evaluate interventions with a special emphasis on women, children, and families over the lifespan. The MCH concentration is conceptualized with sensitivity to cultural diversity within a global context.

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Describe the historical development, scientific basis, financing and structural organization of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving MCH populations.
- Determine how different strengths, needs, values and practices of diverse cultural, racial, ethnic and socioeconomic groups affect health status, health behaviors and program design.
- Evaluate theories and principles of individual and family growth and development from an intergenerational and lifespan perspective.
- Apply appropriate research methods to the evaluation of MCH program and practices.
- Evaluate evidence-based methods that contribute to the translation of research into programming and practice.
- Recognize principles of ethical conduct in program management, research and data collection and storage.
- Identify, assess and prioritize health problems at the level of the community
- Develop a plan to monitor and evaluate a public health intervention or program, based on a theory of change.

Requirements

The MPH degree in Maternal and Child Health requires a total of **45 credits** that includes:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 6490	Key Policies and Programs in Maternal and Child Health	3
SBPS 6510	Essential Issues in Maternal and Child Health	3
SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	3
SBPS 7510	Maternal Child Health: The Life Course Perspective	3
Elective Courses		**12**
SPHL 9980	Applied Practice Experience [1]	0
SPHL 7950	Integrative Learning Experience [2]	0
Total Credit Hours		**45**

[1] The Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. An APE report summarizing the field experiences is required.

[2] All students must complete an Integrative Learning Experience (ILE) that demonstrates the synthesis of foundational and concentration competencies.

Model Course Schedule

Year 1

Fall		**Credit Hours**
SBPS 6030	Social and Behavioral Aspects of Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
SBPS 6510	Essential Issues in Maternal and Child Health	3
	Credit Hours	**12**
Spring		
SPHL 6020	Foundations in Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 6490	Key Policies and Programs in Maternal and Child Health	3
Organize the Practicum		
	Credit Hours	**12**
Summer Session		
SPHL 6070	Health Systems Policy and Management	3
SPHL 9980	Applied Practice Experience	0
	Credit Hours	**3**

Year 2		
Fall		
SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	3
Electives		6
	Credit Hours	**9**
Spring		
SBPS 7510	Maternal Child Health: The Life Course Perspective	3
Electives		6
SPHL 7950	Integrative Learning Experience	0
	Credit Hours	**9**
	Total Credit Hours	**45**

Maternal and Child Health Certificate (Graduate)

The Certificate in Maternal and Child Health (MCH) provides the knowledge and skills that will prepare students to contribute to community programs, research, and other interventions aimed at improving the health and well-being of vulnerable and underserved women, children, and families. Students will gain knowledge about emerging issues in MCH, MCH policy and governmental services, evidence-based programming and the MCH population from a life course perspective. All of the relevant courses are in SBPS. The MCH certificate courses pair well with other public health degree courses.

This graduate certificate serves as a secondary area of study for SPHTM students enrolled in the MPH, MSPH or MPHTM degrees.

Offered by: Department of Social, Behavioral, and Populations Sciences

Faculty Lead: Shokufeh Ramirez, PhD

Certificate Purpose

The courses required for the certificate provide students with a background in the biologic, sociocultural, behavioral, and policy issues that impact the health of the MCH population. The certificate is conceptualized with a sensitivity to cultural diversity within a global context. Students will be able to undertake the process of planning and evaluating community programs with a special emphasis on women and children.

Eligible Students

This certificate program is designed for current MPH, MSPH, MPH&TM, and MHA students who are not pursuing the Master of Public Health in Maternal and Child Health (MCH). Only 3 credit hours can be counted toward both the degree and certificate. The certificate is a complement to degrees in other areas.

Certificate Competencies

Students who earn the Certificate in Maternal and Child Health will be able to:

- Recognize the different strengths, needs, values and practices of diverse cultural, racial, ethnic, and socioeconomic groups and determine how these factors affect health status, health behaviors, and program design;
- Describe the historical development, scientific basis, financing and structural organization of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving MCH populations;
- Evaluate and use theories and principles of individual and family growth and development from an intergenerational and lifespan perspective;
- Evaluate evidence-based methods that contribute to the translation of research into programming and practice.

Number of Credits Required for Completion: 15

Requirements

Course ID	Title	Credits
SBPS 6460	Child Health and Development in Public Health	3
SBPS 6490	Key Policies and Programs in Maternal and Child Health	3
SBPS 6510	Essential Issues in Maternal and Child Health	3
SBPS 7510	Maternal Child Health: The Life Course Perspective	3
SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	3
Total Credit Hours		**15**

Students should consult with their academic advisor to determine if the MCH certificate fits their professional and academic goals and how best to plan their graduate course schedule.

Nutrition, MPH

The MPH in Nutrition program emphasizes the social and environmental determinants of nutrition and food security and how to solve them through nutritional assessment of populations, community nutrition actions, health promotion programs, and food and nutrition policies. The program trains future public health nutritionists to manage programs and shape policies that improve the nutritional health and food security of populations. A full spectrum of contexts is addressed, including: humanitarian crises in low-income countries; sustainable development in low- and middle-income countries; and the dual burden problems of under- and over-nutrition common to middle and high-income countries.

The mission of the MPH Nutrition Program is to train future public health leaders to shape policies, administer programs, and to communicate to the public to improve nutritional health and food security of population groups across a full spectrum of economic context.

This program is a member of the Association of Graduate Programs in Public Health Nutrition (AGPPHN). (https://www.aspph.org/)

Tulane University

Program Competencies

Students who graduate from this degree program can expect to develop the following competencies as they successfully meet and complete the program degree requirements.

- Identify the major types of food and nutrition related health problems in domestic and international settings and the factors that cause them.
- Apply various methods in order to assess the food security and nutritional status of populations, including anthropometric, biochemical, clinical, dietary, and ecological methods.
- Describe and design a theory-based public health intervention or program.
- Develop a plan to monitor and evaluate a public health intervention or program, based on a theory of change.
- Conduct analysis of nutrition and food security data using statistical software, including the interpretation and communication of results.
- Describe major policies and programs that affect food, nutrition, and health and explain the logic of their impacts.
- Demonstrate proficiency in applying the concepts of public health programming and evaluation to food, nutrition, and health problems.

Prerequisites for admission into the MPH in Nutrition program include a basic nutrition course and a basic biological basis of health and disease course.

This program is no longer accepting new students. Check out the MSPH in Nutrition.

Requirements

The MPH Degree in Nutrition requires a total of **45 credits** that includes:

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 6750	Population Nutrition Assessment	3
SBPS 6770	Food and Nutrition Policy	3
SBPS 6780	Nutrition in Low- and Middle-Income Countries	3
Elective Courses [1]		**15**
SPHL 9980	Applied Practice Experience [2]	0
SBPS 7980	Professional Practice Seminar [3]	1
or SPHL 7950	Integrative Learning Experience	

[1] For Public Health Nutrition students, the nutrition faculty suggest the following electives:

- SBPS 6610 - Local Food Systems and Nutrition;
- IHSD 6331 – Public Health and Nutrition in Complex Emergencies
- IHSD 6790 - Food Security and Resilience

For students accepted into the HRSA funded MCH Nutrition Leadership Training Program, students, the nutrition faculty suggests selecting two of the following electives:

- SBPS 6140 – Developing Leadership and Communication Skills
- SBPS 6490 - Key Policy and Programs in Maternal and Child Health;
- SBPS 6510 - Essential Issues in Maternal and Child Health;
- SBPS 7510 - Maternal and Child Health: Lifecourse Perspective

Those who are eligible for the Tulane Dietetic Internship can fulfill these elective credits through the 12 internship course credits during year 2.

[2] The Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience.

[3] All students must complete an Integrative Learning Experience (ILE) that demonstrates the synthesis of foundational and concentration competencies. The ILE for students in the MPH in Nutrition may be either the Public Health Analysis or the Capstone Course - SBPS 7980 Practice Seminar in Nutrition.

Model Course Schedule

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
SBPS 6750	Population Nutrition Assessment	3
	Credit Hours	**12**
Spring		
SPHL 6050	Biostatistics for Public Health	3
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 6610	Local Food Systems & Nutrition	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
	Credit Hours	**12**
Summer Session		
SPHL 9980	Applied Practice Experience	0
	Credit Hours	**0**
Year 2		
Fall		
SPHL 6070	Health Systems Policy and Management	3
SBPS 6770	Food and Nutrition Policy	3
Electives		6
	Credit Hours	**12**

Spring		
SBPS 6780	Nutrition in Low- and Middle-Income Countries	3
SPHL 7950 or SBPS 7980	Integrative Learning Experience or Professional Practice Seminar	0
Electives		6
	Credit Hours	**9**
	Total Credit Hours	**45**

Nutrition, MSPH

Overview

The MSPH Nutrition Program emphasizes the social and environmental determinants of nutrition problems and how to solve them through nutritional assessment of populations, community nutrition actions, health promotion programs, and food and nutrition policies. The program trains future public health nutritionists to manage programs and shape policies that improve the nutritional health and food security of populations. A full spectrum of contexts is addressed, including problems of sustainable development in low- and middle-income countries, and dual burden problems (under- and over-nutrition) common to middle- and high-income countries. Students who have previously completed an accredited didactic program in dietetics have the option to complete a Dietetic Internship jointly with the MSPH program.

Program Competencies

1. Identify the major types of food and nutrition-related health problems in domestic and international settings and the factors that cause them.
2. Apply various methods to assess the food security and nutritional status of populations, including anthropometric, biochemical, clinical, dietary, and ecological methods.
3. Develop a theory-based public health intervention or program
4. Develop a plan to monitor and evaluate a public health intervention or program, based on a theory of change.
5. Conduct analysis of nutrition and food security data using statistical software, including the interpretation and communication of results.
6. Examine the rationale of major policies and programs that affect food, nutrition, and health.
7. Apply the concept of public health programming and evaluation to food, nutrition, and health problems.

Requirements

The MSPH in Nutrition requires 45-46 credits that include:

Course ID	Title	Credits
SPHTM Foundational Requirements (15 credits)		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements (15-22 credits)		
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
SBPS 6750	Population Nutrition Assessment	3
SBPS 6770	Food and Nutrition Policy	3
SBPS 6610	Local Food Systems & Nutrition	3
SBPS 6690	Essentials of Public Health Nutrition *	3
SBPS 6780	Nutrition in Low- and Middle-Income Countries *	3
SPHL 7950	Integrative Learning Experience (or SBPS 7980 **)	0-1
SPHL 9980	Applied Practice Experience	0
Electives (9-15 credits)		
Total Credit Hours		45-46

* Students with an undergraduate degree in nutrition or dietetics or equivalent coursework can waive these courses and take extra electives.

**This course meets the requirement for an Integrated Learning Experience.

Applied Practice Experience (SPHL 9980)

All students in the MSPH in Nutrition will complete an applied practice experience under the supervision of a qualified professional in public health. This part of the curriculum usually occurs after foundational courses are complete.

Integrated Learning Experience (SPHL 7950 or SBPS 7980)

To complete their Integrated Learning Experience, students in the MSPH Nutrition Program will enroll in a 1-credit capstone course (SBPS 7980 Professional Practice Seminar in Nutrition). As an alternative, students can enroll in a 0-credit (SPHL 7950) option to complete a thesis-like Public Health Analysis with a professor in the program.

Model Course Schedule

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6080	Design Strategies in Public Health Programs	3
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 6690	Essentials of Public Health Nutrition	3
	Credit Hours	**12**
Spring		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3

SBPS 6610	Local Food Systems & Nutrition	3
	Credit Hours	**12**
Summer Session		
SPHL 9980	Applied Practice Experience	0
SPHL 6050	Biostatistics for Public Health	3
	Credit Hours	**3**
Year 2		
Fall		
SBPS 6750	Population Nutrition Assessment	3
SBPS 6770	Food and Nutrition Policy	3
Elective		3
Elective		3
	Credit Hours	**12**
Spring		
SBPS 6780	Nutrition in Low- and Middle-Income Countries	3
SPHL 7950	Integrative Learning Experience (or SBPS 7980 **)	0-1
Elective		3
	Credit Hours	**6-7**
	Total Credit Hours	**45-46**

Students completing the MSPH in Nutrition with a Dietetic Internship begin courses in the summer semester and complete the Dietetic Internship in year 2.

Social, Behavioral, and Population Sciences, MPH

Overview

The MPH program in the Department of Social, Behavioral, and Population Sciences provides advanced training and field applications in basic and applied public health program development, evaluation, and research to promote health equity. Our mission is to define and address the societal and structural bases of health inequities. The program has a strong emphasis on social determinants of health and theoretically based multi-level models of health promotion. The program prepares individuals for further graduate training or professional practice where graduates progress to careers in national and international government agencies (i.e., the Centers for Disease Control and state health departments), global nonprofit organizations, public health institutes, and academia. Graduates are expected to have responsibilities that include program leadership, planning and evaluation, and applied research.

MPH in Social, Behavioral and Population Health Competencies:

- Construct multilevel models of health behaviors for health promotion interventions and research based on individual, community, and population level theories.
- Plan research and evaluation strategies to answer key social behavioral science research questions and evaluate programming, with a community-informed lens.
- Apply appropriate data management and analysis methods for social behavioral science research in the social determinants of health, health systems, and health policy to promote health equities and reduce health disparities.
- Formulate implications for research, policy, and practice from an interpretation of the results of social behavioral science research at the individual, community, and societal levels.
- Assess health inequities in the U.S. and globally through applying a social justice framework.
- Appraise one's own implicit biases and make a plan for minimizing their potential impact on personal and professional interactions.

Requirements

The MPH in Social, Behavioral and Population Sciences requires 45 credits that include:

MPH in Social, Behavioral and Population Sciences Requirements

Course ID	Title	Credits
SPHTM Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Course Requirements		
SBPS 6030	Social and Behavioral Aspects of Health	3
SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	3
SPHL 6100	Health Equity	3
Two of the following courses:		**6**
SBPS 6340	Monitoring and Evaluation of Health Programs	
SBPS 6700	Social Innovation Tools	
SBPS 7100	Public Health Policy & Practice	
SBPS 7280	Qualitative Methods I: Basic Foundations	
SBPS 7290	Qualitative Methods II: Theory and Methods	
Electives		**15**
SPHL 9980	Applied Practice Experience	0
SPHL 7950	Integrative Learning Experience	0

Integrative Learning Experience

All students must complete an Integrative Learning Experience (ILE) that demonstrates the synthesis of foundational and concentration competencies.

Applied Practice Experience

The Applied Practice Experience (APE) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience.

Model Schedule

Year 1

Fall		**Credit Hours**
SBPS 6030	Social and Behavioral Aspects of Health	3
SPHL 6100	Health Equity	3

SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
	Credit Hours	**12**
Spring		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
SBPS 7250	Evidence-Based Research Methods in Social and Behavioral Sciences	3
	Credit Hours	**12**
Summer Session		
SPHL 9980	Applied Practice Experience	0
	Credit Hours	**0**
Year 2		
Fall		
SBPS 6340	Monitoring and Evaluation of Health Programs (or other methods option)	3
Electives		9
	Credit Hours	**12**
Spring		
SBPS 6700	Social Innovation Tools (or other methods course)	3
Electives		6
SPHL 7950	Integrative Learning Experience	0
	Credit Hours	**9**
	Total Credit Hours	**45**

Social, Behavioral, and Population Sciences, PhD

The purpose of the PhD program in Social, Behavioral, and Population Sciences is to train experts who will advance the field of social, behavioral, and population sciences through research, development and application of theory, and teaching. The PhD is a highly specialized training program, integrating theory and research in a focused substantive area of global importance. Graduates will have in-depth expertise necessary for a research career, and are expected to develop careers in universities, medical schools, and other higher institutions of learning as faculty members or in research organizations globally.

Program Competencies

Upon completion of the program, the graduate should be able to:

1. Evaluate social and behavioral sciences theoretical approaches for guiding population health research.
2. Evaluate significant research questions in social, behavioral, and population sciences using qualitative and quantitative research methods.
3. Design independent research to investigate social or structural causes of population health inequities.
4. Create compelling written and oral presentations of social, behavioral and population science research results.
5. Design teaching and learning experiences grounded in pedagogical best practices in a chosen area of expertise.
6. Develop a grant proposal for a public health research study with a compelling scientific narrative, description of investigator capacity, timeline, and budget

The PhD in Social, Behavioral, and Population Sciences follows the SPHTM guidelines for all PhD degrees. For further details on the PhD please see the Tulane University School of Public Health and Tropical Medicine "Policies and Procedures for Doctoral Programs (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftulane.app.box.com%2Fv%2Fdoc-handbook-102015&data=04%7C01%7Cnicole%40tulane.edu%7C3ddfd5c5e5604acd18e108da1651a8f2%7C9de9818325d94b139fc34de5489c%7C0%7C0%7C637846837230678917%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiI%7C3000&sdata=Z0WYmTgLBknZ0mmrO%2B1G3Qn18o4XkLJoVf2yTvZXE%2Bo%3D&reserved=0)" guide.

Requirements

The PhD degree in Social, Behavioral, and Population Sciences requires a total of 49 post-baccalaureate degree credits with at least 30 credits of doctoral study at Tulane SPHTM. Up to 18 credits may be applied from the MPH or equivalent master's degree.

Course ID	Title	Credits
PhD Foundational Courses		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SBPS 6340	Monitoring and Evaluation of Health Programs	3
BIOS 6290	Data Management and Statistical Computing	3
SPHL 6060	Epidemiology for Public Health	3
SBPS 7280	Qualitative Methods I: Basic Foundations	3
Total Credit Hours		**18**

Course ID	Title	Credits
PhD Core Courses		
BIOS 6040	Intermediate Biostatistics	3
HPAM 8770	Health Services Research Methods	3
SPHL 8080	Public Health Pedagogy	3
SPHL 7500	Public Health Grant Writing	3
Total Credit Hours		**12**

Course ID	Title	Credits
SBPS PhD Required Courses		
SBPS 8750	Social Determinants of Health I: Theory	3
SBPS 8760	Social Epidemiology/Social Determinants of Health II	3
SBPS 7290	Qualitative Methods II: Theory and Methods	3
SBPS 8800	Senior Graduate Research Seminar I (Fall)	0

SBPS 8830	Senior Graduate Research Seminar II (Spring)	1
Total Credit Hours		**10**

Course ID	Title	Credits
Suggested Electives		**9**
BIOS 8350	Clustered and Longitudinal Data Analysis	
BIOS 8820	Multivariate Methods	
HPAM 7100	Population Health Analytics	
EPID 7120	Epidemiologic Methods II	
EPID 7130	Observational Epidemiology	
EPID 7160	Survey Methodology	

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. This certification must remain current throughout the program duration.

TA Requirement

All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM courses while enrolled in the PhD program. The courses for which the student will serve as a TA must be approved by the PhD advisor.

Comprehensive Exams

On completion of the coursework listed above, students will be required to pass a comprehensive examination (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftulane.app.box.com%2Fv%2Fgchb-comprehensive-july2018&data=04%7C01%7Cnicole%40tulane.edu%7C3ddfd5c5e5604acd18e108da1651a8f2%7C9de9818325d94b139fc34de5489c1f3b%7C0%7C0%7C637846837230678917%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=KwTHlbAELH88sI8qMXmOCahoLgQiqXr9y%2F7ov66hwl8%3D&reserved=0) to demonstrate doctoral program competencies as well as knowledge related to their content area of expertise.

Prospectus

After passing the comprehensive exam a student must defend their prospectus members, a student will defend the prospectus in an oral exam which is open to all deadlines and submit all forms as specified in the school PhD handbook.

Dissertation

PhD students must complete a dissertation that has a strong basic social science or natural science research focus, and make a unique and original contribution to the scientific literature. The dissertation should help the student prepare for a career in research through demonstrated excellence in the research methods that are used. Consistent with the purpose of the PhD program, dissertations should go beyond basic descriptive analyses of existing data sets (through novel theoretical or methodological applications are acceptable); and have greater innovation and significance than just monitoring and evaluation of an existing project.

Violence Prevention Certificate (Graduate)

Overview

Violence is a leading health burden in the U.S. and globally and plays a significant role in shaping population health and health disparities. This concentrated training in violence prevention is aimed at improving our capacity to monitor, research, and address violence as a root cause of negative health outcomes and disparities in health. Courses in this certificate program combine theory and methods to understand and address violence from multiple levels and throughout the lifespan.

Purpose

Our purpose is to train scholars and practitioners in the conduct of research and evaluation methods aimed at violence prevention, one of the most important social determinants of health and health disparities. The certificate is aimed at master's students who want training in violence prevention, specifically, preparing them for a career in violence and injury prevention. Students will be prepared to work in a variety of settings, both research and practice, and at multiple levels, but also in other non-public health and interdisciplinary settings.

Competencies

1. Articulate the causes and consequences of multiple forms of violence, and mechanisms for violence prevention.
2. Analyze the intersection of scientific evidence and practice in violence prevention.
3. Plan research and evaluation strategies to answer key violence prevention questions and evaluate programming, with a community-informed lens.
4. Develop applied skills to competently engage in violence prevention efforts from a public health perspective.

Offered by: Department of Social, Behavioral, & Population Sciences
Faculty lead: Dr. Julia Fleckman

Requirements

Course ID	Title	Credits
Prerequisite Coursework		
SPHL 6080	Design Strategies in Public Health Programs	3
Required Courses		
SBPS 6500	Violence as a Public Health Problem	3
SBPS 6260	Violence Prevention Studio Seminar	1
Electives (Choose 4)		**11-12**
SBPS 7010	Health Communication Theory and Practice	
SBPS 6360	Sexual Health - A Public Health Perspective	
SBPS 6460	Child Health and Development in Public Health	
SBPS 6510	Essential Issues in Maternal and Child Health	
SBPS 6700	Social Innovation Tools	
SBPS 7220	Community Organization: Community Work for Social Justice	

IHSD 6200	Evaluation of Program Interventions in Global Health
IHSD 6300	Monitoring of Global Health Programs
IHSD 7210	Survey Data Analysis in Family Planning/ Reproductive Health Research
IHSD 7070	The Social Determinants of HIV/AIDS
EPID 6350	Implementation Science in Public Health
EPID 6600	Social Epidemiology: Mechanisms of Disparities
EPID 7110	Spatial Epidemiology
HPAM 7100	Population Health Analytics
HPAM 7660	Health Policy Analysis
SOWK 7130	Diversity and Social Justice
SOWK 7230	Community Organizing and Policy Advocacy
PSYC 7020	Developmental Psychology
PSYC 7150	Advanced Adolescent Psyc
EPID 7990	Master's Independent Studies
HPAM 7990	Master's Independent Study
IHSD 7990	Independent Study
SBPS 7990	Independent Study
Total Credit Hours	**18-19**

Department of Tropical Medicine and Infectious Disease

Chair: Ronald Blanton, MD, MS

William G Vincent Professor of Tropical Medicine

Mission

The Department of Tropical Medicine and Infectious Disease conducts basic and applied research in the fields of tropical medicine, parasitology and applied population-based malaria evaluation research and educates students to address the clinical, laboratory and evidence-based approaches to prevent and control tropical diseases.

About TRMD

The Department of Tropical Medicine and Infectious Disease (TRMD) has long and prestigious history as one of the oldest institutions studying, preventing and managing topical diseases. A leader in the field, TRMD has a strong international reputation for research and education in vector-borne and other tropical infectious diseases. TRMD addresses tropical diseases from the clinical, laboratory and epidemiological approaches.

The degree programs educate students in field work, epidemiology and evidence-based prevention and control along with state-of-the-art laboratory studies of tropical diseases. Graduates are prepared to work in disease control programs, diagnostic parasitology labs, academic and research institutions, governmental and non-governmental organizations, health care organizations, or biotechnology / pharmaceutical companies.

Department faculty have extensive expertise in areas such as mosquito biology and biochemistry, medical and biochemical entomology, tropical virology, and population-based prevention and evaluation. They conduct basic and applied research on vector-borne infectious diseases like Chagas, Dengue fever, West Nile virus, Lassa fever, and Ebola virus.

Graduate Degrees

- Public Health and Tropical Medicine, MPHTM (p. 519)
- Tropical Medicine, MS (p. 522)
- Tropical Medicine, PhD (p. 523)

Graduate Certificates

- Clinical Tropical Medicine Certificate (Graduate) (p. 518)
- Methods in Monitoring and Evaluation Certificate (Graduate) (p. 518)

Courses

Tropical Medicine (TRMD)

TRMD 6010 Biological Basis of Disease (3)
This course provides a foundation of knowledge about the human body in health and disease. It gives an overview of important concepts of the biological mechanisms of disease at the cellular, individual, and societal levels. At the cellular level, the course summarized DNA and cellular function, genomics, immunology, and vaccination. At the individual and societal levels, the course addresses the most important infectious and non-infectious causes of death worldwide, providing background on their pathophysiology, clinical aspects, and patterns of disease occurrence, risk factors, and methods of prevention.

TRMD 6040 Early Introduction to Laboratory Research in Tropical Medicine (0)
This introductory course serves to introduce new students to foundational concepts and methods in laboratory research, including the regulatory and applied aspects of laboratory based research. Assigned to a faculty supervisor and shadowing laboratory personnel during day-to-day laboratory activities, students will gain a firsthand practical experience. Additionally, students will gain the theoretical aspects from various activities, including presentations, article readings, and in-class discussions.

TRMD 6050 Medical Helminthology (3)
Medical Helminthology is the study of worm (helminth) parasites of medical significance to humans. In this course, we will discuss the helminths which cause human disease in terms of geographic distribution, transmission, clinical presentation and pathology, diagnosis, treatment, and control strategies. Emphasis will be placed on the helminths which affect large populations of humans and on those which are emerging pathogens. Clinicians will receive a strong grounding in diagnosis and treatment of diseases due to helminths, and public health professionals will appreciate how to apply and evaluate different methods of prevention and control on a population basis.

TRMD 6060 Medical Entomology (3)
This course is designed to provide the fundamental information necessary for understanding and evaluating both the role of arthropods in transmission of pathogens causing human disease, and the role of arthropods in directly causing human disease. Following a brief overview of the general anatomy, physiology, and classification of arthropods, individual groups of medical importance are considered in detail with regard to the recognition of important species, the epidemiology and pathogenesis of associated diseases, and the principles and methods of vector control.

TRMD 6070 Medical Protozoology and Malaria (3)
The identification of medically important parasites relies heavily upon macroscopic and microscopic examination of clinical specimens. In this course students will learn the basic principles of identifying parasitic helminthes and protozoa in blood, feces, and tissue specimens. Prepared specimens of the major helminth and protozoan pathogens of humans will be provided for macroscopic and microscopic examination. Students will learn the basic operations of the microscope and how to identify and distinguish the various helminthes and protozoa. Samples demonstrating the pathological features of the disease will also be provided. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed. In the laboratory students will learn the basic principles of identifying parasitic protozoa in blood, feces, and tissue specimens. Students will learn the basic operations of the microscope and how to identify and distinguish the various protozoa. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed.

TRMD 6080 Medical Protozoology Lab (1)
This course provides students with training in the use of a microscope and the identification of medically important protozoa in fecal, blood, tissue and other specimens. Laboratory exercises will focus upon the detection and recognition of parasitic protozoa in prepared samples. Students will learn how to distinguish the various protozoa which infect humans and be able to identify protozoa in clinical and histological preparations.

Prerequisite(s): TRMD 6070.

TRMD 6090 Parasitology Laboratory (1)
The identification of medically important parasites relies heavily upon macroscopic and microscopic examination of clinical specimens. In this course students will learn the basic principles of identifying parasitic helminthes and protozoa in blood, feces, and tissue specimens. Prepared specimens of the major helminth and protozoan pathogens of humans will be provided for macroscopic and microscopic examination. Students will learn the basic operations of the microscope and how to identify and distinguish the various helminthes and protozoa. Samples demonstrating the pathological features of the disease will also be provided. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed.

TRMD 6100 Health and Human Rights (1)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights.

TRMD 6170 Immunology (3)
This course is designed for students of public health and the basic biomedical sciences who are interested in a current overview of immunology. This course is a comprehensive introduction to immunity and immunopathogenesis as it relates to health and disease. Following a thorough consideration of cells and tissues of the immune system, attention is given to immune recognition and regulation of immune responses, with special emphasis on the role of cytokines in immunity. Finally, clinical concepts are presented with current knowledge of basic immune mechanisms for each: autoimmunity and autoimmune disease, transplant rejection, immunity to tumors, primary immunodeficiency diseases, and immunity to infectious agents including viruses and parasites, and immunopathogenesis of HIV/AIDS.

TRMD 6200 Impact Evaluation in Global Health (3)
This course introduces students to the basic concepts, principles, and practices for public health programs and interventions. It focuses on impact evaluation at the national and sub-national levels, in addition to community and intervention-based evaluations. Lectures, discussions, and assignments will highlight evaluation strategies for health programs and disease-specific prevention and control interventions in international settings with a focus on diseases and programs in the tropics. The course is intended to 1) introduce students to impact evaluation, 2) provide a solid grounding in study designs relevant in field settings; 3) develop students' skills in designing evaluation plans, and 4) serve as a foundation for more specialized program evaluation classes as well as for courses on data analysis, sampling, epidemiology, and operations research. This course is not intended for those students who already have taken GCHB 6200 or GCHB 6340.

TRMD 6250 Biomedical Research Methods (3)
Students will be able to apply the basic biomedical methods used in public health and tropical medicine research or practice, and summarize the principle and the theoretical basis. They will be able to analyze the strengths and weaknesses of the different methods, and design hypothesis-driven studies to address public health and tropical medicine problems, applying the appropriate methods. Students will also assess scientific papers and critically appraise their relative merit in the field of public health research and practice.

TRMD 6330 Microbial Disease of the Tropics (3)
This required course builds foundational knowledge regarding the important bacterial and mycotic (fungal) pathogens in the tropics. This course forms a part of the foundations of tropical medicine knowledge. Students will learn the etiology, epidemiology, transmission characteristics, pathogenesis, clinical features, diagnosis and management of diseases caused by these pathogens. This course draws on faculty expertise both within Tulane and outside. The course focuses on disease topics not usually covered in depth in the US medical or public health curriculum. Additionally, the content of this course is a required component of the syllabus for the American Society of Tropical Medicine & Hygiene's CTropMed certification examination.

TRMD 6340 Diagnostic Methods in Microbiology (2)
This laboratory course parallels topics presented in TRMD 6330. The course is designed to teach students how to perform basic laboratory tests using simple techniques applicable to developing countries. Most of these will be diagnostic tests for infectious diseases, although some clinically relevant non-diagnostic techniques will also be taught (e.g., complete blood counts). The bulk of the course consists of hands-on laboratory experience conducting laboratory tests with clinical specimens and analyzing prepared teaching specimens. Procedures for organism isolation and identification and rapid diagnostic kits will be covered.

TRMD 6350 Disease Prevention & Control in Developing Countries (2)
This course is designed to prepare students to recognize and contribute effectively to the public health needs of communities in developing countries. It includes four broad content areas: (1)concepts of disease prevention and control with special reference to developing countries, including types of surveillance, monitoring and control strategies, (2) analysis of community needs, and provision of basic preventive services; (3) prevention and control of important endemic diseases such as malaria, tuberculosis, vaccine-preventable diseases; and (4)other topics such as special needs populations, disaster/refugee health programs, sources of information, and local and international organizations and programs. The course will emphasize practical rather than theoretical considerations based on the needs of the practitioner working under relatively resource-poor conditions.

Enrollment limited to students in the Medicine or Pub Hlth Trop Med (GR) departments.

TRMD 6420 Tropical Virology (3)
This course covers the broad area of virology with an emphasis on viruses of public health concern in developing and tropical countries. Both historically problematic and emerging viruses are covered. Topics include the molecular biology, epidemiology, and pathology of selected viruses. Focus is placed on developing an understanding of the molecular aspects of the viral life cycle that give rise to transmission and pathogenic characteristics, especially in the context of the co-evolution of the virus and host. Additional topics include the interactions between the virus and host immune response, as well as viral control and the development of vaccines and anti-viral pharmaceuticals. Students enrolled in the course should come with a basic understanding of communicable disease concepts.

TRMD 6450 Tuberculosis: Global Trends and Interactions with the HIV Epidemic (2)
This course is designed as an overview of tuberculosis and the challenges posed by the dual epidemics of TB and HIV. The course comprises a series of lectures and case studies. Guest faculty are recognized experts in this area and bring extensive experience and case study material to the course. A field activity to supplement in-class learning is offered. This is a visit to the Wetmore Tuberculosis Clinic. The course includes three broad content areas – basic concepts of tuberculosis disease and epidemiology, clinical manifestations and management; challenges posed by the interactions of Tuberculosis and HIV infection and global initiatives to integrate TB and HIV control programs; and issues in tuberculosis control with special reference to multidrug resistance, social aspects, and program strategies. The biological, clinical and programmatic perspectives gained from this course will assist students in interpretation and critique of programs and policies related to tuberculosis control.

TRMD 7000 Tropical Medicine Seminar (1)
Tropical Medicine Seminar is designed as a journal club, with the specific goal of training students to develop skills in critically evaluating and effectively presenting relevant scientific literature. Each student is expected to present at least one article to the class from recent tropical medicine literature, and to attend and actively participate during presentation delivered by other students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 2

TRMD 7020 Infectious Disease Seminar (0-1)
The seminar experience is intended to stimulate a critical reading of the current literature and to ensure that each student learns to present important and potentially controversial data in a rigorous and careful fashion.

Maximum Hours: 99

TRMD 7180 Immunoparasitology (2)
This advanced level course is designed to provide students of public health and the basic biomedical sciences with an update on the role of immunity to parasitic infections and the immunopathogenesis of clinical parasitic diseases. Special emphasis will be placed on current knowledge of mechanisms of immunity to protozoan and helminth infections that cause malaria, trypanosomiasis, leishmaniasis, toxoplasmosis, schistosomiasis and filariasis, some of the most widespread and debilitating diseases in endemic countries of the world. Additional topics include parasitic opportunistic infections of AIDS patients, and updates on protozoan and helminth vaccine development.

TRMD 7300 Mechanisms of Pathogen Intervention (2)
This course provides an advanced foundation of knowledge about the selection and mechanisms of action of different interventions against important viruses, bacteria and unicellular parasites of public health significance. The course describes how drugs, vaccines and other intervention agents reach their cellular targets and how they act in harmony with the host immune system to control or eradicate the pathogen, inside the human or the arthropod hosts.

Prerequisite(s): TRMD 6170.

TRMD 7330 Advanced Topics in Host Pathogens (2)
This course will provide both an overview and an update on the recent advances in the study of host-pathogen interaction at the cellular and molecular levels. The focus will be on pathogen molecules that mediate interactions with host (and vector, if applicable), and the role these interactions play in host recognition and modulation, pathogen survival, virulence, and disease progression. The course will cover topics such as host specificity, immune evasion, pathogenicity and host-pathogen coevolution. Examples from the current literature will illustrate the link between basic science research in infectious diseases and our understanding of broader biological phenomena, as well as mechanisms of pathogenesis.

Prerequisite(s): TRMD 6170, 6070 and 6330.

TRMD 7420 Population-Based Malaria Prevention and Control (3)
This course introduces the principles of prevention and control of malaria infection and disease, as well as population based methods for evaluating the success of control programs or new interventions. This course investigates how culture, society, and the environment influence disease transmission, risk factors, and health status. Students will analyze data and integrate information using a monitoring and evaluation framework to inform prevention and control policy. Topics covered will include vector ecology, malaria epidemiology, malaria control strategies, malaria monitoring and evaluation, issues around cost-effectiveness, and prospects for elimination.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060).

TRMD 7500 Advanced Tropical Virology (2)
This course covers advanced topics in tropical virology. The focus is on viruses of recent public health concern in developing and tropical countries. Both historically problematic and emerging viruses are covered. Topics from published literature include molecular biology, epidemiology and pathology. Emphasis is placed on extending and deepening the understanding of the molecular aspects of the viral replication that gives rise to transmission and pathogenic characteristics. Additional topics include the interactions between the virus and host immune response, as well as viral control and the development of vaccines and anti-viral pharmaceuticals.

Prerequisite(s): TRMD 6420.

TRMD 7650 One Health Approaches to Disease (3)
One Health is a framework to expand interdisciplinary collaborations and communications for optimal health of people, domestic animals, wildlife, plants and our environment. This course will explore the theory behind One Health, describe methods and tools used in One Health, and develop skills to work with interdisciplinary teams and communication across professions. Using a One Health framework, we will discuss case studies of emergent health issues including emerging diseases, antibiotic resistance, food safety and security, climate change, and disease surveillance. Students will work in teams to produce an analysis of a health issue using a One Health framework.

Prerequisite(s): (SPHL 6020, 6820 or minimum score of PASS in 'SPHL 6020 Exemption') and (SPHL 6060 or 6860) and (SPHL 6070 or 6870) and (SPHL 6080 or 6880).

TRMD 7800 Advanced Medical Entomology (3)
This advanced course applies the most current knowledge in vector biology to the study of arthropods and diseases they transmit. It meets twice a week: a 2hr30´ classroom session (a lecture and in-class activities) followed by a 2h30´ lab session, in which students reinforce classroom learnings with practical experience in performing bioassays; bioinformatic, ecological, behavioral and surveillance experiments; computer and video simulations, and metabolomics. Drawing from current, primary literature and discipline-specific guidelines, students also write and present a research proposal on a topic of interest. Primary and guest instructors, which include vector biologists and biochemists from local, regional and national institutions, reflect diverse identities. This unique structure makes the course well-suited for anyone interested in vector-borne research and disease control.

Prerequisite(s): TRMD 6060*.
* May be taken concurrently.

TRMD 7820 Malaria (2)
This is an advanced course which provides a rigorous approach to both the basic and applied issues related to malaria and malaria control. Areas covered in detail include cell biology and biochemistry of the parasite-red cell integration, antimalarial drug action and resistance mechanisms, parasite genetics and cell biology and the immunologic aspects of malaria, including asexual and sexual stage candidate vaccine antigens. At the conclusion of the semester, students are expected to critically review current malaria control and research strategies and to suggest and defend appropriate alternatives.

TRMD 7960 Clinical Tropical Medicine (3)
Clinical Tropical Medicine is designed to offer an overview of topics of clinical importance in tropical medicine, with an emphasis on a syndromic approach to patient presentation. Through a combination of lectures and clinical case presentations with group discussions the course both introduces key subject matter and will help students apply their knowledge to the clinical sphere. It is expected to complement other course offerings from the Tropical Medicine Department for the MPHTM and Diploma in Tropical Medicine curricula. Participants should have some experience in clinical medicine (usually a terminal degree in medicine, nursing, or veterinary sciences) and should either have experience or be in the process of learning about diseases of the tropics.

TRMD 7990 Special Studies (1-3)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

TRMD 8080 Large Dataset Management and Sequencing: Part 1 (3)
TRMD 8080 and 8090 are interdependent courses designed to develop skills in generating hypotheses specific to DNA sequence data, applying protocols for sample collection, analysis of large data sets, use of the MinION instrument and presentation of research findings that demonstrate rigor and reproducibility. TRMD 8080 (fall semester) introduces students to the principles and theoretical bases of novel molecular methods, design studies and hypotheses to be addressed. Students learn to collect sequence data using an accessible sequencing instrument. TRMD 8090 (spring semester), equips students with techniques for evaluating and analyzing large data sets, with attention to rigor and reproducibility. The experience of these courses will be broadly applicable, regardless of the area of public health pursued.

TRMD 8090 Large Dataset Management and Sequencing: Part 2 (3)
TRMD 8080 and 8090 are interdependent courses designed to develop skills in generating hypotheses specific to DNA sequence data, applying protocols for sample collection, analysis of large data sets, use of the MinION instrument and presentation of research findings that demonstrate rigor and reproducibility. TRMD 8080 (fall semester) introduces students to the principles and theoretical bases of novel molecular methods, design studies and hypotheses to be addressed. Students learn to collect sequence data using an accessible sequencing instrument. TRMD 8090 (spring semester), equips students with techniques for evaluating and analyzing large data sets, with attention to rigor and reproducibility. The experience of these courses will be broadly applicable, regardless of the area of public health pursued.

TRMD 8100 Laboratory Rotation (2)
Doctoral students are required to take TRMD 8100 Laboratory Training three times in different DTM faculty laboratories for a total of six credits (2 each). The faculty member will be identified on the student's transcript as the person teaching the course. At the completion of each lab rotation, the advisor will fill out a lab rotation form and assign a pass/fail grade. In addition to a record of grade on the student's transcript, this report will be maintained in the student's file by the department. Before enrolling in the TRMD 8100 course, students are encouraged to meet with various faculty members and discuss the prospect of doing a rotation with them. The rotations will acquaint the student with the different research programs available in the department and assist the student in choosing a permanent dissertation advisor. In addition, by rotating through several laboratories the student will obtain laboratory experience and training in specialized areas. Ideally the laboratory rotations should begin during the first semester and continue through the summer until a permanent advisor is chosen in the second year.

Course Limit: 3

TRMD 8990 Doctoral Independent Study (1-3)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

Maximum Hours: 99

TRMD 9980 Master's Thesis Research (0)
MS students engaging in thesis research.

Course Limit: 3

Clinical Tropical Medicine Certificate (Graduate)

Overview

The Department of Tropical Medicine offers the Diploma Course in Clinical Tropical Medicine accredited by the American Society of Tropical Medicine and Hygiene (ASTMH). The Diploma Course is designed for physicians and eligible healthcare professionals who intend to work in the tropics, physicians experienced with tropical medicine, or practitioners who need experience in clinical parasitology, tropical diseases and travel medicine.

This intensive, four-month program combines lectures, seminars, and practical laboratory work to provide physicians and other healthcare professionals with the epidemiologic, biologic and social aspects of tropical diseases and to evaluate and plan disease prevention and control programs. Students completing the Diploma Course are eligible to take the **Certificate of Knowledge in Clinical Tropical Medicine and Travelers' Health (CTropMed®) Examination** administered by ASTMH.

Eligible Students

Tropical Medicine offers the Diploma Course as a non-degree graduate certificate to doctors who hold a MD, DO, DVM or equivalent degrees. Other qualified health professionals, such as RN, will be considered on a case-by-case basis.

Medical students concurrently enrolled in the Tulane University School of Medicine and earning the joint MD/MPHTM degree also complete the requirements for the Diploma Course and are eligible to sit for the **CTropMed® Examination** upon graduation.

Physicians and qualified healthcare professionals enrolled in the MPHTM degree program can take TRMD 7960 (Clinical Tropical Medicine) and TRMD 6340 (Diagnostic Lab Methods in Microbiology) as elective courses to satisfy the Diploma Course requirements for the **CTropMed® Examination** upon graduation.

Requirements

The Diploma in Tropical Medicine requires 17 credits:

Course ID	Title	Credits
TRMD 6050	Medical Helminthology	3
TRMD 6070	Medical Protozoology and Malaria	3
TRMD 6330	Microbial Disease of the Tropics	3
TRMD 6340	Diagnostic Methods in Microbiology	2
TRMD 6350	Disease Prevention & Control in Developing Countries	2
TRMD 7000	Tropical Medicine Seminar	1
TRMD 7960	Clinical Tropical Medicine	3

Methods in Monitoring and Evaluation Certificate (Graduate)

Overview

Monitoring and evaluation (M&E) is critical as donors, governments, and other relevant stakeholders attempt to validate their investments and improve public health program performance. Students with a Certificate in Methods in M&E can expect to acquire the necessary skills to assess the performance, effectiveness, and impact of global public health programs. The courses offered will enable students to work effectively with global public health organizations involved with M&E and program implementation. The Tulane School of Public Health and Tropical Medicine is recognized for its expertise in M&E, and for producing students with strong marketable skills in this area. Students with this certificate will be prepared for jobs within the public and private sector that focus on M&E across a broad range of public health areas. Jobs in this area include M&E specialists and advisors, technical advisors, data analysts and program managers.

Certificate Purpose

Students will meet the following learning objectives to earn a certificate in M&E:

1. Utilize and apply the basic terminology and definitions of M&E including basic epidemiological measurements, impact evaluation, indicators, precision, bias, internal and external validity, logical frameworks and public health program goals, measurable objectives, inputs, outputs, outcomes and impacts;
2. Calculate basic measures commonly used in M&E;
3. Draw appropriate inferences from M&E data;
4. Work with stakeholders to conduct evaluations and improve programs; and
5. Communicate M&E information and findings to other lay and professional audiences.

Eligible Students

Students enrolled in a MPH, MSPH, MPH&TM degree program at Tulane SPHTM.

Certificate Competencies

Students obtaining a certificate in M&E can expect to acquire the following competencies:

- Understand the theory and role of M&E of global public health programs, and explain the importance of M&E data for informing public health programs and decision making;
- Ability to monitor and assess the implementation, effectiveness, and impact of public health programs; and
- Ability to work effectively with donors, governments, implementing organizations and other relevant stakeholders to validate investments and improve global public health program performance.

Number of Credits Required for Completion: 15

Requirements

Prerequisite courses are SPHL 6050 Biostatistics for Public Health and SPHL 6060 Epidemiology for Public Health and proficiency in the use of statistical packages (e.g. EPID 6230 or SPHU 4160).

Course ID	Title	Credits
TRMD 6200	Impact Evaluation in Global Health	3
or IHSD 6200	Evaluation of Program Interventions in Global Health	
IHSD 6300	Monitoring of Global Health Programs	3
EPID 7120	Epidemiologic Methods II	3
BIOS 6040	Intermediate Biostatistics	3
Elective [1]		3
Total Credit Hours		**15**

[1]Three Additional Credits in a Topical Area Relevant to M&E

In addition to the main requirements of the certificate as stated above, students are expected to take three additional credits in a topical area relevant to M&E and are intended to provide deeper and/ or topic specific training in an area relevant to M&E. These three credits will enrich this largely methods focused certificate by providing additional training in the M&E of a topical area of interest to the student and/or by expanding their knowledge of relevant M&E methods. This training might come in the form of measurement in a topical area, additional methodological training appropriate for M&E experts, or in applications of M&E approaches to specific public health problems or areas.

Credits may be made up of one or several courses determined, documented in advance, in collaboration with the certificate leader. Examples of classes include:

- IHSD 8250 Advanced Research Methods in Global Health
- IHSD 7440 Household Sampling Applications in Developing Countries, and
- IHSD 7140 Monitoring and Evaluation of HIV/AIDS Programs

Public Health and Tropical Medicine, MPHTM

Overview

The Master of Public Health and Tropical Medicine (MPHTM) is a public health degree with a specialty in infectious diseases, and especially those diseases found in tropical regions. The program prepares public health practitioners to plan and evaluate disease control and prevention programs, physicians to better treat and evaluate tropical diseases, or students to pursue medical school and other medical professions. The curriculum consists of foundational public health courses and specialty courses in the biological, medical, social, and epidemiological aspects of diseases that are more prevalent in tropical regions. Physicians, medical students, and healthcare professionals can also complete the requirements for the Diploma Course in Clinical Tropical Medicine to be eligible for the Certification Examination in Clinical Tropical Medicine and Traveler's Health (CTropMed®) offered by the American Society of Tropical Medicine and Hygiene (ASTMH).

Program Competencies (https://sph.tulane.edu/trmd/mphtm/)

- Assess key elements affecting the pathogenesis and transmission of infectious diseases commonly found in the tropics.
- Assess the factors influencing tropical disease prevention, control and diagnosis.
- Identify appropriate techniques, as they relate to specific tropical disease pathogen and vector for diagnosis, prevention, and control.
- Critique relevant methods for planning and evaluating tropical disease control and prevention programs.

Requirements

The MPH&TM degree requires a total of 45 credits that include:

Course ID	Title	Credits
MPH Foundational Courses		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
MPHTM Course Requirements		

TRMD 6050	Medical Helminthology	3
TRMD 6060	Medical Entomology	3
TRMD 6070	Medical Protozoology and Malaria	3
TRMD 6330	Microbial Disease of the Tropics	3
TRMD 6350	Disease Prevention & Control in Developing Countries	2
TRMD 6420	Tropical Virology	3
TRMD 7000 or TRMD 7020	Tropical Medicine Seminar Infectious Disease Seminar	1
Electives		**12**
Additional Coursework		
SPHL 7950	Integrative Learning Experience	0
SPHL 9980	Applied Practice Experience	0
Total Credit Hours		**45**

Electives

Students select from courses offered within the department, school, or university in consultation with their faculty advisor that complement their career goals and objectives.

Option for students in the joint MD/MPHTM only

Students concurrently enrolled in the Tulane University School of Medicine and earning the joint MD/MPHTM degree have the option of substituting TRMD 7960 (Clinical Tropical Medicine) and TRMD 6340 (Diagnostic Methods in Microbiology) in place of TRMD 6420 (Tropical Virology) and TRMD 6060 (Medical Entomology). These substitutions permit joint MD/MPHTM students to also complete the requirements for the Diploma Course in Clinical Tropical Medicine from the American Society of Tropical Medicine and Hygiene (ASTMH) upon graduation.

Recommended coursework for Clinicians, Medical Students and Healthcare Professionals (Diploma Course in Clinical Tropical Medicine)

Physicians and other eligible health care professionals interested in deepening their knowledge of diagnoses and treatment of tropical diseases can take two elective courses focusing on the clinical aspects of tropical diseases: TRMD 6340 - Diagnostic Methods in Microbiology and TRMD 7960 Clinical Tropical Medicine. Students who successfully complete these courses are eligible to take the **Certificate of Knowledge in Clinical Tropical Medicine and Travelers' Health (CTropMed®) Examination** administered by American Society of Tropical Medicine and Hygiene (ASTMH). Students with a clinical focus are also encouraged to take Tropical Medicine Seminar (TRMD-7000) at least once.

MPHTM Model Course Schedule

Course ID	Title	Credits
Year 1, Fall Semester		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
TRMD 6050	Medical Helminthology	3
TRMD 6330	Microbial Disease of the Tropics	3
Year 1, Spring Semester		
TRMD 6060	Medical Entomology	3
TRMD 6070	Medical Protozoology and Malaria	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Year 1, Summer Session		
SPHL 9980	Applied Practice Experience	0
Year 2, Fall Semester		
TRMD 6420	Tropical Virology	3
TRMD 7000 or TRMD 7020	Tropical Medicine Seminar Infectious Disease Seminar	1
Electives		3-6
Year 2, Spring Semester		
SPHL 7950	Integrative Learning Experience	0
Electives		3-6

Total Degree Credits: 45

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)
Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)
TRMD 6060 Medical Entomology (PH focus) (3)
Elective (clinical focus) (3)
Semester subtotal: 14

Year 1, Summer Semester

Practicum

Year 2, Fall Semester

TRMD6350 Disease Prevention and Control in Developing Countries (2)
TRMD7000 Tropical Medicine Seminar (1)
TRMD6200 Impact Evaluation in Global Health (PH focus) (3)
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)
Electives (6)
Semester subtotal : 12-14

Year 2, Spring Semester

Electives 1-3

Public Health Analysis

Total Degree Credits: 42

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)
Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)
TRMD 6060 Medical Entomology (PH focus) (3)
Elective (clinical focus) (3)
Semester subtotal: 14

Year 1, Summer Semester

Practicum

Year 2, Fall Semester

TRMD6350 Disease Prevention and Control in Developing Countries (2)
TRMD7000 Tropical Medicine Seminar (1)
TRMD6200 Impact Evaluation in Global Health (PH focus) (3)
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)
Electives (6)
Semester subtotal : 12-14

Year 2, Spring Semester

Electives 1-3
Public Health Analysis

Total Degree Credits: 42

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)
Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)
TRMD 6060 Medical Entomology (PH focus) (3)
Elective (clinical focus) (3)
Semester subtotal: 14

Year 1, Summer Semester

Practicum

Year 2, Fall Semester

TRMD6350 Disease Prevention and Control in Developing Countries (2)
TRMD7000 Tropical Medicine Seminar (1)
TRMD6200 Impact Evaluation in Global Health (PH focus) (3)
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)
Electives (6)
Semester subtotal : 12-14

Year 2, Spring Semester

Electives 1-3
Public Health Analysis

Total Degree Credits: 42

MPHTM Model Course Schedule

Year 1, Fall Semester

TRMD 6050 Medical Helminthology (2)
TRMD 6070 Medical Protozoology (2)
TRMD 6090 Parasitology Laboratory (1)
TRMD 6330 Microbial Diseases of the Tropics (2)
SPHL 6020 Foundations of Public Health (3)
SPHL 6050 Biostatistics for Public Health (3)
Semester subtotal: 13

Year 1, Spring Semester

TRMD 6080 Medical Protozoology Laboratory (1)
TRMD 7000 Tropical Medicine Seminar (1)
SPHL 6060 Epidemiology for Public Health (3)
SPHL 6070 Health Systems, Policy and Management (3)
SPHL 6080 Design Strategies for Public Health Programs (3)
TRMD 6060 Medical Entomology (PH focus) (3)
Elective (clinical focus) (3)
Semester subtotal: 14

Year 1, Summer Semester

Practicum

Year 2, Fall Semester

TRMD6350 Disease Prevention and Control in Developing Countries (2)
TRMD7000 Tropical Medicine Seminar (1)

TRMD6200 Impact Evaluation in Global Health (PH focus) (3)
TRMD6310 Clinical Tropical Medicine (clinical focus) (2)
TRMD6360 Clinical Tropical Medicine Case Presentations (clinical focus) (1)
TRMD6340 Diagnostic Laboratory Methods in Microbiology (clinical focus) (2)
Electives (6)
Semester subtotal : 12-14

Year 2, Spring Semester

Electives 1-3
Public Health Analysis

Total Degree Credits: 42

Tropical Medicine, MS

Overview

The MS in Tropical Medicine is an academic degree designed to build a strong knowledge of infectious diseases of global public health importance. Coursework provides a solid foundation in parasitology, vector biology and other infectious diseases. Specialty courses in biological, cellular and epidemiological aspects of pathogens and infectious disease comprise the curriculum. Students are required to carry out original research and write a thesis based on the findings of the research project.

Graduates of the MS degree in Tropical Medicine are expected to find careers in public health, biomedical sciences, or related fields at academic institutions, governmental and non-governmental organizations, health care organizations, or biotechnology/ pharmaceutical companies. Many individuals enter the program with the intention of subsequently pursuing doctoral or medical degrees.

Program Competencies

The following competencies are necessary for success in the particular branch of public health to which this degree relates. They were developed through rigorous analysis of employers, community and global needs, and the quality standards set forth by accrediting bodies.

1.Explain infectious disease including types of organisms, mechanisms or transmission, and natural history.

2.Demonstrate knowledge of the biology and immunology of host - pathogen interactions and their outcomes.

3. Effectively communicate research-based peer-reviewed literature.

4.Analyze how research projects address specific questions as applied to tropical medicine.

5.Identify appropriate statistical analyses and research methodology for performing hypothesis-driven research that address public health problems.

6. Appraise the strengths and weaknesses of biomedical methods used in public health.

Requirements

The MS degree requires a total of 42 credits that includes:

Required Courses

Course ID	Title	Credits
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
TRMD 6050	Medical Helminthology	3
TRMD 6060	Medical Entomology	3
TRMD 6070	Medical Protozoology and Malaria	3
TRMD 6170	Immunology	3
TRMD 6250	Biomedical Research Methods	3
TRMD 6420	Tropical Virology	3
TRMD 6330	Microbial Disease of the Tropics	3
TRMD 7020	Infectious Disease Seminar (taken two semesters)	1
TRMD 9980	Master's Thesis Research	0
Electives		**11**
Total Credit Hours		**42**

Thesis

Students pursuing the MS degree in Tropical Medicine must successfully complete a thesis based on a rigorous and independent research project demonstrating scholarship in Tropical Medicine research. The project will be supervised by a thesis director who is a faculty member of the Department of Tropical Medicine.

Students who have completed required coursework may register in TRMD 9980 (Thesis Research) each semester while conducting the research and writing the thesis. The master's thesis should be completed within a year of completion of the required courses.

Model Course Schedule

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
TRMD 6170	Immunology	3
TRMD 6050	Medical Helminthology	3
TRMD 6330	Microbial Disease of the Tropics	3
	Credit Hours	**15**
Spring		
TRMD 6060	Medical Entomology	3
TRMD 6070	Medical Protozoology and Malaria	3
TRMD 6250	Biomedical Research Methods	3
TRMD 7020	Infectious Disease Seminar	1
SPHL 6060	Epidemiology for Public Health	3
	Credit Hours	**13**

Summer Session		
TRMD 9980	Master's Thesis Research	0
	Credit Hours	**0**
Year 2		
Fall		
TRMD 7020	Infectious Disease Seminar	1
Electives		5
TRMD 9980	Master's Thesis Research	0
TRMD 6420	Tropical Virology	3
	Credit Hours	**9**
Spring		
TRMD 9980	Master's Thesis Research	0
Electives		5
	Credit Hours	**5**
	Total Credit Hours	**42**

Tropical Medicine, PhD

Overview

The PhD program in Tropical Medicine is an advanced degree that prepares students to pursue careers in tropical medicine. The PhD graduate is expected to have knowledge across a wide range tropical diseases as well as sustained experience in the conduct of research in one or more content areas. Graduates of the PhD program pursue careers in basic and applied research in academic institutions, governmental agencies, industry, and nonprofit organizations.

Program Competencies

- Critique scientific literature for validity and relevance to tropical pathogens and vectors.
- Design relevant research approaches that address problems of management, diagnosis, or biology of tropical diseases.
- Evaluate the factors that affect pathogen transmission of infectious diseases commonly found in the tropics.
- Produce communication of original research methods and results for peer groups, students, practitioners/industry, and the general public.
- Design research using the relevant methods for planning and evaluating tropical disease control and prevention.
- Design teaching and learning experiences grounded in pedagogical best practices in a chosen area of expertise.
- Develop a grant proposal for a public health research study with a compelling scientific narrative, description of investigator capacity, timeline, and budget.

Requirements

Students must complete at least 48 credit hours of coursework and doctoral studies beyond the baccalaureate, with a minimum of 30 didactic hours at Tulane in the doctoral program. Up to 18 credits may be applied from a prior master's degree. The advisor works with the students in identifying which courses may be applied toward the 48 credits for the PhD.

As part of the PhD training, students in Tropical Medicine are required to take advanced courses required of all doctoral students in SPHTM as well as specialty courses focusing on infectious diseases of the tropics. Students should work with their advisor to choose the courses that would be relevant to the knowledge required for successful completion of the dissertation research project.

Requirements

Course ID	Title	Credits
PhD Foundational Requirements		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
TRMD 6050	Medical Helminthology	3
TRMD 6060	Medical Entomology	3
TRMD 6070	Medical Protozoology and Malaria	3
PhD Core Course Requirements		
EPID 7120	Epidemiologic Methods II	3
BIOS 6040	Intermediate Biostatistics	3
SPHL 8080	Public Health Pedagogy	3
SPHL 7500	Public Health Grant Writing	3
Tropical Medicine PhD Required Courses		
TRMD 7020	Infectious Disease Seminar	1
TRMD 7020	Infectious Disease Seminar	1
TRMD 7180	Immunoparasitology	2
or TRMD 7800	Advanced Medical Entomology	
TRMD 6200	Impact Evaluation in Global Health	3
or TRMD 7420	Population-Based Malaria Prevention and Control	
TRMD 8080	Large Dataset Management and Sequencing: Part 1	3
TRMD 8100	Laboratory Rotation	2
Electives		6
Total Credit Hours		**48**

PhD Elective Courses – 6 credits

Students are encouraged to take courses covering a broad array of the disciplines involved in the field of Tropical Medicine, including coursework offered by other academic departments (e.g., Epidemiology, Biochemistry, Microbiology, Pharmacology, etc.) relevant to their area of concentration. Students should take advanced elective courses that complement their research area and are consistent with the PhD program objectives. Courses taken outside of the SPHTM need approval from the advisor to confirm such an elective course would be relevant to knowledge required for successful completion of the dissertation research project.

Infectious Disease Seminar

Students must enroll twice in TRMD 7020 Infectious Disease Seminar for 1-credit each time (for a total of 2 credits). After fulfilling the 2 credits of seminar, students must enroll in 0-credit versions of either TRMD 7020 Infectious Disease Seminar or TRMD 7000 Tropical Medicine Seminar each semester until the comprehensive examination is completed.

Research Rotations

Doctoral students are required to enroll in TRMD 8100 Laboratory Rotation as part of their research training at least once. They may enroll up to two more times with different faculty as an elective course. The rotations will acquaint the student with different research programs available in the department and assist the student in choosing a permanent dissertation advisor. In addition, by rotating with other faculty members the student will obtain research experience and training in different specialized areas.

Research Ethics

Students are required to take online research ethics training via CITI or another equivalent training program in research ethics. PhD students in Tropical Medicine fulfill this requirement with INTD 6010 – Responsible Conduct of Research (RCR). This seminar series satisfies the responsible conduct of research training requirements of the National Institutes of Health (NIH) and the National Science Foundation (NSF). This certification must remain current throughout the program duration and at a frequency of no less than once every four years.

Teaching Assistant Experience

All PhD students at SPHTM are required to serve as a teaching assistant (TA) for two SPHTM graduate courses while enrolled in the PhD program. Students should register for Teaching Assistantship Educational Experience (0 credits) during the terms they complete each TA requirement. The courses for which the student will serve as a TA must be approved by the faculty advisor.

SPHL 9970 – Dissertation Research

Doctoral students who have completed required doctoral course work but have not defended their prospectus are required to register for (SPHL 9970) Dissertation Research each semester to maintain continuous registration in the PhD program.

SPHL 9990 – Dissertation

Doctoral candidates who have defended their prospectus and are engaged in research are required to register for (SPHL 9990) Dissertation each semester until the degree is awarded.

Comprehensive Exam

Upon completion of required coursework, students are expected to develop a research question outside of the focus of their dissertation work and write and defend their work orally before a faculty committee chosen in consultation with the PhD Program Director. The purpose of the comprehensive examination is to ensure that candidates for the PhD degree can organize a clear plan of research around a problem different from their proposed thesis.

Prospectus

After passing the comprehensive exam the student along with their advisor will choose a prospectus dissertation committee and prepare and defend a prospectus of proposed research, ideally within 6 months after successful completion of the comprehensive examination. The committee must include a minimum of three members with at least two faculty from the Department of Tropical Medicine and one external to SPHTM. The research prospectus must be presented and defended at least one semester before the dissertation defense. Following the successful defense of the prospectus, students are admitted to PhD candidacy and proceed with dissertation research.

Dissertation

Students must conduct original public health research and defend a dissertation based on that research. The dissertation research demonstrates scholarly work and is the basis for the dissertation. The dissertation committee and SPHTM Executive Faculty approve the dissertation. In addition to SPHTM dissertation requirements for the PhD, the dissertation must meet the requirements for a PhD dissertation in Tropical Medicine.

Model Schedule for Fall Entry

The model schedule represents an overall plan for completing degree requirements. Students should consult an advisor to plan their actual schedule in terms of total credits per semester and course sequencing.

Year 1		
Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
TRMD 6050	Medical Helminthology	3
TRMD 6200 or TRMD 7420	Impact Evaluation in Global Health or Population-Based Malaria Prevention and Control	3
TRMD 7020	Infectious Disease Seminar	1
	Credit Hours	**13**
Spring		
SPHL 6060	Epidemiology for Public Health	3
TRMD 6060	Medical Entomology	3
TRMD 6070	Medical Protozoology and Malaria	3
TRMD 7180 or TRMD 7800	Immunoparasitology or Advanced Medical Entomology	2
TRMD 7020	Infectious Disease Seminar	1
	Credit Hours	**12**
Summer Session		
TRMD 8100	Laboratory Rotation	2
	Credit Hours	**2**
Year 2		
Fall		
BIOS 6040	Intermediate Biostatistics	3
TRMD 8080	Large Dataset Management and Sequencing: Part 1	3
SPHL 7500	Public Health Grant Writing	3
SPHL 8080	Public Health Pedagogy	3
TRMD 7020	Infectious Disease Seminar	0
	Credit Hours	**12**
Spring		
EPID 7120	Epidemiologic Methods II	3
TRMD 7020	Infectious Disease Seminar	0
Electives		6
	Credit Hours	**9**

Year 3		
Fall		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Spring		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Summer Session		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Year 4		
Fall		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
Spring		
SPHL 9990	Dissertation	0
	Credit Hours	**0**
	Total Credit Hours	**48**

Dual and Accelerated Degrees

Graduate Dual Degrees

Graduate/Professional Dual Degrees:

- School of Medicine: MPH, MSPH, MPHTM or PhD
- School of Social Work: MSW/MPH in Community Health Sciences or Social, Behavioral, and Population Sciences
- School of Business: MBA/MHA
- School of Law: JD/MHA; JD/MPH in Health Systems Management

Medical students may enroll in a dual degree in SPHTM with study in any of the concentrations in the MPH, MSPH or MPHTM degrees. Up to 10 credits from the medical school may be applied toward the MPH, MSPH or MPHTM degrees. Students complete the same concentration requirements for the public health degrees.

Students enrolled in the JD degree may enroll in a dual degree in SPHTM with study in the MHA degree or the MPH in Health Systems Management. Up to 10 credits from the law school may be applied toward the MHA or MPH degree. Students complete the same public health degree requirements for the public health degrees.

School of Social Work students in the MSW degree program may obtain a dual degree in SPHTM pursuing the MPH in Community Health Sciences (online) or Social, Behavioral, and Population Sciences (residential, although some courses are available online). Up to 10 credits from the social work school may be applied toward the MHA or MPH degree. Students complete the same public health degree requirements for the public health degrees.

Business School students in the MBA may obtain a dual degree with the MHA degree at SPHTM. Up to 10 specific credits from the business school may be applied toward the MHA degree. Students complete the same MHA degree requirements.

Undergraduate Accelerated Degree

Undergraduate Accelerated Degrees:

- Public Health majors: BSPH/MPH, MSPH, MPHTM or MHA
- School of Science and Engineering: BS/ MPH, MSPH, MPHTM or MHA
- School of Business: BSM/MPH, MSPH, MPHTM or MHA

Undergraduate students in the BSPH degree in the School of Public Health, the BS degree in the School of Science and Engineering or the BSM degree in the School of Business may combine the degree with the MPH, MSPH, MPHTM or MHA degrees. Students apply to the program in the second semester of their junior year and, in consultation with their advisor, may begin taking graduate course in their senior year.

The accelerated degree program allows student to apply 12 credits of graduate foundational courses to the bachelors degree and the MPH, MSPH, MPHTM, or MHA degrees. In addition, students in the BSPH program also receive a course waiver for SPHL 6020 Foundations in Public Health. This results in the saving of approximately 1 semester of course work toward the MPH, MSPH, MPHTM or MHA degree.

Programs

BS/MHA Accelerated Degree

Overview

BS/MHA and BSM/MHA Accelerated Degrees

The BS and BSM Accelerated Degree Programs are a path for continuous study from the bachelor's degree through the Master of Health Administration (MHA) professional degree at the School of Public Health and Tropical Medicine (SPHTM). The accelerated degree is an opportunity for Bachelor of Science majors in the School of Science and Engineering or Bachelors of Science in Management majors in the School of Business to begin graduate study for the MHA during their senior year; students may take up to 12 graduate credits from the designated public health graduate courses that are applied to the MHA degree.

Students must graduate from the BS or BSM program to continue in the MHA program.

Requirements

Accelerated BS/MHA or BSM/MHA

The MHA program is a 54 credit masters in health administration plus an administrative residency. (See the MHA degree requirements) BS/MHA or BSM/MHA Accelerated Degree students may take up to 12

credits of graduate courses during their senior year. Students may select up to 12 graduate credits from the following courses:

Course ID	Title	Credits
HPAM 6050	Health Systems Concepts	3
HPAM 6200	Intro to Healthcare Analytics	3
HPAM 6300	Data Visualization and Communication	3
HPAM 6710	Quantitative Decision Models	3

BS/MPH, MSPH or MPH&TM Accelerated Degree

Overview

Public Health Accelerated Degree Programs

BS or BSM/MPH or MSPH or MPH&TM

These accelerated degrees are an opportunity for Bachelor of Science majors in the School of Science and Engineering or Bachelors of Science in Management majors in the School of Business to begin graduate study in one of the public health professional degrees during their senior year. The BS/MPH, MSPH, MPHTM or BSM/MPH, MSPH, MPH&TM Accelerated Degree Programs are a path for continuous study from the bachelor's degree through a master's level professional degree at the School of Public Health and Tropical Medicine (SPHTM). The accelerated degree program leads to a Master in Public Health (MPH), a Master of Public Health and Tropical Medicine (MPH&TM), or a Master of Science in Public Health (MSPH).

Students may take up to 12 graduate credits of public health foundational courses as an undergraduate that may be applied to both the undergraduate degree and the MPH, MPH&TM or MSPH degrees.

Students must graduate from the BS or BSM program to continue in the MPH, MPH&TM, MSPH degree program. Once students have been accepted into the accelerated degree program, they should meet with a public health advisor to incorporate graduate classes into their senior year schedule.

The BS or BSM/MPH or MSPH or MPH&TM accelerated degree may be completed in approximately 1½ - 2 years following graduation. Actual time depends on the number of credits students complete per semester and the time to complete the applied practice experience and integrated learning experience.

Requirements

BS or BSM/MPH or MSPH or MPH&TM

BS or BSM students may select any of the MPH, MSPH or MPH&TM degree concentrations. These degrees require a total of 42 - 45 credits plus an applied practice experience (APE) and an integrative learning experience (ILE).

Accelerated degree students may take up to 12 credits from the following courses during their senior year (no substitutions):

Course ID	Title	Credits
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3

BSPH/MPH or MSPH or MPHTM or MHA Accelerated Degree

BSPH/MPH or MSPH or MPH&TM or MHA Accelerated Degrees

The accelerated degree program is a path for continuous study from the BSPH degree through a professional master's degree at the School of Public Health and Tropical Medicine (SPHTM). BSPH majors may combine their undergraduate study with a Master in Public Health (MPH), a Master of Science in Public Health (MSPH), a Master of Public Health and Tropical Medicine (MPH&TM), or a Master of Health Administration (MHA). The accelerated degree is an opportunity for undergraduate public health majors to begin graduate study during their senior year; students may take up to 12 graduate credits of public health courses that may be applied to the MPH, MSPH, MPH&TM, or MHA degrees.

Students must graduate from the BSPH program to continue in the MPH, MSPH, MPH&TM, or MHA. Once students have been accepted into the accelerated degree program, they should meet with their public health advisor early in their senior year to plan graduate courses into their senior year schedule.

The MPH, MSPH, MPHTM, or MHA may be completed in approximately 1½ - 2 years following graduation from the BSPH. Actual time depends on the number of credits students complete per semester and the time to complete the applied practice experience and integrated learning experience or the administrative residency.

Students in this accelerated degree program are waived from the SPHL 6020 Foundations in Public Health requirement as the foundational knowledge learning objectives in this course are obtained in the BSPH core courses. Students must instead complete an additional elective.

Requirements

BSPH/MPH or MSPH or MPH&TM Accelerated Degrees

BSPH students may select any of the professional public health degrees (MPH, MSPH, MPH&TM, MHA). These degrees require a total of 45 credits plus an applied practical experience and integrative learning experience.

Combined degree students complete up to 12 credits of graduate courses during their senior year. Students select from the following courses.

Course ID	Title	Credits
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3

BSPH/MHA Accelerated Degree

The MHA program is a 54 credit masters in health administration plus an administrative residency. (See the MHA degree requirements). BSPH/MHA Accelerated Degree students may take up to 12 credits of graduate courses during their senior year in the BSPH program. Students choose from the following courses:

Course ID	Title	Credits
HPAM 6050	Health Systems Concepts	3
HPAM 6200	Intro to Healthcare Analytics	3
HPAM 6300	Data Visualization and Communication	3
HPAM 6710	Quantitative Decision Models	3

JD/MPH or MHA Dual Degrees

Students enrolled in Tulane School of Law may apply for the dual JD/MHA degree. The dual degree requires students to complete all requirements in both schools. Students may share up to 12 credits that count toward both degrees and should work closely with advisors in both schools for course selection and advising. The MHA program includes an approximately 400-hour administrative residency. Contact Dr. David Washburn dwashburn@tulane.edu for more information. For the MPH program, contact Dr. Kevin Callison at kcallison@tulane.edu.

Requirements

Tulane Law students (see the requirements here: https://law.tulane.edu/academics/jd (https://law.tulane.edu/academics/jd/)) can combine their studies with the MHA degree for health administration (see the requirements here: https://sph.tulane.edu/hpam/mha (https://sph.tulane.edu/hpam/mha/)). The MHA degree requires a total of 54 credits and an approximately 400-hour administrative residency. Students accepted as joint degree students may apply up to 12 credits of designated law school courses related to health care toward the MHA degree. Please check with Dr. David Washburn dwashburn@tulane.edu for which courses are allowed. Joint degree students complete all of the requirements for the MHA degree.

Tulane Law students may also complete a joint degree with the MPH in Health Policy (see the requirements here: https://sph.tulane.edu/hpam/mph-health-policy (https://sph.tulane.edu/hpam/mph-health-policy/)). The MPH is 45 credits, and joint degree students may apply up to 12 credits of designated law school credits to the MPH. Please check with Dr. Kevin Callison, kcallison@tulane.edu, for which courses are allowed. Joint degree students complete the same MPH in Health Systems Management requirements.

Master of Social Work/Master of Public Health Dual Degree

The MSW/MPH dual degree is an opportunity for students to pursue both a MSW from the School of Social Work and a MPH from the School of Public health and Tropical Medicine. The dual degree requires students to complete all requirements in both schools; student may share up to 12 credit hours between degrees.

Requirements

Tulane students in the MSW in Social Work may combine their studies with the MPH. The MPH degrees requires a total of 45 credits plus a practicum and integrated learning experience.

Contact Maya Begalieva, PhD for information on designated shared courses, MPH degree requirements and scheduling.

MBA/MHA Dual Degree

Students enrolled in Tulane School of Business may apply for the dual MBA/MHA degree. The dual degree requires students to complete all requirements in both schools. Students may share up to 12 credits that count toward both degrees. Students should then work closely with advisors in both schools for course selection and advising. The MHA program includes an approximately 400-hour administrative residency. Contact Dr. David Washburn dwashburn@tulane.edu for more information.

Requirements

Tulane MBA (https://freeman.tulane.edu/graduate/full-time-mba/) students may combine their studies with the MHA degree for health administration (see the MBA requirements here (p. 154)). The MHA degree requires a total of 54 credits plus an approximately 400-hour administrative residency. Students accepted as joint degree students may apply up to 12 credits of specific MBA courses related to health care toward the MHA degree. Contact Dr. David Washburn dwashburn@tulane.edu for more information.

MD/MPH or MSPH or MPHTM Dual Degree

MD/MPH, MSPH or MPHTM

Medical student in the joint degree program may select any of the professional degree programs as the master's level of specialization. The MPH in Health Systems Management, the MPH in Community Health Sciences and MPH in Epidemiology are the most common areas selected, but all professional degree areas are available.

In the selected area of study, combined degree students complete the MPH, MSPH, MPHTM or MHA requirements as listed for these degrees.

Requirements

MD/MPH, MSPH or MPHTM

Medical student in the joint degree program may select any of the professional degree programs as the master's level of specialization. The MPH in Health Systems Management, the MPH in Community Health Sciences and MPH in Epidemiology are the most common areas selected, but all professional degree areas are available.

In the selected area of study, combined degree students complete the MPH, MSPH, MPHTM or MHA requirements as listed for these degrees.

Leadership, Advocacy, and Equity, DrPH

Overview

The DrPH program in Leadership, Advocacy, and Equity is a part-time, applied professional degree that prepares leaders in public health and other practice settings to create and manage programs and organizations. The DrPH program has a strong focus on field applications of needs assessment, coalition building, and program planning, grounded in an advanced understanding of the social determinants of health on health equity. Advanced study focuses on leadership and strategic management, systemic barriers to health equity, community advocacy, and program development and grant writing. Graduates of the program are expected to lead in the areas of health equity and advocacy to improve organizations and communities.

Program Competencies:

- Analyze the impact of historical and contemporary multilevel bias, trauma, and resilience on health inequities between marginalized groups.
- Develop priority settings to address complex health topics that pose the greatest public health threats by utilizing equity focused health impact assessment tools and methodologies.
- Design an advocacy strategy that promotes health equity in a specified community by identifying and mapping stakeholders, appropriate platforms, key processes, and engaged organizations.
- Translate evidence-based research and practice-based findings into culturally responsive, sustainable public health programs and initiatives.
- Propose a program or initiative that addresses an idenitified health equity need and advocates and empowers individuals and communities to achieve optimal well-being.

Requirements

The DrPH Degree in Leadership, Advocacy, and Equity requires a total of 57 credits (15 credits of pre-requisites and 42 credit hours of doctoral coursework) that includes:

Course ID	Title	Credits
Foundational Coursework - Prerequisites		
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Program Required Courses		
SPHL 8000	Principles of Public Health Leadership	3
SPHL 8010	Budget and Financial Management	3
SPHL 8020	Leadership and Strategic Management	3
SPHL 8080	Public Health Pedagogy	3
SPHL 8100	Health Equity and Advocacy	3
SPHL 8200	Public Health & Social Policy	3
SBPS 8220	Community Organizing for Social Change	3
SPHL 8250	Study and Evaluation Methods in Public Health	3
SBPS 8750	Social Determinants of Health I: Theory	3
SBPS 8770	Social Determinants of Health in Public Health Practice	3
SPHL 8820	Advance Program Planning and Grant Writing	3
Electives		6
SPHL 9450	Practice Based Portfolio: Background	3
SPHL 9460	Practice Based Portfolio: Experiential Learning	0
SPHL 9470	Practice Based Portfolio: Culminating Experience	0
Total Credit Hours		**57**

The DrPH in Leadership, Advocacy, and Equity is a part-time program which follows a cohort model. Students complete two 8-week courses during the Fall and Spring terms, and 0-2 courses during the Summer term.

Model Schedule*

*Based on a Fall start

For students needing to complete the foundational pre-requisite courses:

Year 1

Fall		**Credit Hours**
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
	Credit Hours	**6**
Spring		
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
	Credit Hours	**6**
Summer Session		
SPHL 6080	Design Strategies in Public Health Programs	3
	Credit Hours	**3**
	Total Credit Hours	**15**

After completion of the foundational pre-requisite courses students continue with the plan of study listed below.

For students that have completed the foundational pre-requisite courses prior to matriculation:

Year 1

Fall		**Credit Hours**
SPHL 8200	Public Health & Social Policy	3
SPHL 8000	Principles of Public Health Leadership	3
	Credit Hours	**6**
Spring		
SPHL 8250	Study and Evaluation Methods in Public Health	3

SBPS 8220	Community Organizing for Social Change	3
	Credit Hours	**6**
Summer Session		
Electives		6
	Credit Hours	**6**
Year 2		
Fall		
SPHL 8010	Budget and Financial Management	3
SPHL 8080	Public Health Pedagogy	3
	Credit Hours	**6**
Spring		
SBPS 8750	Social Determinants of Health I: Theory	3
SBPS 8770	Social Determinants of Health in Public Health Practice	3
	Credit Hours	**6**
Summer Session		
SPHL 9450	Practice Based Portfolio: Background	3
	Credit Hours	**3**
Year 3		
Fall		
SPHL 8100	Health Equity and Advocacy	3
SPHL 8020	Leadership and Strategic Management	3
SPHL 9460	Practice Based Portfolio: Experiential Learning	0
	Credit Hours	**6**
Spring		
SPHL 8820	Advanced Program Planning and Grant Writing	3
SPHL 9470	Practice Based Portfolio: Culminating Experience	0
	Credit Hours	**3**
	Total Credit Hours	**42**

Public Health Certificate (Graduate)

Overview

The Certificate in Public Health provides students with foundational knowledge of public health. It is designed for public health and working professionals from a variety of backgrounds, including physicians, nurses, public health administrators, health educators, clinical researchers, and policy experts looking to enhance their public health knowledge as well as students interested in exploring the field of public health. The Certificate in Public Health coursework can be applied toward a Master of Public Health (MPH) degree. The Certificate is comprised of five 3-credit hour courses: Foundations in Public Health, Biostatistics for Public Health, Epidemiology for Public Health, Health Systems Policy and Management, and Design Strategies in Public Health Programs. Courses can be completed on a full- or part-time basis, online or in-person.

Requirements

Course ID	Title	Credits
SPHL 6020	Foundations in Public Health	3
SPHL 6050	Biostatistics for Public Health	3
SPHL 6060	Epidemiology for Public Health	3
SPHL 6070	Health Systems Policy and Management	3
SPHL 6080	Design Strategies in Public Health Programs	3
Total Credit Hours		**15**

Undergraduate Public Health Programs

Associate Dean of Undergraduate Education: Joseph Keating, PhD MA

Mission

The Tulane Bachelor of Science in Public Health (BSPH) degree is an academic degree that addresses the health of populations and communities through instruction, service, and community-based research. The degree is firmly grounded in a background of humanities, social science and the liberal arts. The degree fulfills Tulane University's campus-wide undergraduate core proficiency through this background while stressing an additional commitment to quantitative and scientific skills.

About Public Health

Public health addresses health at a broad level, and the impact of professional public health is felt by individuals, families, and communities. The field of public health promotes healthy lifestyles, helps to develop policies, conducts education campaigns, confronts the spread of infectious disease, conducts research to improve methods, and uses data to track and measure health status and the effectiveness of health programs.

At Tulane, Undergraduate Public Health Studies has been one of the fastest-growing programs for several years. The program educates students in the key concepts of the field, providing a firm grounding in the foundational aspects of public health. Students can tailor their electives to meet personal academic and professional goals, which may cover areas such as global health, maternal and child health, nutrition, environmental health, data science, or another public health niche. An undergraduate public health degree is also a good fit for students planning to pursue graduate work for careers in medicine, allied health professions, and some pre-law areas.

Undergraduate

Major

- Public Health, BSPH (p. 529)

Minor

- Public Health Minor (p. 532)
- Public Health Nutrition Minor (p. 532)

Public Health, BSPH

The Tulane Bachelor of Science in Public Health (BSPH) degree is an academic degree which addresses the health of populations

and communities through instruction, service, and community based research. The degree is firmly grounded in a background of humanities, social science and the liberal arts. The degree fulfills Tulane University's campus-wide undergraduate core proficiency through this background while stressing an additional commitment to quantitative and scientific skills.

Newcomb-Tulane Core Proficiencies Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.
- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

Requirements

Program Competencies

- Describe the history, philosophy, core values, concepts, functions, and population-based approaches of public health.
- Explain the behavioral, environmental, biological, and socio-economic determinants that impact human health and contribute to health disparities.
- Apply data collection and analysis to develop evidence-based population approaches to public health problems.
- Discuss and apply cultural competencies and concepts of public health planning, implementation, assessment, and evaluation.
- Describe the fundamental characteristics and organizational structures of the U.S. health system as well as the systems in other countries.
- Describe the legal, ethical, economic, and regulatory aspects of public health practice and health policy.
- Demonstrate public health communication skills using oral, written, mass media, and electronic technology formats.

Course ID	Title	Credits
Public Health Basic Core		
SPHU 1010	Intro To Public Health	3
SPHU 1020	Cell, Individual & Community	3
SPHU 2150	Foundations of Environmental Health	3
SPHU 2160	Biostatistics in Public Health	3
SPHU 3010	Foundations of Health Care Systems	3
SPHU 3110	Social and Behavioral Perspectives in Public Health	3
SPHU 3170	Foundations of Epidemiology	3
SPHU 4010	Formulation of Public Health Policy	3
Capstone (Select 1) [1]		
SPHU 4560	Capstone Internship	3
or SPHU 4540	Capstone Senior Seminar	
or SPHU 4550	Capstone Independent Study	
or SPHU 4560	Capstone Internship	
or SPHU 4580	Capstone International Program	
or SPHU 4990	Honors Thesis	
or SPHU 5000	Honors Thesis	
BSPH Electives		
Select a minimum of six courses		18
Total Credit Hours		**45**

[1] Students are eligible to complete their capstone after five semesters as an undergraduate, and with a majority of their other program requirements completed. See capstone options at https://sph.tulane.edu/bsph/capstone (https://sph.tulane.edu/bsph/capstone/).

BSPH Electives

BSPH Electives provide the opportunity to focus on specialized public health knowledge or to gain a breadth of knowledge across public health fields. Because of the multi-disciplinary nature of public health, students are encouraged to consult with their program advisors to explore electives that will further their career goals or expand their public health interests and integrate other relevant disciplines into their study of public health.

A minimum of 3 courses for a minimum of 9 credit hours must be completed in courses offered by Public Health faculty (SPHU classes).

Public Health Electives

Course ID	Title	Credits
SPHU 2016	Infectious Disease Outbreaks	3
SPHU 2050	Arthropods and Public Health	3
SPHU 2300	Introduction to Nutrition	3
SPHU 2333	Introduction to Global Maternal and Child Health	3
SPHU 2400	Global Health in Action	3
SPHU 2410	Health & Women's Rights	3
SPHU 2420	Health Challenges and Climate Change	3
SPHU 3015	Public Health Program Implementation and Management	3
SPHU 3120	Issues & Strategies in Public Health	3
SPHU 3200	Nutrition & Chronic Disease	3
SPHU 3330	Disasters & Environmental Health	3
SPHU 3500	Public Health Approach to Sexual Violence	3
SPHU 3560	Biological Basis of Disease	3
SPHU 3600	Women's Reproduction & Obstetric Health	3
SPHU 4160	Introduction to Statistical Packages	3
SPHU 4180	Introduction to Qualitative Methods	3
SPHU 4200	Evidence Based Public Health	3
SPHU 4210	Health & Environmental Risk	3

SPHU 4220	Latino Health in the US	3
SPHU 4240	Epidemiology of Sexually Transmitted Infections	3
SPHU 4260	Organizational Leadership and Management in Public Health	3
SPHU 4300	Public Health Communication	3
SPHU 4330	Resilience in International Disasters	3
SPHU 4340	Public Health Genomics	3
SPHU 4350	Zoonotic Infections	3
SPHU 4410	Data and Information Management in Public Health	3
SPHU 4570	Internship (non-capstone)	3
SPHU 4910	Independent Study	1-3
SPHU 4920	Independent Study	1-3
Combined degrees: BSPH + MPH/MSPH/MPHTM degrees - Foundational Courses - SPHL 6050, SPHL 6060, SPHL 6070, SPHL 6080		
Combined BSPH + MHA degree - HPAM 6050, HPAM 6200, HPAM 6300, HPAM 6710		

Additional Electives

Certain courses above the 2000-level from other schools and departments with public health content or relevance may be approved by the program director as electives for public health majors. See the SPHU website https://sph.tulane/bsph/degree (https://sph.tulane.edu/bsph/degree/)for a list of approved electives outside of Public Health courses.

Study Abroad electives: SPHU 5390 or SPHU 5390 Study Abroad credits approved by the program.

Public Health Minor

The Public Health Minor is designed for students who are looking for an introduction to the field and its disciplines. This minor offers a complementary curriculum for students who are on a pre-medical track or those majoring in fields, such as environmental sciences or policy, which may incorporate a health focus. The coursework for the minor offers exposure to the concepts and applications of public health in a variety of the specific disciplines that make up the School of Public Health and Tropical Medicine.

To declare the Public Health minor:

- Student must be in good academic standing with an overall GPA of 2.0 or better.
- All minor courses must be taken for a letter grade.
- Completion of the minor requires a GPA of 2.0 or better in all classes taken for credit towards the minor.

Requirements

The Public Health Minor requires a minimum of 18 hours in undergraduate public health credits.

Students are required to take the following courses for a total of 18 credits:

Course ID	Title	Credits
Required Courses		
SPHU 1010	Intro To Public Health	3
SPHU 1020	Cell, Individual & Community	3
SPHU 3170	Foundations of Epidemiology	3
Select three additional Public Health courses [1]		9
Total Credit Hours		**18**

[1] Students choose three (3) additional public health courses for nine (9) credits. Courses with the SPHU prefix (e.g., SPHU 3010, SPHU 4210) will count as an elective. One study abroad course may count toward this requirement with approval of a program advisor.

Please note the following before applying to the Public Health Minor:

- Applicants must be in good academic standing with an overall GPA of 2.0 or better.
- All minor courses must be taken for a letter grade.
- Completion of the minor requires a GPA of 2.0 or better in all classes taken for credit towards the minor.

Public Health Nutrition Minor

Overview

The Public Health Nutrition Minor is designed to equip students with the knowledge and skills necessary to understand and address the interplay between nutrition and public health. This minor offers a complementary curriculum for students who are majoring in a health-focused field, science-focused field, and liberal arts. The coursework for the minor offers students exposure to interdisciplinary aspects of public health nutrition, such as education and communication, epidemiology, systems, and policy.

Requirements

Course ID	Title	Credits
Core Courses (12 credit hours)		
SPHU 1010	Intro To Public Health	3
or SPHU 1020	Cell, Individual & Community	
SPHU 2300	Introduction to Nutrition	3
SPHU 3360	Public Health Nutrition: Principles to Practice	3
SPHU 4310	Nutrition Education and Communication	3
PH Skill-Based Nutrition Selectives (Choose 2)		**6**
SPHU 3015	Public Health Program Implementation and Management	
SPHU 3200	Nutrition & Chronic Disease	
SPHU 3350	Lifecycle Nutrition	
SPHU 3570	Introductory Microbiology	
SPHU 4330	Resilience in International Disasters	
SPHU 4550	Capstone Independent Study	
SPHU 4570	Internship	
PSDV 3500	Global Food Politics & Policy	
ECON 3530	Global Food Economy	

EVST 3010	Food System Leadership in the Gulf South
Total Credit Hours	**18**

Per university policy, students are not permitted to share credits between minors. Only three credit hours can be shared with a Public Health Major.

SCHOOL OF SCIENCE AND ENGINEERING

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Associate Dean for Undergraduate Programs

Marie Dahleh
Ph.D., Princeton University
Associate Dean for EDI, Strategic Innovation and Masters Programs

Mission Statement

The mission of the Tulane University School of Science and Engineering is to provide outstanding opportunities for learning and discovery in science and engineering and to foster an environment that is student focused, research intensive, trans-disciplinary, entrepreneurial, and responsive to the needs of society and the community.

Programs of Study

The School of Science and Engineering offers two degrees at the undergraduate level, the Bachelor of Science in Engineering (B.S.E.) and the Bachelor of Science (B.S.); and two graduate degrees, the Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.). Students seeking an undergraduate degree from the School of Science and Engineering must have a primary major offered by the school. Students may have an additional major or minor in a second program. To qualify for graduation, an undergraduate student must satisfy the requirements of the Newcomb Tulane College core curriculum, the school specific core, and the major program and meet the residency and quality of work requirements of Newcomb-Tulane College. To qualify for graduation, a graduate student must meet the graduate program requirements.

Degrees

The School of Science and Engineering offers the Bachelor of Science in Engineering (B.S.E.) and the Bachelor of Science (B.S.) degrees at the undergraduate level. The School offers the major in Computer Science as a Coordinate Major with any other stand-alone major offered by Newcomb-Tulane College. Students also may earn certificates or minors which complement the undergraduate degree. The School offers graduate-level certificates, Master of Science (M.S.) degrees, and the Doctor of Philosophy (Ph.D.).

Undergraduate Programs

As a student in the School of Science and Engineering, you will be offered outstanding opportunities for learning and discovery in science and engineering in an environment that is student-focused, research-intensive, interdisciplinary, entrepreneurial, and responsive to the needs of the community. The School offers a broad range of undergraduate programs in the sciences, engineering, and mathematics. The undergraduate experience is further enriched by opportunities to engage in research, internships, study abroad, and public service. The School offers the Bachelor of Science and Bachelor of Science in Engineering degrees.

To declare a major or minor in the School of Science and Engineering you must contact the appropriate departmental office. The Major/Minor Declaration Form (https://advising.tulane.edu/sites/default/files/MajorMinorForm_20220207_0.pdf)requires the approval of the Department Chair. When declaring your major you will receive a Major Advisor to help schedule your Major and/or Minor required courses. The signed major/minor declaration form must be turned in to the student's Newcomb-Tulane advisor.

Second Majors, Minors, and Certificates

Students in the School of Science and Engineering may elect to complete a second major. They must complete all courses for each major and a total of at least 18 different courses in the two majors. At least half of the coursework required for majors must be completed at Tulane University, and students must have a grade point average of at least 2.000 in all coursework applied to the major. Students who satisfy the requirements for two majors in the School of Science and Engineering will receive one bachelor's degree, and their transcript will reflect that a double major has been completed. Second majors from an outside division are subject to the conditions set by requirements for that major as designated by the home division or department. Science and engineering students also may pursue one or two minors or a certificate. The minor or certificate is intended to give structure to the study of a secondary field of interest chosen by the student. Students should check the requirements of the intended minor or certificate, as they vary among departments. Students must complete at least 24 credits in their major that do not overlap with the minor or certificate. Students who elect to complete the requirements for a minor or certificate must earn a grade-point average of at least 2.000 in courses counting toward that minor. No courses counting toward the student's first minor will count toward the student's second minor or towards a certificate. Individual departments may have additional restrictions on major-minor/certificate overlap. Students should consult the department listings for additional information.

Graduate Degree Programs

Students at Tulane University may pursue a Master of Science (M.S.) or Doctor of Philosophy (Ph.D.) program in the School of Science and Engineering of Tulane University. Thirty credits are required for the M. S. degree. With approval, a student in some disciplines may elect to pursue a non-thesis M.S. that requires 30 credit hours of coursework. Thesis students take 24 course credit hours and six graded thesis research hours and complete a research thesis. The Ph.D. degree is awarded with a minimum of 48 credit hours plus a dissertation. Summer research work is typically required for the timely completion of the program. The 4+1 Master's program allows students in the School

of Science and Engineering to complete the requirements for both the bachelor's and master's degree in five years.

Graduate Admissions

Applicants holding the equivalent of a bachelor's degree in mathematics, science, or engineering or a related field from recognized institutions may be admitted to the graduate program of the School of Science and Engineering if their academic records and personal attributes indicate their ability to pursue advanced study successfully. Students must present to the appropriate department satisfactory evidence of adequate preparation for the subjects in which they seek to specialize. Ordinarily, only students whose undergraduate average is B or above are admitted. Students required to make up undergraduate course deficiencies before being admitted to the graduate program of the School of Science and Engineering may be asked to enroll in an undergraduate program as special students. In most cases, graduate credit is not awarded for undergraduate courses. A master's degree is not a prerequisite for study for the doctorate, but a student may be required to qualify for the master's degree while working toward the doctorate.

Financial Aid and Scholarships for Doctoral Students

The School of Science and Engineering awards financial support for doctoral students primarily on the basis of academic merit. For full-time students, financial assistance is available in the form of teaching assistantships, research assistantships, and fellowships, as well as partial and full tuition scholarships.

Selected Undergraduate and Graduate Awards

Aaron Hartman Award
The award recognizes exceptional performance in academic and research activities in Psychology by a Newcomb-Tulane College senior.

AICHE Awards
Several awards are offered. Two are scholastic awards, one offered by the New Orleans Section to the senior in chemical -engineering with the highest scholastic average, and one by the National Society to the junior in chemical engineering who made the highest average in the freshman and sophomore years. The annual chapter award is for outstanding participation in chapter activities, particularly participation in the student paper presentation. The student chapter award is for outstanding services to the profession. American Chemical Society Prizes were established in 1930 by the Louisiana section of the American Chemical Society and are awarded for excellence in chemistry.

Alpha Eta Mu Beta Award
This award, given by the biomedical engineering honor society, is presented to a junior for outstanding performance as a student in the biomedical engineering curriculum.

The American Chemical Society Award
For excellence in chemistry, a senior will be honored at a dinner given by the local chapter of the American Chemical Society, and also receive a check from the department. American Institute of Chemists Award Established to honor seniors in chemistry, chemical engineering, or biochemistry. Given in recognition of potential advancement of the chemical professions on the basis of a student's demonstrated record of leadership, ability, character, and scholastic achievement.

Ann Hero Northrup Prize in Chemistry (Junior or Senior)
The prize, established by the late Clare M. de Milt, consists of a valuable book or collection presented on behalf of the winner to the Howard-Tilton Library.

Anne M. McPherson Award in Psychology
The award recognizes junior or senior students who have demonstrated a capacity for cutting-edge research in the field of Psychology. Awardees should possess a strong overall grade point average and conduct research with a faculty member of the Department.

Arnold Gerall Award in Neuroscience
The award recognizes exceptional performance in academic and research activities in the area of Neuroscience by a Psychology major or a Neuroscience major advised by a member of the Psychology faculty.

The Barbara E. Moely Award for Application of Psychology
The award recognizes exceptional public service to the community.

Biomedical Engineering Graduate Student Outstanding Achievement Award
For outstanding accomplishments as a graduate student in the Department of Biomedical Engineering, Tulane University.

Biomedical Engineering Society Scholarship Award
This award is presented to the outstanding senior in biomedical engineering with the highest scholastic grade point average.

The Cell and Molecular Biology Prize
Special recognition for interest, enthusiasm and proficiency in Biology.

Chairman's Award
Given to a graduating senior who is outstanding in geology or earth science.

Chevron Undergraduate Award
Awarded to two students who have completed the second semester of the junior year and have the highest scholastic average.

C. W. Ricker Award
Awarded annually to an outstanding undergraduate Engineering Physics student.

Daniel H. Vliet Award
Established in 1989 to honor Dr. Daniel H. Vliet who served on the faculty of Electrical Engineering for 37 years, including four years as head of the department, before his retirement in 1986. The award goes to a sophomore in an engineering program who has demonstrated superior performance in freshman physics.

The Department of Chemistry Award for Excellence in Undergraduate Research
This award is given to Juniors/Seniors who demonstrate leadership ability, character and scholastic achievement.

Elsie Field Dupré Memorial Prize in Physics
This award honors a female physics student for her interest, enthusiasm, and proficiency in physics.

Faculty Award for Research in Psychological Science honors students for contributions to research in the basic science of psychology.

Faculty Award for Applied Psychological Research honors students for applied psychological research that addresses a critical problem in society at large.

The Faculty Memorial Award in Psychology honors the memory of our departed Psychology faculty colleagues.

Francis M. Taylor Award
Established in 1971 by chemical engineering alumni to honor Professor Emeritus Taylor. Awarded to a senior in chemical engineering for outstanding citizenship, professional attitudes, and accomplishments.

Fred R. Cagle Memorial Prize was established in 1981 in memory of Professor Cagle, a former chair of the Department of Zoology. The prize is awarded for outstanding achievement in ecology and evolutionary biology, taking into consideration the student's academic record, difficulty of academic program completed, and the likelihood of a substantial contribution to scholarship in integrative biology.

Gerald E. Gunning Memorial Award
Awarded annually to an exceptional undergraduate major in ecology and evolutionary biology.

Gerald S. Gussack Award
This award goes to the most outstanding graduating senior in Newcomb-Tulane College in Cell and Molecular Biology. The recipient is chosen based on excellence in Grade Point Average, creativity in honors thesis research, and a demonstration of well balanced academic achievement. The award is named in honor of the late Gerald Gussack, a Professor of Otolaryngology at Emory University School of Medicine, who was a 1975 graduate of Tulane College.

Glendy Burke Medals were established in 1848 (oratory) and 1879 (mathematics) by Glendy Burke. They are awarded for excellence in the fields of speech and mathematics.

Harold E. Vokes Award
Established in 1992 by the faculty of the Department of Geology in honor of Harold E. Vokes, professor emeritus of geology, for an outstanding graduating student in the Department of Earth and Environmental Sciences. Vokes Fellowship Awarded annually to the top Ph.D. candidate in the Department of Earth and Environmental Sciences.

Honors Thesis Award in Cell and Molecular Biology
For the student with the most outstanding thesis in Cell and Molecular Biology.

James Marshall Robert Leadership Award
Established in 1957 by the Society of Tulane Engineers and named in honor of Dean Emeritus Robert. Additional gifts from alumni and friends after Dean Robert's death in 1964 have made possible the award of a medal and cash to a senior in engineering in recognition of scholarship, collegiate activities, and leadership.

The Joseph J. Kyame Physics Award
This award was established in 1990 by the physics faculty, and is given to a senior for excellence in physics.

Joyous and William Van Buskirk Scholarship Award
The student was selected by the biomedical engineering faculty for his outstanding achievement in biomedical engineering studies.

Kappa Kappa Gamma Prize in Mathematics
Awarded to an outstanding undergraduate female math student.

Kenneth H. Kuhn, Sr. Memorial Award Senior
Team Design Project 1st Place Winners The students are selected by a panel of judges as the 1st place winners of the Senior Team Design Project for their ability to integrate the scholarship of discovery, learning, and service, by applying biomedical engineering to improve the quality of life for people with disabilities in the New Orleans Metro Area.

Leon H. Scherck Memorial Award
The oldest award presented by the School of Engineering was established in 1922 by the late Mrs. Albert H. Scherck of New Orleans in memory of her brother, Leon H. Scherck, class of 1894, for excellence in engineering. Awarded to a member of the senior class in an engineering program.

Liz Earley Prize in Cell and Molecular Biology
Awarded for excellence and proficiency in laboratory science.

Merck Index Awards
This award is presented each year to an outstanding student in Chemistry.

National Society of Black Engineers
There are two awards. One is awarded to the Outstanding Executive Board member and the other is to the graduating senior with the highest grade point average.

The Neuroscience Faculty Award
The award recognizes exceptional performance in academic and research activities in Neuroscience by a Newcomb-Tulane College senior.

New Orleans Geological Society Memorial Foundation Scholarships
Awarded annually to the outstanding freshman, sophomore, junior, and senior geology or earth science majors, upon recommendation of the faculty of the Department of Earth and Environmental Sciences.

Nissim Nathan Cohen Memorial Award
This award is presented to a graduating senior in Biomedical Engineering who has contributed most to his or her class, school, and the profession of Biomedical Engineering, as voted on by the senior class.

Omega Chi Epsilon Award
This award, presented by the chemical engineering honor society, is given to the member of the student chapter who best exemplifies the ideals of Omega Chi Epsilon.

Phi Beta Phi Award
Given occasionally to a junior or senior for best research paper in the sciences; the recipient is chosen among the departments of cell and molecular biology, chemistry, ecology and evolutionary biology, and physics.

Professor Erik G. Ellgaard Award for Excellence in Cell and Molecular Biology
For the best graduating senior in Cell and Molecular Biology.

Randall K. Nichols Award

Awarded to a chemical engineering junior who has special talents worthy of recognition and encouragement.

R. A. Steinmayer Award
Established in 1957 by the Tulane geological alumni in honor of R. A. Steinmayer, emeritus professor of geology, for the outstanding graduating student in the Department of Earth and Environmental Sciences.

Rosa Cahn Hartman Medal
The award recognizes exceptional performance in academic and research activities in Psychology by a Newcomb-Tulane College senior.

ROTC Awards
Encompass many prizes and honors, including the President's Cup, for ROTC work.

Sigma Gamma Epsilon Prize
Established in memory of W. A. Tarr by the national geology honor society, is awarded for scholarship and service in the Department of Earth and Environmental Science.

Stuart S. Bamforth Prize
Awarded for excellence in environmental studies to the graduating senior in earth and environmental sciences or ecology and evolutionary biology.

Terry Lawson Prize in Mathematics
Awarded to a graduating senior for excellence in undergraduate mathematical research.

William L. Alworth Prize in Biological Chemistry
This award honors Professor Emeritus William L. Alworth who retired in June of 2004 and will be awarded annually to the outstanding graduating senior majoring in Biological Chemistry. It is based on academic and research performance.

The Zoology Prize
Awarded to a graduating senior majoring in ecology and evolutionary biology for outstanding achievement in zoology.

Academic Policies

Newcomb-Tulane College Policies

A full description of academic policies for all students in Newcomb-Tulane College (https://catalog.tulane.edu/newcomb-tulane/#academicpoliciestext) can be found in the college's section of this catalog. Students should review these policies thoroughly.

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 80) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Science and Engineering Graduate Academic Regulations

Registration Requirement

To maintain full time status all graduate students must enroll for a minimum of 9 credit hours in the Fall Semester and a minimum of 9 credit hours in the Spring Semester (or equivalent). During the Summer, Ph.D. and M.S. with thesis students must enroll for 9990 or 9980, respectively. Some Departments may use equivalent courses that serve the same purpose. These are designated as "Masters Research" and "Dissertation Research" courses. Ph.D. and M.S. with thesis students who have completed all of their required course work must maintain continuous enrollment using these courses, each semester until all degree requirements are complete.

Course Credits

Graduate work is measured in terms of credits. A credit represents a measurement of academic progress in terms of work undertaken and satisfactorily completed and is not specifically related to an hour concept for class lecture or recitation. For purposes of evaluating graduate transfer credit, in most cases a credit is equal to a semester hour.

Grades and Grade Points

The same grading system is used throughout Tulane University. A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree in the School of Science and Engineering.

Conferring of Degrees

A student who has completed all of the requirements for a degree will have that degree conferred at the annual spring commencement, in May. Degrees are also conferred at the close of the fall semester in December and at the close of Summer School, in mid-August.

Transfer Credit

In general, up to 12 transfer credits of graduate courses may be accepted toward a master's degree, and up to 24 transfer credits may be accepted toward the doctorate. Only grades of B or better will be considered for transfer credit. The appropriate department and the Associate Dean must approve credit for graduate work done at other institutions.

Students ordinarily must complete the requirements for the doctorate within seven years from the original date of registration. Only in unusual cases, and with the approval of the department chair and Associate Dean, will credit be approved for courses taken more than six years before the date of the general or preliminary examination.

Credit for 6000-level courses taken by an undergraduate at Tulane University and passed with a grade of B or better may be transferred to a graduate degree program in the School of Science and Engineering on the recommendation of the Department Chair and with the approval of the Associate Dean.

Transfer Between Programs

To transfer from one graduate program to another offered by the School of Science and Engineering, a student must submit an application for admission to the new program. Transferring students must fulfill any obligations they have incurred in the first program prior to receiving their degrees from the second programs. The Department Chair and Associate Dean will determine whether credit from the initial program can be applied toward a degree in the new program.

Required Withdrawal, Probation and Dismissal

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 School of Science and Engineering
- Violation of the Code of Academic Conduct or other misconduct
- Possibility of danger to the health of the student or to other students if enrollment is continued.

A minimum grade point average of 3.00 (B) must be maintained by all students to remain in good standing in any graduate degree program. Students whose grade point average falls below 3.00 will be considered for a probationary semester in consultation with the chair of the appropriate department. Students who receive a grade below B- or two grades of B- also will be considered for probation in consultation with the chair of the appropriate department. The terms of the probation are determined by the department chair, in consultation with the Dean or designate. Students who fail to meet the terms of their probation in two consecutive semesters will be required to withdraw from the program. Students are subject to dismissal in consultation with the appropriate department if they receive two grades below B- in a given semester. Two grades of B- are considered equivalent to one grade below B-. If a student becomes subject to dismissal during the semester in which other graduation requirements are met, the student will be excluded and will not receive the degree. Courses with grades below B- may not be used to meet degree requirements. It is the department's responsibility to report to the Dean, in a timely manner, any student not making reasonable progress toward the degree. The School of Science and Engineering and the University reserve the right to change any of its rules, courses, regulations, and charges without notice, and, if necessary, to make such changes applicable to students already registered as well as to new students.

Degree Requirements

Graduate (p. 538)

- General Graduate School Requirements (p. 538)

Undergraduate (p. 538)

- Newcomb-Tulane College Requirements (p. 538)
  - Newcomb-Tulane College General Education Curriculum (p. 538)
  - Proficiency Requirements (p. 538)
  - Distribution Requirements (p. 539)
  - Additional Core Requirements (p. 539)
- School of Science and Engineering Requirements (p. 539)

Graduate

The School of Science and Engineering has active research programs in 14 focus areas within the school and a rich variety of interdisciplinary programs linked to Tulane's School of Medicine (https://medicine.tulane.edu/), the Tulane National Primate Research Center (https://tnprc.tulane.edu/), the Bioinnovation Institute (https://bioinnovation.tulane.edu/), and the Bywater Institute (https://bywater.tulane.edu/). The school offers both Ph.D. and M.S. degrees. With approximately 130 research faculty, 350 students in Ph.D. programs, and 100 students in M.S. programs, Tulane's Science and Engineering programs are large enough to have state-of-the art facilities, but small enough to provide an intimate research atmosphere, where faculty and students work side by side.

General Graduate School Requirements

A full description of Master's (p. 89) and PhD Degree (p. 92) 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.

Undergraduate Requirements

Newcomb-Tulane College Requirements

Newcomb-Tulane College General Education Curriculum

The Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into three parts: proficiency requirements, distribution of knowledge requirements, and additional requirements. To ensure that students experience the breadth of knowledge at the collegiate level, AP, IB, and Cambridge A-Level courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements went into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee.

Proficiency Requirements

Writing Skills (2 courses and 6 credits)

- Tier 1: Freshman writing (ENGL 1010 Writing or ENGL 1011 Writing for Academic Purposes) unless the student is exempt because of their score on the A.P/I.B./Cambridge-A level exams.
- Students receiving exemption from ENGL 1010 Writing/ENGL 1011 Writing for Academic Purposes are required to take an approved writing class during their freshman year. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), but no revision is required.
- Tier 2: One additional writing course at the 2000 level or above taken from an approved list. Approved courses will have at least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.
- Students are encouraged to take the Tier-1 writing course prior to taking the Tier-2 writing course; however, students

are not prohibited from taking the Tier-1 and Tier-2 courses simultaneously.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

- One course in mathematics or symbolic logic from an approved list.

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

- A passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language or ASLS coursework) or higher in accordance with assigned placement level.
- A passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.
- A passing grade in a course at the level of placement above 2030.
- Advanced Placement score of 4 or 5 **in a foreign language test as noted in the AP/IB chart**
- Higher-Level IB score of 5 or higher **in a foreign language test as noted in the AP/IB chart**
- Cambridge A-Level score decided by the appropriate language department.
- SAT II achievement test of 640 or higher **in a foreign language.**

Note: This requirement is waived for students in B.S.E. programs.

Distribution Requirements

(A course can satisfy only one of the distribution areas.)

Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)

(Those completing the B.F.A. degree need only complete 1 course with lab)

Social and Behavioral Sciences (2 courses and 6 credits)

Textual and Historical Perspectives (2 courses and 6 credits)

Aesthetics and the Creative Arts (3 credits), which can be fulfilled in 1-3 courses.

Additional Core Requirements

The First Year Seminar (p. 77) (1 course, 1-3 credits)

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.))

Public Service (2 courses)

Students develop their commitment to civic engagement through the completion of service learning courses experiences. All students will complete their public service through service-learning courses, an approved public service internship, or an approved public service research experience. These courses can also be used to satisfy other areas of general education.

- To meet this requirement for graduation, all students must complete two semesters of service. One of these semesters must be at the 2000 level or above. The first experience should be completed by the 2nd semester of the sophomore year.
- Service Learning courses require a minimum of 20 hours of service per semester. Those service-learning courses designated as requiring a minimum of 40 hours of service carry one additional credit hour. No course may carry more than 4 credits.

Race and Inclusion (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus on the intersections of race with power, privilege, equity, justice, and/or inclusion and will focus at least 60% their content on these issues in the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

Global Perspectives (1 course, 3 credits)

One course and 3 credits. Courses that fulfill this requirement will focus at least 60% content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the United States. These courses may also be used to satisfy proficiency or distribution core curriculum requirements.

For more information please visit the Core Curriculum website (https://college.tulane.edu/core-curriculum/).

School of Science and Engineering Undergraduate Requirements

Students seeking a B.S. should satisfy all core requirements as outlined in the Newcomb-Tulane College section and meet the school-specific and major requirements in this section. Students seeking a B.S.E. should satisfy all core requirements except that of Foreign Language as outlined in the Newcomb-Tulane College section and meet the school-specific and major requirements in this section.

Mathematics and Science

Candidates for the B.S. and B.S.E. degrees in the School of Science and Engineering must take a minimum of 32 credits of science and mathematics selected from at least two different disciplines: cell and molecular biology, chemistry, ecology and evolutionary biology, earth and environmental sciences, mathematics, neuroscience, physics and psychology. At least one of these courses must include a laboratory.

A minimum of six credits of mathematics is required. Any two Mathematics courses numbered 1210 and above may be used to satisfy this requirement. However the combination of MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may count as one course toward this requirement. Students may satisfy all, or part, of the requirement with the appropriate AP score(s). A score of 4 or 5 on the Advanced Placement AB Calculus exam earns credit for MATH 1210 Calculus I (4 c.h.). A score of 3 on the BC Calculus exam together with a score of 4 or 5 on the AB subsection of the BC exam earns credit for MATH 1210 Calculus I (4 c.h.). A score

of 4 or 5 on the BC exam earns credit for MATH 1210 Calculus I (4 c.h.) and MATH 1220 Calculus II (4 c.h.). Students who earn a B- or higher in MATH 1310 Consolidated Calculus (4 c.h.), a course that combines both Calculus I and II, receive credit for both this course and MATH 1210 Calculus I (4 c.h.). Departments may recommend, or require, particular mathematics or science courses for their majors, and students are advised to consult the major department's listing in this catalog.

Writing Intensive/Writing Skills Requirement

Students should satisfy the Writing Skills core requirements as outlined in the Newcomb-Tulane College section. Students may satisfy the Tier 2 requirement within the School of Science and Engineering by taking one course designated "writing-intensive" in the course schedule.

A student enrolled in the School of Science and Engineering must select a major offered by the school no later than the beginning of a student's fourth semester of college study.

Internships for Academic Credit

Some departments offer internships for academic credit as part of the major. An internship combines a relevant academic component with experiential learning. The academic component may, for example, consist of a term paper, a poster presentation, a number of short papers, or discussions of a number of books. Internships ordinarily are open only to those students completing a major in the department that will award the credit. Students should register for Internship Studies (course numbers and names vary) within the department sponsoring the internship after having made initial arrangements with a professor who will sponsor the internship.

A student may not take a salaried position outside the university while earning credit for an internship, except where such an arrangement is required by the cooperating organization for insurance purposes. If a student must take a salaried position for this reason, a letter to this effect from the cooperating organization must be filed with the chair of the sponsoring department prior to the end of the add period. Further, additional work (e.g., written report, reflection paper, journal, etc.) will be required to enhance the academic component of the internship. Only one internship may be completed each semester. Internships are graded satisfactory/unsatisfactory (S/U) unless they are housed in the Center for Public Service (CPS). The sponsoring professor will assign a grade for the internship at the close of the semester after evaluating its academic and experiential aspects.

An alternative internship experience is offered to students through INTR 1990 Liberal Arts Internship (1 c.h.). INTR 1990 Liberal Arts Internship (1 c.h.) was created to accommodate students seeking to participate in internships that require students earn credit for their experience. INTR 1990 Liberal Arts Internship (1 c.h.) carries one credit, which will apply toward the degree but will not apply toward any core curriculum, major, or minor requirement. Only one credit of INTR 1990 Liberal Arts Internship (1 c.h.) may be applied toward the degree. INTR 1990 Liberal Arts Internship (1 c.h.) must be taken on a satisfactory/unsatisfactory (S/U) basis. Students who have completed fewer than 30 credits may not register for this course. Students interested in registering should fill out the online application at https://fs7.formsite.com/tulanecsc/InternshipRegistration/index.html (https://fs7.formsite.com/tulanecsc/InternshipRegistration/).

Independent Study

For Science and Engineering independent study courses, up to 6 credits of independent study can be A-F graded. After 6 credits of independent study, students may take additional independent study only with Satisfactory/Unsatisfactory (S/U) graded credit. Registration is completed in the academic department sponsoring the independent study.

Academic Departments

- Center for Computational Science (p. 542)
- Department of Biomedical Engineering (p. 544)
- Department of Cell and Molecular Biology (p. 546)
- Department of Chemical and Biomolecular Engineering (p. 549)
- Department of Chemistry (p. 552)
- Department of Computer Science (p. 554)
- Department of Earth and Environmental Sciences (p. 561)
- Department of Ecology and Evolutionary Biology (p. 564)
- Department of Mathematics (p. 571)
- Department of Physics and Engineering Physics (p. 578)
- Department of Psychology (p. 594)
- Department of River-Coastal Science and Engineering (p. 599)
- Interdisciplinary Graduate Degree Programs (p. 604)
- Neuroscience Program (p. 577)
- Program in Biological Chemistry (p. 542)

Programs

Undergraduate

Majors

- Biological Chemistry Major (p. 542)
- Biomedical Engineering Major (p. 544)
- Cell and Molecular Biology Major (p. 546)
- Chemical Engineering Major (p. 549)
- Chemistry Major (p. 552)
- Computer Science Coordinate Major (p. 555)
- Earth and Environmental Sciences Major (p. 561)
- Ecology and Evolutionary Biology Major (p. 565)
- Engineering Physics Major (p. 580)
- Environmental Biology Major (p. 569)
- Mathematics Major (p. 573)
- Neuroscience Major (p. 577)
- Physics Major (p. 589)
- Psychology Major (p. 595)

Minors

- Biological Chemistry Minor (p. 543)
- Biomedical Engineering Minor (p. 545)
- Biomedical Engineering Minor for Non-Engineering Majors (p. 545)
- Cell and Molecular Biology Minor (p. 547)
- Chemistry Minor (p. 553)
- Civil Engineering-Water Resources and Environmental Minor (p. 600)

- Earth and Environmental Sciences Minor (p. 563)
- Ecology and Evolutionary Biology Minor (p. 566)
- Electrical Engineering Minor (p. 580)
- Engineering Science Minor (p. 584)
- Marine Biology Minor for Biology Majors (p. 570)
- Marine Biology Minor for Non-Biology Majors (p. 570)
- Materials Engineering Minor (p. 585)
- Mathematics Minor (p. 573)
- Mechanical Engineering Minor (p. 589)
- Physics Minor (p. 592)
- Psychology Minor (p. 596)

Certificates (Undergraduate)

- Computational Engineering Certificate (p. 579)
- Computer Science Certificate (p. 554)
- Electrical Engineering Certificate (p. 579)
- Geographic Information Systems Certificate (p. 564)
- Materials Engineering Certificate (p. 584)
- Mechanical Engineering Certificate (p. 588)

Graduate Programs

The School of Science and Engineering has active research programs in 14 focus areas within the school and a rich variety of interdisciplinary programs linked to Tulane's School of Medicine (https://medicine.tulane.edu/), the Tulane National Primate Research Center (https://tnprc.tulane.edu/), the Bioinnovation Institute (https://bioinnovation.tulane.edu/), and the Bywater Institute (https://bywater.tulane.edu/). The school offers both Ph.D. and M.S. degrees. With approximately 130 research faculty, 350 students in Ph.D. programs, and 100 students in M.S. programs, Tulane's Science and Engineering programs are large enough to have state-of-the art facilities, but small enough to provide an intimate research atmosphere, where faculty and students work side by side.

Certificates (Graduate)

- Health Psychology Certificate (Graduate) (p. 598)
- River-Coastal Science and Engineering Certificate (Graduate) (p. 600)
- Trauma Focused School Psychology Certificate (Graduate) (p. 598)

Master of Science

Masters programs in the School of Science and Engineering are designed to enhance your employment opportunities as well as to assist you in pursing admission to doctoral programs and professional schools. A masters degree may take from one year to two years to complete, depending on the program.

Masters degree programs are offered in:

- Applied Mathematics, MS (p. 571)
- Behavioral Health, MS (p. 594)
- Biomedical Engineering, MS (p. 546)
- Cell and Molecular Biology, MS (p. 548)
- Chemical and Biomolecular Engineering, MS (p. 551)
- Computational Science, MS (p. 542)
- Computer Science, MS (p. 557)
- Data Science, MS (p. 572)
- Earth and Environmental Sciences, MS (p. 563)
- Ecology and Evolutionary Biology, MS (p. 567)
- Interdisciplinary, MS (p. 604)
- Materials Science and Engineering, MS (p. 587)
- Mathematics, MS (p. 573)
- Neuroscience, MS (p. 605)
- Physics, MS (p. 592)
- Psychology, MS (p. 596)
- River-Coastal Science and Engineering, MS (Non-Residential) (p. 601)
- River-Coastal Science and Engineering, MS (Residential) (p. 602)
- Statistics, MS (p. 576)

With permission of department and instructor, students also may enroll as non-degree special students.

4+1 Master's Programs

The 4+1 Masters programs at Tulane University provide Tulane undergraduates with the opportunity to earn a masters degree in a single year following the completion of the bachelor's degree.

4+1 Masters Degree Programs are offered in the following disciplines:

- Applied Mathematics (p. 571)
- Biomedical Engineering (p. 546)
- Behavioral Health (p. 594)
- Cell and Molecular Biology (p. 548)
- Chemical and Biomolecular Engineering (p. 551)
- Computational Science (p. 542)
- Computer Science (p. 557)
- Ecology and Evolutionary Biology (p. 567)
- Materials Science and Engineering (p. 587)
- Mathematics (p. 573)
- Neuroscience (p. 605)
- Physics (p. 592)
- Psychology (p. 596)
- Statistics (p. 576)

With permission of the department and instructor, students also may enroll as non-degree special students at 50% graduate tuition.

Doctor of Philosophy

The School of Science and Engineering at Tulane University places significant emphasis on doctoral education. Nearly all of our approximately 350 doctoral students are supported by assistantships or fellowships and conduct research with approximately 130 faculty members. Facilities are excellent and the close knit community of students, faculty and staff serves to stimulate multidisciplinary collaboration. This characteristic is reflected in the descriptions of research programs of individual faculty.

Ph.D. programs are offered in the following areas:

- Bioinnovation, PhD (p. 604)
- Biomedical Engineering, PhD (p. 546)
- Cell and Molecular Biology, PhD (p. 548)
- Chemical and Biomolecular Engineering, PhD (p. 551)
- Chemistry, PhD (p. 553)
- Computational Science, MS (p. 542)
- Computer Science, PhD (p. 559)
- Earth and Environmental Sciences, PhD (p. 564)
- Ecology and Evolutionary Biology, PhD (p. 568)
- Materials Physics and Engineering, PhD (p. 585)
- Mathematics, PhD (p. 574)
- Neuroscience, PhD (p. 605)
- Physics, PhD (p. 592)
- Psychology, PhD (p. 598)
- River-Coastal Science and Engineering, PhD (p. 603)

Center for Computational Science

Programs

Graduate

- Computational Science, MS (p. 542)

Computational Science, MS

Overview

Computational Science is a discipline dedicated to the use of computers for the solution of mathematical equations that describe scientific problems over a wide variety of fields. Its aim is to obtain new scientific information and technical practices. The phenomena approached by Computational Science can range from modeling blood flow to geophysical events, biomolecular processes, turbulence in the motion of liquids and gases, the trajectory of spacecraft, statistics, epidemiology, and more.

Investigators with computational science expertise provide ways of approaching important problems that complement and improve experimental and theoretical approaches by performing simulations outside the ranges of what may be viable by other methods. In this way, computational science informs other studies, generating synergy with scientific and engineering disciplines.

Requirements

Course ID	Title	Credits
Program Requirements		
MATH 7570	Scientific Computatn II (numerical linear algebra or equivalent)	3
MATH 7580	Scientific Computing III (numerical differential equations or equivalent)	3
COSC 6000	C++ Prog For Sci & Engr	3
COSC 6100	Data Visualization	3
COSC 6200	Large Scale Computation	3
One course from Group A (Theory and Applications)		3
Two courses from Group B, one with approval from CCS advisor		6
MATH 9980 & 9980	Masters Research and Masters Research	6
Total Credit Hours		**30**

Course ID	Title	Credits
Group A (theory and applications)		
Take one of the following		
MATH 6470	Analy Methods Appl Math	3
MATH 7310	Applied Mathematics I	3
MATH 7320	Applied Math II	3
BMEN 6420	Transport in Cells and Organs	3
BMEN 6330	Advanced Biofluid Mech	3
CENG 6770	Advances In Biotechnolog	3
CHEM 7120	Statistical Mechanics	3
NSCI 7110	Graduate Neuroscience I	3
PHYS 7170	Quantum Mechanics I	3

Course ID	Title	Credits
Group B (computing courses)		
Take two of the following, one with approval from CCS advisor		
MATH 7740	Topics In Computation	3
CHEM 7140	Computational Quantum Chemistry	3
MATH 7360	Data Analysis	3
CMPS 6130	Intro Comp Geom	3
CMPS 6140	Intro Artificial Intelligence	3
CMPS 6160	Introduction to Data Science	3
CMPS 6210	Algs Comp Struct Bio	3
CMPS 6240	Intro to Machine Learning	3
CMPS 6340	Introduction to Deep Learning	3
CMPS 6360	Data Visualization	3
CMPS 6620	Artificial Intelligence	3
CMPS 6630	Computational Bio & Bioinform	3
CMPS 6640	Advanced Computational Geometry	3

Program in Biological Chemistry

Programs

Undergraduate

Major

- Biological Chemistry Major (p. 542)

Minor

- Biological Chemistry Minor (p. 543)

Biological Chemistry Major

A major in Biological Chemistry must include the cell and molecular biology, chemistry, physics and mathematics courses in the lists under Requirements. At least two elective courses, selected from Requirements list, also must be included. In addition, an appropriate six-credit special project integrating the student's biological and chemical studies is required.

Because of the interdisciplinary nature of the Biological Chemistry major, students in this program may not minor in chemistry, cell and molecular biology, or ecology and evolutionary biology.

Requirements

Course ID	Title	Credits
Cell and Molecular Biology Required Courses		
CELL 1010	Intro to Cell & Molec Biology	3
CELL 2050	Genetics	3
CELL 3030	Molecular Biology	3
CELL 3035	Molecular Biology Lab	1
CELL 3750	Cell Biology	3
CELL 4220	Microbiology	3
Chemistry Required Courses		
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4
CHEM 3120 & CHEM 3125	Physical Chemistry II and Physical Chemistry Lab II	4
CHEM 3830 & CHEM 3835	Intro To Biochemistry and Intro to Biochem Lab	5
CHEM 3840	Intermediate Biochem	3
Select one of the following:		
CHEM 2410 & CHEM 2415	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2430 & CHEM 2435	Organic Chemistry I: Deep-learning and Organic Chemistry I Laboratory: Deep-learning	4
Select one of the following:		
CHEM 2420 & CHEM 2425	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2440 & CHEM 2445	Organic Chemistry II: Deep-learning and Organic Chemistry Laboratory II: Deep-learning	4
Physics Required Courses		
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4
Mathematics Required Courses		
MATH 1210	Calculus I [1]	4
MATH 1220	Calculus II [1]	4
MATH 2210	Calculus III	4
Electives		
Select at least two of the following:		6
CELL 3050	Foundations of Pharmacology	
CELL 3210	Physiology	
CELL 3310	Cellular Neuroscience	
CELL 3320	Systems Neuroscience	
CELL 3755	Cell Biology Laboratory	
CELL 4130	Embryology	
CELL 4160	Developmental Biology	
CELL 4225	Microbiology Laboratory	
CELL 4340	Neurobiology of Disease	
CELL 4370	Molecular Neurobiology	
CELL 4710	Molecular Biology of Cancer	
CELL 4780	Developmental Genetics	
CENG 2500	Intro To Biotechnology	
CENG 4710	Biochemical Engineering	
CHEM 3110	Physical Chemistry I	
CHEM 3310	Instrumental Analysis	
MATH 1230	Statistics For Scientists	
NSCI 6530	Psychopharmacology	
PHYS 3210	Molecular Biophysics & Polymer Physics	
Independent Studies		
Select one year (research and/or honors thesis) of the following:		6
BMEN 4902	SR Research Prof Experience I	
BMEN 4912	SR Research Prof Experience II	
CELL 4910	Independent Study	
CELL 4920	Independent Study	
CELL 4990	Honors Thesis	
CELL 5000	Honors Thesis	
CENG 4820	Independent Study	
CENG 4910	Independent Study	
CENG 4920	Independent Study	
CHEM 4010	Research	
CHEM 4020	Research and Seminar	
CHEM 4990	Honors Thesis	
CHEM 5000	Honors Thesis	
Total Credit Hours		**84**

[1] MATH 1310 Consolidated Calculus (4 c.h.) may be taken in lieu of MATH 1210 Calculus I (4 c.h.) and MATH 1220 Calculus II (4 c.h.).

Biological Chemistry Minor

The minor in Biological Chemistry consists of coursework in the Departments of Chemistry and Cell & Molecular Biology. Courses are required in Genetics, Biochemistry, and either Cell Biology or Molecular Biology.

Requirements

Course ID	Title	Credits
Cell and Molecular Biology Courses		
CELL 2050	Genetics	3
Chemistry Courses		
CHEM 3830	Intro To Biochemistry (Prerequisites : Chem. 2410, Chem. 2420)	3
CHEM 3840	Intermediate Biochem	3
CHEM 3835	Intro to Biochem Lab	2
Electives		
CELL 3750	Cell Biology	3
or CELL 3030	Molecular Biology	
Total Credit Hours		**14**

Additional information:

To minor in Biological Chemistry, students cannot have a major in Chemistry or Cell and Molecular Biology.

Department of Biomedical Engineering

Programs

Undergraduate

Major

- Biomedical Engineering Major (p. 544)

Minors

- Biomedical Engineering Minor (p. 545)
- Biomedical Engineering Minor for Non-Engineering Majors (p. 545)

Graduate

- Biomedical Engineering, MS (p. 546)
- Biomedical Engineering, PhD (p. 546)

Biomedical Engineering Major

Welcome to the Department of Biomedical Engineering at Tulane University in New Orleans, LA. Since 1977, our department has been a leader in engineering science investigations of health and medicine. As you explore this site, you will see that our curriculum and translational studies are targeted and integrated, spanning areas of biomaterials, biomechanics, device development and tissue engineering. Our team of faculty and staff members brings energy and enthusiasm towards educating future generations of biomedical engineers as we solve today's most complex and interesting basic and applied research problems relevant to healthcare. We welcome the opportunity to develop collaborations at all levels.

Tulane's Biomedical Engineering program is accredited by the Engineering Accreditation Commission of ABET (www.abet.org).

Requirements

Curriculum

Year 1

Fall		**Credit Hours**
MATH 1210	Calculus I [1]	4
CHEM 1070	General Chemistry I	3
CHEM 1075	General Chemistry Lab I	1
PHYS 1310	General Physics I	4
ENGL 1010	Writing	4
TIDES Tulane Inter. Exp. Sem.		1
SCEN 1400	Engineering at Tulane and Beyond (optional) [2]	1
	Credit Hours	**18**
Spring		
MATH 1220	Calculus II	4
CHEM 1080	General Chemistry II	3
CHEM 1085	General Chemistry Lab II	1
PHYS 1320	General Physics II	4
ENGP 1410	Statics	3
NTC Core Elective		3
	Credit Hours	**18**

Year 2

Fall		
MATH 2210	Calculus III	4
CELL 1010	Intro to Cell & Molec Biology	3
CELL 2115	General Biology Lab	1
BMEN 2310	Product & Experimental Design [3]	3
ENGP 2010	Electric Circuits	3
ENGP 2011	Electric Circuits Lab	1
ENGP 2430	Mechanics of Materials	3
	Credit Hours	**18**
Spring		
MATH 2240	Intro To Applied Math	4
BMEN 2020	Computing Concepts & Applic	4
BMEN 2600	Intro Organic & Biochem	3
BMEN 2730	Biomedical Electronics	4
ENGP 3120	Materials Science and Engineering	3
	Credit Hours	**18**

Year 3

Fall		
BMEN 3030	Anatomy & Physio for Engr	3
BMEN 3035	Anatomy & Physiology for Engineers Cadaver Lab	1
BMEN 3440	Biofluid Mechanics	3
BMEN 4900	Art of Professional Eng	1
BMEN 3xxx	"Domain" class [4]	3
PELECT Professional Elective [5]		3
	Credit Hours	**14**
Spring		
BMEN 3070	Quantitative Physiology	3
BMEN 3075	Quant. Physiology Lab	1
BMEN 3820	Math Analysis Bio Systms	3
BMEN 4902	SR Research Prof Experience I	3
BMEN 3xxx	"Domain" class [4]	3
NTC Core Elective		3
	Credit Hours	**16**

Year 4

Fall		
BMEN 4030	BMEN Team Dsgn Project I	3
BMEN 4890	Service Learning	0
BMEN 6710	Departmental Seminar	1
BMEN 4912	SR Research Prof Experience II	3
NTC Core Elective		3
Professional Elective [5]		3

Professional Elective [5]		3
	Credit Hours	**16**
Spring		
BMEN 4040	BMEN Team Dsgn Proj II	3
BMEN 4920	Senior Research and Design Conference	0
BMEN 4890	Service Learning	0
NTC Core Elective		3
NTC Core Elective		3
Professional Elective [5]		3
	Credit Hours	**12**
	Total Credit Hours	**130**

1. Students with a strong preparation in calculus are advised to consider MATH 1310 Consolidated Calc. in lieu of MATH 1210/1220 Calc. I & II. Consult the Math Dept. website for further guidance.
2. This optional course is offered in the fall and spring of the 1st year. Students are required to take a 1-hour "service learning" course before the end of the Sophomore year. There is an optional service learning course (SCEN 1891) associated with this course.
3. This course is associated with an optional 1st-tier service learning course (BMEN 2890).
4. Students are required to take 2 BME "Domain" courses at the 3xxx level. Additional Domain courses may be taken as Professional Electives. See the student handbook on the BME website for more information.
5. One Professional Elective must be a BMEN6xxx advanced class, following up on a BMEN3xxx domain class.

Pre-Med Students

Those students who are declared pre-med are to make the following adjustments to the BME curriculum:

1. Substitute CHEM 2410 Organic Chemistry I (3 c.h.) & CHEM 2415 Organic Chemistry Lab I (1 c.h.) for BMEN 2600 Intro Organic & Biochem (3 c.h.)
2. Count CHEM 2420 Organic Chemistry II (3 c.h.) & CHEM 2425 Organic Chemistry Lab II (1 c.h.) as one Professional Elective
3. Count CELL 4010 Cellular Biochemistry (3 c.h.) as a second Professional Elective
4. Count EBIO 1010 Diversity of Life (3 c.h.) & EBIO 1015 Diversity of Life Lab (1 c.h.) as the third Professional Elective

No additional Professional Electives are required, except the BMEN 6xxx upper level elective. Note that this adjustment will increase the total required credits toward a BME bachelor's degree by 3 credits due to the additional required laboratories

If after you have completed CHEM 2410 Organic Chemistry I (3 c.h.)/ CHEM 2415 Organic Chemistry Lab I (1 c.h.); or if after you have completed CHEM 2410 Organic Chemistry I (3 c.h.)/ CHEM 2415 Organic Chemistry Lab I (1 c.h.) and CHEM 2420 Organic Chemistry II (3 c.h.)/CHEM 2425 Organic Chemistry Lab II (1 c.h.), you decide to not pursue pre-med, you will be required to take either BMEN 2600 Intro Organic & Biochem (3 c.h.) or CELL 4010 Cellular Biochemistry (3 c.h.) as an appropriate substitute. In this case, CHEM 2410 Organic Chemistry I (3 c.h.)/ CHEM 2415 Organic Chemistry Lab I (1 c.h.), and/or CHEM 2420 Organic Chemistry II (3 c.h.)/CHEM 2425 Organic Chemistry Lab II (1 c.h.) will be counted as one and/or two of your required three, non-6xxx level Professional Electives, respectively

Biomedical Engineering Minor

Students in Chemical and Biomolecular Engineering or Engineering Physics may earn a Minor in Biomedical Engineering through completion of the specified courses: See "REQUIREMENTS" tab

For Non-Engineering Majors
Students may earn a Minor in Biomedical Engineering through completion of the specified sequence of courses.

Requirements

Students in Chemical and Biomolecular Engineering or Engineering Physics may earn a Minor in Biomedical Engineering through completion of the following courses:

Course ID	Title	Credits
CELL 1010	Intro to Cell & Molec Biology	3
CELL 2115	General Biology Lab	1
BMEN 2600	Intro Organic & Biochem	3
BMEN 3030	Anatomy & Physio for Engr	3
BMEN 3035	Anatomy & Physiology for Engineers Cadaver Lab	1
BMEN 3070	Quantitative Physiology	3
BMEN 3075	Quant. Physiology Lab	1
Choose at least one 3xxx "Domain Course" from following list:		
BMEN 3932	Elements of BMEN Design	
BMEN 3400	Biomaterials & Tissue Engineering	
BMEN 3650	Biomechanics and Biotransport	
BMEN 3730	Biomedical Signals and Systems	

Biomedical Engineering Minor for Non-Engineering Majors

Students who are NOT majoring in Chemical and Biomolecular Engineering or Engineering Physics may earn a Minor in Biomedical Engineering through completion of the following sequence of courses.

Requirements

Prerequisite Courses

Course ID	Title	Credits
MATH 1210	Calculus I	4
MATH 1220	Calculus II	4
MATH 2210	Calculus III	4
MATH 2240	Intro To Applied Math	4
CELL 1010	Intro to Cell & Molec Biology (or approved substitute)	3
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4

Tulane University

Engineering Courses

Required of all Biomedical Engineering minors:

Course ID	Title	Credits
ENGP 1410	Statics	3
BMEN 2310	Product & Experimental Design	3
Select three of the following:		**9**
ENGP 2010	Electric Circuits	
ENGP 2430	Mechanics of Materials	
ENGP 3120	Materials Science and Engineering	
BMEN 2020	Computing Concepts & Applic	
BMEN 2730	Biomedical Electronics	
BMEN 3440	Biofluid Mechanics	
Select one of the following BMEN 3xxx "Domain" Courses:		**3**
BMEN 3932	Elements of BMEN Design	
BMEN 3400	Biomaterials & Tissue Engineering	
BMEN 3650	Biomechanics and Biotransport	
BMEN 3730	Biomedical Signals and Systems	
Total Credit Hours		**18**

Biomedical Engineering, MS

A non-thesis Master of Science degree (MS) is offered by the Graduate Division of the School of Science and Engineering upon the completion of 30 semester hours of approved graduate course work. This coursework must satisfy the distribution requirement (see below). Students receiving aid in the form of a teaching assistantship or a research assistantship are generally not eligible for a Master's degree as their terminal degree. Doctoral students that have completed 30 semester hours of approved graduate credit and who have successfully defended their research prospectus may then petition the Department for a non-thesis MS degree.

Requirements

In order to prepare our students for careers in biomedical engineering, which is a rapidly evolving interdisciplinary field, we require all graduate students to complete a distribution of classes. These are:

1. Anatomy and Physiology

BMEN 6030 Anatomy & Physio for Engr (3 c.h.)/BMEN 6035 Anatomy & Physiology for Engineers Cadaver Lab (1 c.h.)

BMEN 6070 Quant Physio Lec (3 c.h.)/BMEN 6075 Quant. Physiology Lab (1 c.h.)

2. Biomedical Engineering Domains

One BMEN 6xxx level course in three of the following four domains: Biomedical Design, Biomaterials and Tissue Engineering, Biomechanics and Biotransport, Biosignals and Biosystems. One of these three courses may be cross-registered with a BMEN 3xxx course.

3. Mathematics

One course in advanced mathematics (*e.g.*, various 6000-level MATH courses)

Biomedical Engineering, PhD

The Ph.D. is an academic degree that prepares students for careers in teaching and research. A Master's degree is not required for students seeking the Doctoral degree.

Requirements

The specific requirements are as follows:

1.) Distribution Requirements
a. Anatomy and Physiology
BMEN 6030 Anatomy & Physio for Engr (3 c.h.)/BMEN 6035 Anatomy & Physiology for Engineers Cadaver Lab (1 c.h.)and BMEN 6070 Quant Physio Lec (3 c.h.)/BMEN 6075 Quant. Physiology Lab (1 c.h.)

b. Biomedical Engineering Domains
One course in three of the four domains, as described in Table 1.
Only one (1) of the domain requirements may be satisfied through the completion of a BMEN 3xxx/6xxx domain course

c. Mathematics
One course in advanced mathematics (e.g., various 6000-level MATH courses)

2.) Coursework

The student must demonstrate superior performance while completing 48-hours of graduate study with nine in-class “didactic” classes.

Department of Cell and Molecular Biology

Programs

Undergraduate

Major

- Cell and Molecular Biology Major (p. 546)

Minor

- Cell and Molecular Biology Minor (p. 547)

Graduate

- Cell and Molecular Biology, MS (p. 548)
- Cell and Molecular Biology, PhD (p. 548)

Cell and Molecular Biology Major

The major in Cell and Molecular Biology is focused on the mechanistic study of the life of the cell at the molecular level. The curriculum is interdisciplinary and includes courses in physics, chemistry, and genetics in addition to molecular and cellular biology. Training in these areas is beneficial for careers in biological research, a number of high tech industries, medicine, and allied health professions. This challenging major requires creativity, rigor, and the ability to analyze,

distill, and interpret data. A love of living systems and a level of comfort with complexity are both essential.

Due to the extensive overlap in curricula, Cell and Molecular Biology majors cannot double major in Biological Chemistry. Students can double major in Cell and Molecular Biology and Neuroscience, but there are additional requirements that must be met beyond those requirements for most double major combinations.

Requirements

Students majoring in cell and molecular biology must complete a minimum of eleven courses in the biology components, totaling at least 25 credits; 16 credits in chemistry; and 8 credits of physics with laboratories. Students must also complete Calculus (MATH 1210 Calculus I (4 c.h.) or MATH 1310 Consolidated Calculus (4 c.h.)) and Statistics for Scientists (MATH 1230 Statistics For Scientists (4 c.h.)) to satisfy the major and BS requirements.

Course ID	Title	Credits
Chemistry Component		
CHEM 1070	General Chemistry I	3
CHEM 1080	General Chemistry II	3
CHEM 1075	General Chemistry Lab I	1
CHEM 1085	General Chemistry Lab II	1
CHEM 2410	Organic Chemistry I	3
CHEM 2420	Organic Chemistry II	3
CHEM 2415	Organic Chemistry Lab I	1
CHEM 2425	Organic Chemistry Lab II	1
Math Component		
Select one of the following:		3-6
MATH 1210	Calculus I	
MATH 1310	Consolidated Calculus	
MATH 1150 & MATH 1160	Long Calculus I and Long Calculus II	
MATH 1230	Statistics For Scientists	4
Physics Component		
Select one of the following:		8
PHYS 1210 & PHYS 1220	Introductory Physics I and Introductory Physics II	
PHYS 1310 & PHYS 1320	General Physics I and General Physics II	
Cell and Molecular Biology Core Component		
CELL 1010	Intro to Cell & Molec Biology	3
CELL 2115	General Biology Lab	1
CELL 2050	Genetics	3
CELL 3030	Molecular Biology	3
CELL 3750	Cell Biology	3
CELL 3755	Cell Biology Laboratory	1
or CELL 3035	Molecular Biology Lab	
Select one additional 3 or 4 credit CELL lecture or lecture/lab course		3-4
Biochemistry Component		
Select one of the following:		3-6
CELL 4010	Cellular Biochemistry	
CHEM 3830 & CHEM 3840	Intro To Biochemistry and Intermediate Biochem	
CENG 4450 & CENG 4460	Applied Biochemistry I and Applied Biochemistry II	
Total Credit Hours		**51-58**

Elective Component

An additional **three** elective courses are required, with at least two of the three being laboratory oriented. Only one laboratory elective may be satisfied by independent laboratory research (CELL 4910 Independent Study (1 to 3 c.h.), CELL 4920 Independent Study (1 to 3 c.h.), CELL 4990 Honors Thesis (3 c.h.) or CELL 5000 Honors Thesis (4 c.h.)). Students may use approved courses from other departments to fill the elective component. A list of courses which fulfill this requirement is available on the CMB Department website or from the CMB Department office. Total credit hours: 5-11.

Capstone Component

Finally, students must use one of their electives to complete a capstone requirement (CELL 3230 Virology (3 c.h.), CELL 3400 Regenerative Biology (3 c.h.), CELL 4250 Principles In Immunology (3 c.h.), CELL 4260 Princ of Biomed Write Capstone (3 c.h.), CELL 4440 Advanced Molecular Biology (3 c.h.), CELL 4450 Genome Biology (3 c.h.), CELL 4710 Molecular Biology of Cancer (3 c.h.), CELL 5110 Capstone Component: CELL 4910 (0 c.h.), CELL 5111 Capstone Component: CELL 4920 (0 c.h.), or CELL 5000 Honors Thesis (4 c.h.)).

Cell and Molecular Biology Minor

The minor in Cell and Molecular Biology introduces the mechanistic study of the life of the cell at the molecular level. Due to the extensive overlap in curricula, Biological Chemistry majors cannot minor in Cell and Molecular Biology. Neuroscience majors may minor in Cell and Molecular Biology, but the requirements are more rigorous.

Requirements

Students wishing to minor in cell and molecular biology must complete:

Course ID	Title	Credits
Required Courses		
CELL 1010	Intro to Cell & Molec Biology	3
CELL 2050	Genetics	3
CELL 3030	Molecular Biology	3
CELL 3750	Cell Biology	3
Additional Coursework		
Select two electives in biology		6
Select 16 credits in chemistry [1]		16
Total Credit Hours		**34**

[1] One year of both general and organic chemistry and their respective laboratories

Because of the interdisciplinary nature of the biological chemistry major, students in that program may not minor in cell and molecular biology.

Neuroscience Majors

Neuroscience majors wishing to minor in cell and molecular biology must complete:

Course ID	Title	Credits
Required Courses		
CELL 3030	Molecular Biology	3
CELL 3750	Cell Biology	3
CELL 4010	Cellular Biochemistry	3
Select two of the following:		6-7
CELL 3050	Foundations of Pharmacology	
CELL 3210	Physiology	
CELL 3400	Regenerative Biology	
CELL 4110/4111	Human Histology	
CELL 4130	Embryology	
CELL 4160	Developmental Biology	
CELL 4200	General Endocrinology [1]	
CELL 4220	Microbiology	
CELL 4440	Advanced Molecular Biology	
CELL 4710	Molecular Biology of Cancer	
CELL 4780	Developmental Genetics	
Additional Coursework		
Select 16 credits in chemistry [2]		16
Total Credit Hours		**31-32**

[1] CELL 4200 General Endocrinology (3 c.h.) may not be used for the CELL minor elective if NSCI 4200 General Endocrinology (3 c.h.) is used as a major elective.

[2] One year of both general and organic chemistry and their respective laboratories

Cell and Molecular Biology, MS

The Master's in Cell and Molecular Biology program is designed to enhance the competitiveness of students applying to postgraduate professional schools, especially Medical and Dental School, but also Veterinary School, Optometry School, Business School, Law School, and Ph.D. programs.

Requirements

Students must complete a total of 30 credit hours, with a cumulative GPA of a 3.0 or higher on a 4.0 scale, in order to receive the MS degree. Students may select from the course list below.

Graduate Courses

Course ID	Title	Credits
CELL 6010	Cellular Biochemistry	3
CELL 6030	Molecular Biology	3
CELL 6035	Molecular Biology Lab	1
CELL 6050	Foundations of Pharmacology	3
CELL 6070	Neurobiology of Aging	3
CELL 6080	Adv Dev & Cell Biol II	3
CELL 6110	Human Histology	4
CELL 6130	Embryology	3
CELL 6160	Developmental Biology	3
CELL 6180	Biomedical Research in Animals	3
CELL 6200	General Endocrinology	3
CELL 6210	Physiology	3
CELL 6220	Microbiology	3
CELL 6225	Microbiology lab	1
CELL 6230	Virology	3
CELL 6310	Cellular Neuroscience	3
CELL 6320	Systems Neuroscience	3
CELL 6325	Neuroanatomy Lab	1
CELL 6340	Neurobiology of Disease	3
CELL 6350	Developmental Neurobiol	3
CELL 6370	Molecular Neurobiology	3
CELL 6400	Regenerative Biology	3
CELL 6430	Introductory Bioinformatics	3
CELL 6440	Adv Molecular Biology	3
CELL 6450	Genome Biology	3
CELL 6480	Head and Neck Anatomy	3
CELL 6490	Anatomy	4
CELL 6550	Synaptic Organization of the Brain	3
CELL 6560	Pathophysiology	3
CELL 6710	Molecular Biology of Cancer	3
CELL 6750	Cell Biology	3
CELL 6755	Cell Biology Lab	1
CELL 6840	Current Topics Dev Biol	2

Students may be permitted to take electives from other departments with the approval of the program's Co-Directors.

Cell and Molecular Biology, PhD

The Department of Cell and Molecular Biology offers a Doctor of Philosophy degree. The active research opportunities in the department are mostly concentrated in two fields, developmental biology and neuroscience.

Over the course of their first two years, students will take classes aligned with their backgrounds and interests, attend seminars, and serve as teaching assistants. In their first year of the doctoral program specifically, students are expected to rotate through labs within the department and join a lab in which they will continue their dissertation research. Typically, students complete a prospectus in the third year and complete a dissertation in the fifth year.

Requirements

Students will complete 48 credit hours of course work with at least a 3.0 GPA (FIRM). Credit hours should be complete by the end of second year (4th semester).

Core required courses include: Cell Biology CELL 6750, CMB Doctoral Seminar CELL 7870, Advanced Molecular Biology (CELL 6440), and a journal club course (NSCI 6040 or CELL 6840).

Course ID	Title	Credits
CELL 6000		3
CELL 6010/4010	Cellular Biochemistry	3
CELL 6030/3030	Molecular Biology	3
CELL 6035/3035	Molecular Biology Lab	1
NSCI 6040	Trends In Neuroscience	1
CELL 6050/3050	Foundations of Pharmacology	3
CELL 6070	Neurobiology of Aging	3
CELL 6080	Adv Dev & Cell Biol II	3
CELL 6110/4110	Human Histology	4
CELL 6130/4130	Embryology	3
CELL 6160/4160	Developmental Biology	3
CELL 6180	Biomedical Research in Animals	3
CELL 6200/4200	General Endocrinology	3
CELL 6210/3210	Physiology	3
CELL 6220/4220	Microbiology	3
CELL 6225/4225	Microbiology lab	1
CELL 6230	Virology	3
CELL 6310/3310	Cellular Neuroscience	3
CELL 6320/3320	Systems Neuroscience	3
CELL 6340/4340	Neurobiology of Disease	3
CELL 6350/4350	Developmental Neurobiol	3
CELL 6370/4370	Molecular Neurobiology	3
CELL 6400/3400	Regenerative Biology	3
CELL 6440/4440	Adv Molecular Biology	3
CELL 6550	Synaptic Organization of the Brain	3
CELL 6710/4710	Molecular Biology of Cancer	3
CELL 6750/3750	Cell Biology	3
CELL 6755/3755	Cell Biology Lab	1
CELL 6840	Current Topics Dev Biol	2
CELL 7110	Research Rotations	3
CELL 7120	Research Rotations	3
CELL 7130	Research	2-10
CELL 7260	Graduate Communications	3
CELL 7450/6450/4450	Genome Biology	3
CELL 7870	Doctoral Seminar	1
CELL 9990	Dissertation Research	3

Department of Chemical and Biomolecular Engineering

Programs

Undergraduate

Major

- Chemical Engineering Major (p. 549)

Graduate

- Chemical and Biomolecular Engineering, MS (p. 551)
- Chemical and Biomolecular Engineering, PhD (p. 551)

Chemical Engineering Major

Chemical engineering combines principles of chemistry, physics, biology, and mathematics to design processes that economically and sustainably meet human needs for energy, food, healthcare, and technology. Chemical engineers are not only leaders in traditional chemical, oil and gas, and brewing industries, but they are also at the forefront of advancements in pharmaceutical discovery and production, renewable energy, biotechnology, and environmental protection. The Chemical & Biomolecular Engineering (CBE) curriculum includes basic coursework in math, physics, and chemistry, as well as advanced courses related to the design of industrial processes including fluid dynamics, thermodynamics, heat and mass transfer, computer methods, reactor design, and automatic process control. All students participate in an internship through the core curriculum. Students can readily tailor the major to their specific interests through choice of appropriate electives; synergistic focus areas include pre-medicine, biotechnology, materials science, energy, and environmental studies.

Tulane's Chemical Engineering program is accredited by the Engineering Accreditation Commission of ABET (https://www.abet.org/).

Requirements

Core Chemical Engineering Curriculum

The Chemical Engineering (CENG) program of study requirements include a solid foundation in math and science, major-specific core material in chemical and biomolecular engineering, plus exposure to the humanities and social sciences. In order to graduate with a B.S. degree in Chemical Engineering, students must fulfill the following requirements:

Major Specific: The engineering courses, including the core chemical engineering courses*, engineering and technical electives, and the advanced specialization electives. *A minimum grade of C- must be earned in each CENG required core course in order to receive credit for the Bachelor's degree.

Newcomb-Tulane College (NTC) Core Curriculum: (https://advising.tulane.edu/sites/default/files/Core_Curriculum_Checklist.pdf) Courses that ensure attainment of basic competencies in writing, scientific inquiry, cultural knowledge, and interdisciplinary scholarship.

Public Service: One service learning course at the 1000-3000 level no later than the fifth semester, and a subsequent second-tier public service requirement. More information on the service learning requirements can be found here (https://cps.tulane.edu/about/graduation-requirement/). The CBE department offers courses which satisfy both the lower and upper-level service learning requirements (CENG 1180/1891 and CENG 3240/3890).

Certain modifications to the freshmen program may be made by:

- Achievement of advanced standing through Advanced Placement Tests offered by the CEEB
- Use of advanced placement tests in mathematics and chemistry offered on campus during Orientation Week
- Submission of transcripts from other universities for equivalent courses taken prior to entering Tulane

Major Advising

New majors are assigned an individual faculty advisor based on their expected graduation year, and they should consult with him or her regularly for class and career planning. Faculty members can be reached by email or in person to set up meeting times.

Class of 2025 - Dr. Russell (krussell1@tulane.edu), Dr. Sandoval (nsandova@tulane.edu)

Class of 2026 - Dr. Russell (krussel1@tulane.edu), Dr. Albert (jalbert6@tulane.edu)

Class of 2027 - Dr. Godbey (godbey@tulane.edu), Dr. Russell (krussell1@tulane.edu)

First-year students - Dr. Godbey (godbey@tulane.edu)

Special advising for transfer students, Tulane/Xavier 3-2 program, study abroad – Dr. Godbey (godbey@tulane.edu)

Year 1

Fall		**Credit Hours**
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
MATH 1210	Calculus I	4
PHYS 1310 & PHYS 1311	General Physics I and General Physics I Lab	4
TIDES		1
ENGL 1010	Writing	4
	Credit Hours	**17**
Spring		
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4
PHYS 1320 & PHYS 1321	General Physics II and General Physics II Lab	4
MATH 1220	Calculus II	4
CENG 1180	Impacts in Chem Engineering (*recommended course)	1
CENG 1890	Service Learning (*recommended tier-1 service learning)	0
NTC Core		3
	Credit Hours	**16**

Year 2

Fall		
CENG 2110	Matl & Energy Balances	3
CENG 2500	Intro To Biotechnology	3
Engineering Elective	*CENG 2230 recommended **	3
CHEM 2410 & CHEM 2415	Organic Chemistry I and Organic Chemistry Lab I	4
MATH 2210	Calculus III	4
If, because of advanced placement, a student does not need to take one of the above courses, he/she should be enrolling in CENG 2120 - Thermodynamics I		
	Credit Hours	**17**
Spring		
CENG 2120	Thermodynamics I	3
CENG 2320	Transport I: Fluids	3
CHEM 2420 & CHEM 2425	Organic Chemistry II and Organic Chemistry Lab II	4
MATH 2240 or MATH 4240	Intro To Applied Math or Ordinary Differentl Equa	4
	Credit Hours	**14**

Year 3

Fall		
CENG 3110	Thermodynamics II	3
CENG 3390	Transport II: Heat and Mass	3
CENG 3230	Numr Meth For Chem Eng	3
Advanced Specialization Elective 1 **		3 or 4
NTC Core		3
	Credit Hours	**15-16**
Spring		
CENG 3240	Unit Operations Lab	4
CENG 3340	Separation Processes	3
CENG 4150	Reactor Design	3
CENG 3890	Service Learning (*recommended tier-2 service learning)	0
Advanced Specialization Elective 2 **		3 or 4
NTC Core		3
	Credit Hours	**16-17**

Year 4

Fall		
CENG 4310	Chemical Process Design	3
CENG 4750	Practice School **Practice School is ONLY offered in the FALL of senior year.	6
NTC Core		3
	Credit Hours	**12**
Spring		
CENG 4500	Chemical Process Control	3
Advanced Engineering Elective **		3
Advanced Technical Elective **		3
NTC Core		3
NTC Core *if needed	Minimum of 121 credit hours required in the degree	3
	Credit Hours	**15**
	Total Credit Hours	**122-124**

**** CENG Elective Requirements**

In general, a Technical Elective is a course offered by the School of Science and Engineering. An Engineering Elective is any non-required CENG course, a course offered by one of the engineering departments (BMEN, ENGP, RCSE), or a course offered by Computer

Science (COSC and CMPS). Advanced Specialization Electives are typically selected from the following list:

- Any 3000-level or above CENG, BMEN, CHEM, CMPS, COSC, ENGP, MATH, MPEN, PHYS, or RCSE
- CELL 3030: Molecular Biology
- CELL 3750: Cell Biology (pre-req: CELL 3030)
- EENS 3150: Intro to Geographic Information Systems
- EENS 4030: Advanced Geographic Information Systems
- EENS 4250: Isotopes in the Environment
- EENS 4360: Environmental Geochemistry (pre-req: EENS 2110)
- ENRG 4100: Energy Markets, Economics, and Policy
- ENRG 4110: Energy Financial Modeling
- ENRG 4200: Energy Fundamentals and Trading
- SPHU 3160: Biostatistics in Public Health (pre-req: SPHU 1010 and 1020)
- SPHU 4160: Intro to Statistical Packages (pre-req: SPHU 3160)
- SPHU 4400: Practical Bioinformatics
- SPHU 4410: Data & Information Management in Public Health (pre-req: SPHU 1010 and 1020)

Any Substitutions must follow the Petition for Degree Plan Modification process.
The Engineering Electives must satisfy a minimum of 6-credit hours with at least 3-credit hours at the 3000-level or above. The Advanced Specialization Electives must satisfy a minimum of 6-credit hours at the 3000-level or above. The Advanced Technical Elective must satisfy a minimum of 3-credit hours at the 3000-level or above. Additionally, courses containing significant overlap with core curriculum are excluded, and courses for non-science majors do not fulfill the elective requirements. Note that a maximum of 3-credit hours can be satisfied from Professional Development Courses; note a maximum of 6-credit hours can be satisfied by Independent Study/ Honor's Thesis work. **Students are encouraged to inquire with their CBE Advisor or the Undergraduate Committee Chair if they are unsure about a potential elective.**

Courses Excluded from satisfying the Engineering Elective, Advanced Specialization Elective, and Technical Elective requirements: Seminar Courses, MATH 3000: Computational Problem Solving (excluded due to lack of rigor), MATH 3310: Scientific Computing (excluded due to overlap with CENG 3230: Numerical Methods), MATH 2240: Introduction to Applied Math or MATH 4240: Ordinary Differential Equations (students may take either to satisfy degree requirements, the parallel course is excluded due to overlap), and any course of lower technical rigor than the benchmark freshman-level course in the providing department.

**Students may take courses from a biochemistry series offered by either Chemical and Biomolecular Engineering (CENG 4450 and 4460) or Chemistry (CHEM 3830 and 3840) to satisfy one or both courses of the Advanced Specialization Elective requirement. Once a biochemistry course has been taken and a grade of D- or better has been granted, the parallel course from the other department cannot be taken to satisfy any elective requirement for the Chemical Engineering degree. As an example, a student who withdraws from CHEM 3830 can take CENG 4450 to satisfy the first Advanced Specialization requirement. If the student then goes on to earn credit for both CENG 4460 and CHEM 3840, one of the courses can be used for elective credit but the other 'biochemistry II' course will not be counted as an elective, technical or otherwise.

Chemical and Biomolecular Engineering, MS

The Chemical and Biomolecular Engineering Department offers both a thesis and non-thesis option for obtaining a master's degree. Graduate students receiving financial support as research or teaching assistants can earn a M.S. degree only with the approval of Department Chair and SSE Associate Dean for Graduate Studies, and in general, a written thesis is required.
Tenure is five years, although completion of all requirements for the degree for full-time students in two years is strongly encouraged.

Requirements

For the thesis option, the student must complete 24 hours of graduate course work plus conduct a research investigation under the guidance of a faculty member. Typically, two years are required to finish the course work and thesis. Upon completion, the student must defend a thesis before a faculty committee, which is chosen as described for PhD. students. For the non-thesis option, a total of 30 hours of course work is required. For both degree options, three core graduate chemical engineering courses are required: CENG 7110 (Modern Thermodynamics); CENG 7320 (Advanced Transport Phenomena); and either CENG 7150 (Advanced Reactor Design) or CENG 6870 (Biomolecular and Cellular Engineering), with up to six independent study credits toward the 24/30 credit requirement. The remainder of the credits must be made with course work.

Chemical and Biomolecular Engineering, PhD

The Chemical and Biomolecular Engineering Department offers a Doctor of Philosophy degree, in which students perform cutting edge research in advanced engineering topics. Graduate students pursuing PhD studies are supported as research or teaching assistants. The PhD degree culminates in an open defense of a written dissertation based on the original research performed by the student.

A master's degree is not a prerequisite to the beginning of study for the Doctor of Philosophy degree. Completing the Ph.D. requirements normally requires five years of full-time study beyond the B.S. degree.

Requirements

The Ph.D. degree requires a student to reach a critical understanding of the basic scientific and engineering principles underlying their field of interest. In addition, the student must demonstrate the ability to conduct independently an intensive research project and document their results in the form of refereed publications, presentations, and a final thesis dissertation. Specifically, candidates for the Ph.D. degree must:

- Complete a minimum of 48 credit hours of approved course work;
- Pass a qualifying examination;
- Present an acceptable dissertation prospectus to a dissertation committee;

- Make an original contribution to the field of chemical engineering in the form of a dissertation suitable for publication; and
- Defend the dissertation during a public presentation.

The Ph.D. degree requires 48 hours of approved graduate course work plus a thesis. These courses must include three core graduate chemical engineering courses:

Course ID	Title	Credits
CENG 7110	Modern Thermodynamics	3
CENG 7320	Advanced Transport Phenomena	3
CENG 7150	Advanced Reactor Design	3
or CENG 6870	Biomolecular & Cellular Engr	
CENG 7010	Graduate Mentoring Seminar I	1
CENG 7020	Graduate Mentoring Seminar II	1

Ph.D. candidates are also allowed 25 independent study credits toward the 48 credit requirement. Ph.D. candidates who have completed an M.S. at another institution will be potentially allowed to transfer a small number of credit hours toward the Ph.D.

Frequently, students without an undergraduate chemical engineering degree will enroll in the graduate program. To ensure that all students are familiar with the fundamental principles required of chemical engineers, students entering the graduate program with a bachelor's degree in an area other than chemical engineering will be required to take four undergraduate courses—Unit Operations I, II and III, and one of either Reactor Design, Process Control or Process Design. On the recommendation of the Graduate Committee, these requirements can be modified based on each student's specific background. These undergraduate courses do not count toward the total graduate-level credit requirement for the advanced degree. Graduate students may take these courses out of sequence and/or concurrently in order to expedite completion of this requirement.

Completing the Ph.D. requirements normally requires four to five years of full-time study beyond the B.S. degree. Students already possessing an M.S. degree in chemical engineering typically require one year less time. Financial aid is given to all full time graduate students working towards the doctoral degree.

Department of Chemistry

Programs

Undergraduate

Major

- Chemistry Major (p. 552)

Minor

- Chemistry Minor (p. 553)

Graduate

- Chemistry, PhD (p. 553)

Chemistry Major

Students majoring in chemistry must satisfy the general requirements of the B.S. curriculum as well as the required courses in Chemistry. Elective courses may be selected from the list of Chemistry courses above the 1000-level. Alternatively, students may petition the Chemistry Department for approval of other (non-Chemistry) courses. If the course is not from Chemistry, it must be a course where the methods or concepts are relevant to chemistry. Students intending to pursue graduate work in chemistry or in an allied interdisciplinary graduate program are advised to select advanced chemistry courses, including 4010 and/or 4020. Close consultation with their department advisors will help to assure development of a program that can be recommended for graduate work.

The Department of Chemistry is fully accredited by the Committee on Professional Training of the American Chemical Society.

As an alternative to a traditional chemistry major, students can consider a major in Biological Chemistry (https://catalog.tulane.edu/science-engineering/biological-chemistry-program/biological-chemistry-major/) (https://catalog.tulane.edu/science-engineering/biological-chemistry-program/biological-chemistry-major/). This program is certified by the American Society of Biochemistry and Molecular Biology (ASBMB).

Requirements

Students majoring in chemistry must satisfy the general requirements of the B.S. curriculum.

Course ID	Title	Credits
Required Courses		
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4
CHEM 3110 & CHEM 3115	Physical Chemistry I and Physical Chemistry Lab I	4
CHEM 3120 & CHEM 3125	Physical Chemistry II and Physical Chemistry Lab II	4
MATH 1210	Calculus I	4
MATH 1220	Calculus II	4
MATH 2210	Calculus III	4
MATH 2240	Intro To Applied Math	4
PHYS 1310 & PHYS 1320	General Physics I and General Physics II	8
Select one of the following:		
CHEM 2410 & CHEM 2415	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2430 & CHEM 2435	Organic Chemistry I: Deep-learning and Organic Chemistry I Laboratory: Deep-learning	4
Select one of the following:		
CHEM 2420 & CHEM 2425	Organic Chemistry II and Organic Chemistry Lab II	4

CHEM 2440 & CHEM 2445	Organic Chemistry II: Deep-learning and Organic Chemistry Laboratory II: Deep-learning	4
Select one of the following:		**4**
CHEM 3210 & CHEM 3215	Inorganic Chemistry and Inorganic Chemistry Lab	
CHEM 3310 & CHEM 3315	Instrumental Analysis and Instrumental Analysis Lab	
Electives *		
Select three or more elective courses from the Chemistry list of courses or with significant chemistry relevance.		9
Total Credit Hours		**69**

* In order to complete the major, three additional, three-credit courses from the list of Chemistry courses above the 1000-level are required. Check with the Chemistry Department for approval of other (non-Chemistry) courses. If the course is not from Chemistry, it must be a course where the methods or concepts are relevant to chemistry. Many courses offered by Math or Physics and Engineering Physics would be appropriate, as well as some in departments such as Cell and Molecular Biology, Computer Science, and others.

Chemistry Major Advisor: Professor Mark Sulkes, cm06acf@tulane.edu

Chemistry Minor

A minor in chemistry consists of CHEM 1070 General Chemistry I (3 c.h.)/CHEM 1075 General Chemistry Lab I (1 c.h.) and CHEM 1080 General Chemistry II (3 c.h.)/CHEM 1085 General Chemistry Lab II (1 c.h.) plus four additional Chemistry Department lecture courses that count toward the chemistry major. Only one semester of research (CHEM 4010, 3 c.h.) may be counted towards the minor. For students whose major requires Chemistry 1070/1075 and Chemistry 1080/1085, at least one of the additional courses must not be required by that major. Because of the interdisciplinary nature of the biological chemistry major, students in that program may not minor in chemistry.

Requirements

Course ID	Title	Credits
Required Courses		
CHEM 1070	General Chemistry I	3
CHEM 1075	General Chemistry Lab I	1
CHEM 1080	General Chemistry II	3
CHEM 1085	General Chemistry Lab II	1
Elective Courses		
Select four additional 3-credit courses in chemistry chosen in consultation with the chemistry department.		12
Total Credit Hours		**20**

Chemistry, PhD

Tulane's graduate program in chemistry offers research opportunities in the areas of bio-organic, biophysical, physical, inorganic, organometallic, synthetic organic, polymer material, surface chemistry, as well as crystallography, spectroscopy, quantum theory and statistical mechanics.

Requirements

The minimum requirement for the PhD degree is six courses (18 course hours in total) at the 7000 level, four of which must be core courses. Out of the four core courses, up to three can be taken within one field of chemistry. The core courses, offered by division, are:

- Physical Chemistry: CHEM 7110 Intro to Quantum Mechanics (3 c.h.), CHEM 7120 Statistical Mechanics (3 c.h.), CHEM 7150 Chemical Physics (3 c.h.);
- Inorganic Chemistry: CHEM 7210 Inorganic Stru & Bond (3 c.h.) or CHEM 7220 Inorganic Reaction Mechanics (3 c.h.), CHEM 7230 Organomet/Trans. Metals (3 c.h.) or CHEM 7240 Organometallic Chemistry (Main Group Metals) (3 c.h.);
- Organic and Biological Chemistry: CHEM 7410 Adv Organic Physical Organic (3 c.h.), CHEM 7420 Adv Organic Spectroscopy (3 c.h.), CHEM 7460 Adv Organic-Synthetic Ap (3 c.h.), CHEM 6830 Intro To Biochemistry (3 c.h.)-CHEM 6840 Intermediate Biochemistry (3 c.h.) (both courses combined count as one).

The remaining two elective courses should be selected from 7000 level chemistry courses (other than 7870 - 7900) or 7000 level courses from other SSE departments that meet the approval of the Graduate Affairs Committee. In addition, students should register for a total of six hours of seminar over the first six semesters of matriculation. In all, a total of 48 course hours are required for the Ph.D. students. Up to 24 course hours of the 48 hours required may be taken in CHEM 7890 Techniques of Research (1-9 c.h.)-CHEM 7900 Techniques of Research (1-9 c.h.) and special interest courses (6000 or above) offered by the Department of Chemistry or related departments. Students should obtain prior approval of the Graduate Affairs Committee to ensure that the courses taken in other departments will count toward the degree.

Core-Course Description

Course ID	Title	Credits
CHEM 7110	Intro to Quantum Mechanics	3
CHEM 7120	Statistical Mechanics	3
CHEM 7150	Chemical Physics	3
CHEM 7210	Inorganic Stru & Bond	3
CHEM 7220	Inorganic Reaction Mechanics	3
CHEM 7230	Organomet/Trans. Metals	3
CHEM 7240	Organometallic Chemistry (Main Group Metals)	3
CHEM 7410	Adv Organic Physical Organic	3
CHEM 7420	Adv Organic Spectroscopy	3
CHEM 7460	Adv Organic-Synthetic Ap	3
CHEM 6830	Intro To Biochemistry	3
CHEM 6840	Intermediate Biochemistry	3

Cumulative Exams

Ph.D. candidates are required to pass 6 total cumulative exams, at least two by the end of their fourth semester of residence and all six by the end of the 6th semester. In addition, at least 3 of the 6 exams must be passed in the candidate's area of concentration. Students failing to pass two cumes by the end of their fourth semester may be expelled from the program. *Students unable to complete 6 cumes*

in 6 semesters will be automatically placed in the M.S. program and be expected to complete the M.S. thesis by the end of the seventh semester.

Seminar

Registration for, and attendance at, Department seminars is required. Students are required to register for Division Seminar every semester until they have been admitted to candidacy. Six (6.0) hours of credit for seminar courses may be applied to the Ph.D. degree requirements. All Ph.D. candidates must present a seminar to the Department based upon a topic from the current chemical literature. The seminar must be presented before the end of the students' 4th semester in residence. The seminar should be scheduled with the Chemistry Department coordinator for seminar programs. Students presenting seminars are required to enlist two faculty to attend their seminar and provide the faculty with a Seminar Review Form (https://tulane.app.box.com/s/0e73gp9l74otxi84eru9f6eg7d5vfr37/) for a written review of the quality of the presentation; the Seminar Review Form can be obtained from the department website. Students should remember that faculty will only agree to attend if given sufficient notice (one month minimum) before the seminar.

Tenure Requirement

The maximum time allowed by the SSE Graduate Program for completion of the Ph.D. degree is seven years. The Department, however, strongly encourages students to attempt to complete requirements in no more than five years.

Dissertation Committee

After choosing a research advisor (https://tulane.app.box.com/s/mc15nvynrnowmwgdpkzgd8sabm0hqv0n/) (no later than the second semester of residence), students must obtain agreements from a minimum of three chemistry faculty members (other than the dissertation advisor) to participate as members of their dissertation committee. Two members must be within the division of the research advisor and one member of the committee must be from a division in the Chemistry Department other than that of the research advisor. Students must submit to the Chemistry Department a signed and completed *Thesis / Dissertation Committee Form*. The form can be obtained on the department's website.

Dissertation Prospectus

By the end of the fifth semester, students must submit a written proposal of their dissertation research project and make an oral presentation of it to their dissertation committee. The prospectus should be approximately two thousand words in length (excluding legends and references). The cover sheet should state the student's name, department/program, the title of the proposed dissertation, and the name of the chair and the other members of the committee. The introduction of the prospectus should contain a summary of earlier work on the problem in question. The body should include an orderly description of the work accomplished to date and a plan for future investigations. The conclusion should clearly state the anticipated nature of the investigation results. Major sources of information should be indicated and a selective bibliography attached. The prospectus should be submitted to the SSE Dean's Office along with a signed copy of the prospectus approval form.

Admission to Candidacy

Prior to the dissertation, an application for admission to candidacy should be filed with the SSE. This should be done approximately one semester before the final dissertation. Deadlines are posted on the SSE website.

Dissertation

The Ph. D dissertation must reflect the ability of the student to conduct an independent investigation which results in an original contribution to knowledge or an original interpretation of existing knowledge. The research is expected to be reported to the scientific community in the form of publications in refereed journals and/or conference presentations. The student should consult the SSE Dean's office to determine the proper format for the Ph.D. dissertation. Upon completion of all other Ph.D. requirements, the student will give a final oral defense of their Ph.D. dissertation. A written draft of the dissertation should be available to the dissertation committee two weeks prior to the oral defense. This final examination will consist principally of the defense of the dissertation, but may be extended at the discretion of the Ph.D. examining committee to include course material. The satisfactory completion of this final requirement completes the student's doctoral program.

Department of Computer Science

Programs

Undergraduate

- Computer Science Coordinate Major (http://catalog.tulane.edu/science-engineering/computer-science/computer-science-coordinate-major/)
- Computer Science Certificate (p. 554)

Graduate

- Computer Science, MS (p. 557)
- Computer Science, PhD (p. 559)
- Data Science, MS (p. 572)

Computer Science Certificate

Overview

The **Undergraduate Certificate in Computer Science** offers students from across the university to develop a strong understanding of the fundamentals of computer science and programming that will increase their competitiveness for future jobs and/or post-baccalaureate studies. The certificate must be attached to a degree and cannot be earned as an independent certificate. The certificate also cannot be earned in addition to the traditional Coordinate Major in Computer Science; students can earn one or the other, but not both.

The requirements for the **Undergraduate Certificate in Computer Science** are highly flexible to provide students the opportunity to specialize their study in ways that complement their chosen major. It also offers students the opportunity to take a few courses in computer science before deciding whether or not to go for the full major. The

certificate will require 3-4 semesters to complete as there is a one year sequence of introductory classes that must be taken in order.

There are multiple entry and exit points for students wishing to pursue the certificate. Students who begin by pursuing the Computer Science Coordinate Major will enter with CMPS 1500 Intro to Computer Science I (4 c.h.), which is a more rigorous course that sets students up for success in CMPS 2200 Intro to Algorithms (3 c.h.) and later courses required for the Major. However, students who are more "computer science curious" can enter with CMPS 1100 Foundations of Programming (3 c.h.) followed by CMPS 3160 Introduction to Data Science (3 c.h.) which will provide them with a comparable foundation at a gentler pace.

Students that have a firm desire to take only a small number of advanced CMPS courses, e.g., Machine Learning, Bioinformatics, or Computational Geometry, can take a sequence consisting of CMPS 1500 Intro to Computer Science I (4 c.h.), CMPS 1600 Intro to Computer Science II (4 c.h.), CMPS 2200 Intro to Algorithms (3 c.h.), and then the specific higher level elective.

Requirements

The **Undergraduate Certificate in Computer Science** requires the completion of a minimum of four courses consisting of the following. Note that the certificate must be attached to an undergraduate degree and cannot be earned as an independent certificate. The certificate also cannot be earned in addition to the traditional Coordinate Major in Computer Science; students can earn one or the other, but not both.

Course ID	Title	Credits
Select one of the following		
CMPS 1100 & CMPS 3160	Foundations of Programming and Introduction to Data Science	6 or 4
or CMPS 1500	Intro to Computer Science I	
CMPS 1600	Intro to Computer Science II	4
Select one or two courses at the 2000-level or above [1]		**3 or 6**
Students who complete CMPS 1100 and CMPS 3160 must complete one additional CMPS course at the 2000-level or higher; Students who complete CMPS 1500 will take two courses at the 2000-level or above to complete this certificate.		

[1] CMPS 2170 Intro to Discrete Math (3 c.h.) or MATH 2170 Intro To Discrete Math (3 c.h.) is a required prerequisite for CMPS 2200 Intro to Algorithms (3 c.h.), however CMPS 2170 Intro to Discrete Math (3 c.h.) or MATH 2170 Intro To Discrete Math (3 c.h.) **will not** count towards the requirements for the certificate.

Computer Science Coordinate Major

The Tulane Computer Science Coordinate Major program helps students develop into leaders who are able to solve interdisciplinary problems using the tools of computer science and computing technology.

What is a coordinate major?

A *coordinate major* is an additional major designed to complement the primary one. To earn a coordinate major in computer science, students must also complete a major in another discipline. Any undergraduate major at Tulane can serve as a primary major for the computer science coordinate major.

Upon successful completion of the coordinate major, the student's transcript will reflect the fact that the student has completed the coordinate major in computer science with a focus on the area of application. The Department of Computer Science doesn't currently offer a standalone Bachelor of Science in Computer Science degree or computer science minor. While this might change in the future, students should not count on the possibility of either when deciding on enrolling at Tulane or in computer science courses. The undergraduate degree (Bachelor of Science or Bachelor of Arts) received by the student is determined by their primary major.

Other computing courses

Students interested in computing, but not in pursuing the coordinate major, are invited to consider our foundational course for non-majors, CMPS 1100 Foundations of Programming (3 c.h.).

About the department

More info about the Department of Computer Science and the program is available on the department webpage (https://sse.tulane.edu/cs/).

Requirements

Coursework

The program comprises 10 courses:

- Five introductory core courses, CMPS 1500 Intro to Computer Science I (4 c.h.), CMPS 1600 Intro to Computer Science II (4 c.h.), CMPS 2170 Intro to Discrete Math (3 c.h.), CMPS 2200 Intro to Algorithms (3 c.h.), and CMPS 2300 Intro to Comp Sys & Networking (3 c.h.).
- At least three CMPS elective classes at the 3000-level or above.
- A two-semester interdisciplinary capstone project, CMPS 4010 Capstone Project 1 of 2 (2 c.h.) and CMPS 4020 Capstone Project Part 2 of 2 (2 c.h.).

These courses total 30 credit hours and can be completed over five or more semesters.

Two starting classes for the program are CMPS 1500 Intro to Computer Science I (4 c.h.) and CMPS 2170 Intro to Discrete Math (3 c.h.).

The five core courses should be completed before the student's senior/final year at Tulane.

CMPS 4010 Capstone Project I (2 c.h.) and CMPS 4020 Capstone Project II (2 c.h.) are each offered once a year, in the fall and in the spring, respectively. The capstone is usually completed in the senior year. Students continuing to 4 + 1 Master's programs in other departments are encouraged to complete the capstone in the senior year, but are allowed to complete the capstone in their final year at Tulane. Students graduating early enroll in the capstone in the junior year. A two-semester Honors Thesis in Computer Science

can be used in place of the Capstone Project requirement. Students wishing to complete an Honors Thesis should coordinate with their major advisor in their junior year. The Honors Thesis readers and topic must be decided before the senior year. For more information about the Honors Thesis, see the Honors Thesis webpage (https://enrichment.tulane.edu/honors-thesis-0/).

Academic requirements

In order to enroll in the senior capstone course, the student should achieve a cumulative GPA of 2.8 or above for the five introductory core courses. In order to graduate with the coordinate major in computer science, the student should achieve a cumulative GPA of 2.8 or above in all CMPS courses.

Declaring the coordinate major

To declare the coordinate major in computer science, please complete and sign the major declaration form and email it to Ms. Debbie Ramil (dramil1@tulane.edu), who will assign you a coordinate major advisor, obtain the corresponding advisor's and the departmental chairman's signatures for your form, and return the form to you. The completed form needs to be submitted to the Advising Office. When you declare your pursuit of the coordinate major, you should have already declared your primary major. When the major declaration form is processed, you will be added to the CS students mailing list. In order to enhance your CS education, you may also wish to join computing-focused student organizations, such as Cookies and Code, Women in Technology, and Girls Who Code. Their info is on WaveSync.

Curriculum

Course ID	Title	Credits
Required Freshman & Sophomore Courses		
CMPS 1500	Intro to Computer Science I	4
CMPS 1600	Intro to Computer Science II	4
CMPS 2170	Intro to Discrete Math [1]	3
CMPS 2200	Intro to Algorithms	3
CMPS 2300	Intro to Comp Sys & Networking	3
Electives		
Select three CMPS electives at or above 3000 - level [2]		9
CMPS 3130/6130	Intro Computational Geometry	3
CMPS 3140/6140	Intro Artificial Intelligence	3
CMPS 3160/6160	Introduction to Data Science	3
CMPS 3170/6170	Introduction to Game Programming	3
CMPS 3210/6210	Algs Comp Struct Bio	3
CMPS 3240/6240	Intro to Machine Learning	3
CMPS 3250	Theory of Computation	3
CMPS 3300/6300	Software Studio	3
CMPS 3340/6340	Introduction to Deep Learning	3
CMPS 3350/6350	Intro to Computer Graphics	3
CMPS 3360/6360	Data Visualization	3
CMPS 3510/6510	Computer Organization	3
CMPS 4150/6150	Multi-agent Systems	3
CMPS 4620/6620	Artificial Intelligence	3
CMPS 4630/6630	Computational Biology & Bioinformation	3
CMPS 4640/6640	Advanced Computational Geometry	3
CMPS 4720/6720	Machine Learning	3
CMPS 4730/6730	Natural Language Processing	3
CMPS 4740/6740	Reinforcement Learning	3
CMPS 4750/6750	Computer Networks	3
CMPS 4760/6760	Distributed Systems	3
CMPS 4780/6780	Computer Architecture	3
CMPS 4790/6790	Data Science	3
Capstone		
Select one of the following:		
CMPS 4010 & CMPS 4020	Capstone Project I and Capstone Project II	4
OR		
CMPS 4990 & CMPS 5000	Honors Thesis and Honors Thesis [3]	7

1 Same as MATH 2170 Intro To Discrete Math (3 c.h.)

2 Spring of Sophomore Year - In consultation with Faculty Advisor, choose three CMPS courses at or above 3000-level.

3 Students who wish to complete an Honors Thesis must arrange for their readers and a topic in their junior year. See Honors Thesis website (https://enrichment.tulane.edu/honors-thesis-0/) for more information about the Honors Thesis.

Academic prerequisites

The program is open to all students willing to put time and work into becoming computing professionals. It doesn't assume that students have any previous computer science background. Many of our graduates have never programmed a computer before joining their first computer science class. The department holds several help sessions most days of the week to provide help to students when they have questions while working on computer science homework.

Prior computing experience

Advanced Placement (AP) computer science courses taken by a student in high school usually transfer toward overall college credit. (This is decided by the Tulane University Office of Undergraduate Admissions.) These courses do not have much overlap with our introductory courses and hence don't count toward the coordinate major.

If a student can demonstrate solid knowledge of the material covered in one of the required courses, after consultation with their faculty advisor, they can "skip" the required course and replace it with a CMPS elective of their choice instead. The minimum total number of completed CMPS courses should remain 10.

Transfer coursework

Transfer of college-level courses follows the standard Tulane credit transfer procedure. There is no special department-level limit on the number of courses that can transfer; we adhere to the limit established by Newcomb-Tulane College. In order for a course from another university to count for the coordinate major, it should match a corresponding Tulane course in content and/or complexity; mode of delivery (online, in-person, hybrid) doesn't affect this evaluation. Computing courses on subjects not offered by Tulane might be transferrable. Students should confirm with the Department of

Computer Science whether the course would transfer as a coordinate major course before registering.

Study abroad

With advanced planning, it may be possible to study abroad and complete the coordinate major. Students should confirm with the Department of Computer Science whether and how the foreign courses would transfer before registering.

Programming languages

We often get asked what programming languages we teach. In fact, we teach principles, concepts, and problem-solving approaches rather than specific languages. CMPS 1500 is in Python. CMPS 1600 uses Java, C, C++, Haskell, and a surprise language. The elective courses use a language that's necessary to achieve the tasks of the course (e.g. Javascript, Scala, Ruby). Our successful students get used to learning new languages and are able to study the basics of any computer language on their own.

Computer specifications

Another common area of inquiry is about buying a computer. It is helpful and convenient to have a laptop. We don't have a computer lab, and students work on their own laptops to complete most programming assignments. Model and make don't matter; any modern laptop with Wi-Fi and a battery works. If buying or bringing a laptop is problematic, all necessary work can be done on university stationary computers or loaner laptops. It is possible to do well in all computer science courses without owning a computer.

Computer Science, MS

Overview

The Master's Program in Computer Science is offered in coursework and thesis tracks. The coursework option requires both breadth and depth requirements. The breadth requirement ensures students obtain a solid foundation in core computer science areas, while the depth requirement allows students to design a sequence of courses to target a particular area of interest. The thesis track further allows students to conduct research in a chosen area of interest. The Master's degree can also be pursued in a 4+1 format in conjunction with the Coordinate major in Computer Science.

Requirements

The M.S. program requires 30 credit hours of graduate coursework. Coursework requirements vary slightly depending on the chosen track, but consist of 12 credits of breadth coursework and 12-18 credits of depth coursework. Below we outline these degree tracks with their associated course requirements and provide some example curricula. We note that some of these example curricula do not have full-time enrollment in all semesters. Additional electives can be added in these slots as needed for full-time requirements.

Coursework and Degree Tracks

At the high level, the course requirements for the M.S. can be thought of as having a *core requirement* and an *elective requirement*. The core requirement is identical to that of our Ph.D. program, which requires of one core course from each of three breadth areas (Algorithms, Systems and Artificial Intelligence/Machine Learning), for a total of three courses counting for 9 credit hours. Currently the Algorithms area requirement is fulfilled by CMPS 6610 Algorithms (3 c.h.) (Algorithms), the Systems area is fulfilled by CMPS 6750 Computer Networks (3 c.h.) or CMPS 6760 Distributed Systems (3 c.h.) (Distributed Systems), and the AI/ML area requirement is fulfilled by CMPS 6620 Artificial Intelligence (3 c.h.) (Artificial Intelligence) or CMPS 6720 Machine Learning (3 c.h.) (Machine Learning). The available degree tracks are the *coursework*, *project* and *thesis* tracks; each of these can also be completed in the 4+1 format for existing coordinate majors.

Depending on the chosen option, the remaining 21 credit hours can be fulfilled by some combination of CS electives and thesis work. A CS graduate elective is any CS course that is 6000-level or higher (excluding CMPS 6100 Introduction to Computer Science (3 c.h.) and CMPS 7010 Research Seminar (3 c.h.)). Core courses not counted toward the core requirement also can count toward elective requirements. A comprehensive list of current courses can be found here. Finally, thesis work can be conducted by taking CMPS 9980 Masters Research (0 to 3 c.h.) (Master's Thesis) over two semesters for a grade. In both the coursework and thesis options we seek to encourage elective choices that are coherent enough to provide a specialized area of study, but flexible enough that students can explore different areas of computer science. Below we give examples of each track with sample curricula.

Coursework and Project Tracks.
The 21 credit hours remaining after taking core courses for the coursework only track consists of 7 courses. In some instances, it may be possible to submit a petition to the Graduate Studies Committee to count non-CS courses for elective credit (e.g., in an interdisciplinary subject area). No more than 2 such graduate courses may be counted toward M.S. coursework credit.

Coursework Track: AI/ML Focus

Course ID	Title	Credits
AI/ML Focus		
Semester 1		
CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6160	Introduction to Data Science	3
Semester 2		
CMPS 6610	Algorithms (*)	3
CMPS 6720	Machine Learning	3
CMPS 6360	Data Visualization	3
Semester 3		
CMPS 6750	Computer Networks (*)	3
CMPS 6150	Multi-agent Systems	3
CMPS 6730	Natural Language Processing	3
Semester 4		
CMPS 6280	Information Theory	3
CMPS 6740	Reinforcement Learning	3

Coursework Track: Data Science Focus

Course ID	Title	Credits
Data Science Focus		
Semester 1		

CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6160	Introduction to Data Science	3
Semester 2		
CMPS 6610	Algorithms (*)	3
CMPS 6350	Intro to Computer Graphics	3
CMPS 6300	Software Studio	3
Semester 3		
CMPS 6760	Distributed Systems (*)	3
CMPS 6360	Data Visualization	3
CMPS 6280	Information Theory	3
Semester 4		
CMPS 6720	Machine Learning	3
CMPS 6150	Multi-agent Systems	3

Coursework Track: Algorithms and Theory Focus

Course ID	Title	Credits
Algorithms and Theory Focus		
Semester 1		
CMPS 6610	Algorithms (*)	3
CMPS 6280	Information Theory	3
Semester 2		
CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6250	Math Found Comp Security	3
CMPS 6310	Logic in Computer Science	3
Semester 3		
CMPS 6760	Distributed Systems (*)	3
CMPS 6710	Computational Complexity	3
CMPS 6640	Advanced Computational Geometry	3
Semester 4		
CMPS 6260	Advanced Algorithms	3
CMPS 6740	Reinforcement Learning	3

While the M.S. program is split into coursework and thesis, students can also pursue project work via the coursework track using independent study and research courses. Project work can consist of research activities, or an independently chosen course of student supported by a faculty mentor (i.e., the Independent Study instructor). Project requirements do not rise to the level of a thesis but require that the project goals and progress be clearly evaluated in the syllabi of the courses taken. Here is a sample curriculum with a Data Science focus:

Project-based Coursework Track, Data Science Focus

Course ID	Title	Credits
Data Science Focus		
Semester 1		
CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6160	Introduction to Data Science	3
CMPS 6360	Data Visualization	3
Semester 2		
CMPS 6610	Algorithms (*)	3
CMPS 6350	Intro to Computer Graphics	3
CMPS 6280	Information Theory	3
Semester 3		
CMPS 6760	Distributed Systems (*)	3
CMPS 7980	Independent Study	3
Semester 4		
CMPS 6720	Machine Learning	3
CMPS 7980	Independent Study	3

Thesis Track.

The thesis option requires the completion of a Master's Thesis supervised by an advisor chosen by the end of the 2nd semester. This option requires 6 credit hours of a thesis course (for a grade) and 15 credit hours of CS electives. Students must also form an M.S. Thesis Committee by the end of their 2nd semester. The M.S. Thesis Committee will consist of an advisor, one CS faculty member and one other SSE faculty member. The final thesis must be presented and approved by the committee prior to the end of their 4th semester.

Thesis Track, AI/ML Focus

Course ID	Title	Credits
AI/ML Focus		
Semester 1		
CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6280	Information Theory	3
CMPS 6750	Computer Networks (*)	3
Semester 2		
CMPS 6610	Algorithms (*)	3
CMPS 6720	Machine Learning	3
CMPS 6150	Multi-agent Systems	3
Semester 3		
CMPS 6730	Natural Language Processing	3
CMPS 9980	Masters Research	3
Semester 4		
CMPS 6740	Reinforcement Learning	3
CMPS 9980	Masters Research	3

4+1 Track.

SSE allows at most 6 graduate credit hours to be counted toward both undergraduate and graduate degrees. In our department, advanced undergraduate electives are available as "mezzanine" courses, with undergraduate and graduate sections that can count for undergraduate or graduate credit, respectively. For the 4+1 degree program, undergraduate students can count 6 credit hours of these courses toward both the CS coordinate major as well as an M.S. degree by enrolling in graduate-level sections. Additionally, up to 6 additional credit hours of graduate coursework completed during the undergraduate degree (beyond the 120 credit hour requirement for undergraduate degrees) may also be counted toward the 4+1 degree. We give two sample curricula below.

4+1 Track: Data Science Focus

Here, we assume that 2 undergraduate CS electives have been taken that will count toward the 4+1 degree.

Course ID	Title	Credits
Data Science Focus		
Semester 1		
CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6160	Introduction to Data Science	3
CMPS 6350	Intro to Computer Graphics	3
CMPS 6280	Information Theory	3
Semester 2		
CMPS 6610	Algorithms (*)	3
CMPS 6360	Data Visualization	3
CMPS 6750	Computer Networks (*)	3
CMPS 6150	Multi-agent Systems	3

Project-based 4+1 Track: AI/ML Focus

As with the coursework-based M.S. track, it is possible to incorporate a project into the 4+1 degree program by pursuing project work over the summer.

Course ID	Title	Credits
AI/ML Focus		
Summer 1		
CMPS 7980	Independent Study	3
Semester 1		
CMPS 6140	Intro Artificial Intelligence (*)	3
CMPS 6610	Algorithms (*)	3
CMPS 6280	Information Theory	3
Semester 2		
CMPS 6720	Machine Learning	3
CMPS 6760	Distributed Systems (*)	3
CMPS 6740	Reinforcement Learning	3
Summer 2		
CMPS 7980	Independent Study	3

Computer Science, PhD

The PhD Program in Computer Science guides students from beginning graduate study in Computer Science all the way through to completion of their dissertation research.

The objective of the program is to ensure students obtain a solid foundation by requiring them to take graduate courses in a number of core areas of computer science. A depth requirement involving the attendance of a sequence of courses from one or more areas will enable the student to acquire world-class expertise on a research area of concentration. Students also will be expected to engage in research as early as their incoming semester. This will be accomplished by the research courses and research seminars that will prepare students by engaging them in research from the start.

More detailed information about the PhD program can be found on the following program page: https://sse.tulane.edu/cs/academics/graduate/phd-programs (https://sse.tulane.edu/cs/academics/graduate/phd-programs/) .

Requirements

The program requires 48 credit hours of graduate course work, including core computer science courses, research courses starting in the first year, as well as an interdisciplinary research project. After an oral qualifying examination at the end of the fifth semester, the prospectus presentation is scheduled at the beginning of the seventh semester, and the final milestone is to complete and defend a dissertation.

Course requirements are broken down into four areas: core courses, research courses, the interdisciplinary project and electives. Students are required to complete at least 48 credit hours (typically 16 classes) of coursework. This consists of:

- 9 credit hours of core classes
- 9 credit hours of research courses in the first two years
- 9 credit hours for the interdisciplinary project
- 9 credit hours of Computer Science electives
- 12 credit hours of general electives

Each student is required to devise a schedule of courses in consultation with their faculty advisor.

Core Courses

As a breadth requirement that ensures a good foundation in graduate Computer Science coursework, each PhD student is required to take one class (3 credit hours) in each of the three categories below with a grade point average of at least 3.5 for these three courses. Courses in which an inadequate grade is received may be repeated once. These courses are from the following core areas:

- Algorithms: CMPS 6610 Algorithms (3 c.h.)
- Systems: One of CMPS 6750 Computer Networks (3 c.h.) or CMPS 6760 Distributed Systems (3 c.h.) or CMPS 6780 Computer Architecture (3 c.h.)
- AI/ML: One of CMPS 6620 Artificial Intelligence (3 c.h.) or CMPS 6720 Machine Learning (3 c.h.)

The core courses have to be completed before the student's oral qualifying exam.

Research Courses in the First Two Years

Students are expected to engage in research early on, possibly as early as their incoming semester, but no later than the third semester. This is facilitated through research courses, as well as through the interdisciplinary project. Students are required to take at least three research classes (9 credit hours). Typically, these classes consist of CMPS 7010 Research Seminar (3 c.h.) in the first year, and one offering of CMPS 7020 Research in Computer Science (3 c.h.) in the second year. CMPS 7010 Research Seminar (3 c.h.) introduces students to research methods in Computer Science and to the research conducted in the department. In the CMPS 7020 Research in Computer Science (3 c.h.) course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor.

Interdisciplinary Project

Each student is required to complete an interdisciplinary research project. The project is directed by a faculty member in Computer

Science, and it consists of interdisciplinary research in a related area. During the rst-year research seminar classes, students are exposed to the research areas represented by the department faculty. Students are encouraged to identify a faculty advisor and a research topic for their interdisciplinary project during these seminar classes. If a student is unable to identify a project, the Graduate Studies Committee assigns a faculty mentor to advise the student and help develop an interdisciplinary project. The requirements for the interdisciplinary project are:

- Students must take one graduate class (3 credits or more) in Computer Science that prepares them for the project. Examples include CMPS 6630 Computational Bio & Bioinform (3 c.h.), CMPS 6360 Data Visualization (3 c.h.), CMPS 6640 Advanced Computational Geometry (3 c.h.), CMPS 6150 Multi-agent Systems (3 c.h.).
- Students must take one graduate class (3 credits or more) outside of Computer Science in the area most relevant to the interdisciplinary project.
- Students must enroll in a directed research course (3 credits), such as CMPS 7020 Research in Computer Science (3 c.h.), to conduct the interdisciplinary research.
- The project culminates in a final report, possibly a published research paper, that summarizes the research outcomes. Students also are required to present the outcomes of their project in a public talk in the department.

Typically, students are exposed to interdisciplinary research during their first year in research seminar classes. They start the interdisciplinary project in their third semester, and the expectation is that the project is completed by the end of the second year.

Elective Courses

The following elective courses are part of the PhD requirements:

- Computer Science electives: Students are required to enroll in 9 credit hours of graduate courses in Computer Science, chosen from PhD-level classes except for CMPS 7010 Research Seminar (3 c.h.), CMPS 7020 Research in Computer Science (3 c.h.), CMPS 7980 Independent Study (3 c.h.). PhD-level classes are listed on the graduate program's webpage and course catalog.
- General electives: Students are required to enroll in 12 credit hours of general electives that can be CMPS 7020 Research in Computer Science (3 c.h.) or graduate courses in Computer Science, chosen from PhD-level classes except for CMPS 7010 Research Seminar (3 c.h.). With approval of the Graduate Studies Committee, at most 9 credit hours of general electives may be replaced with graduate electives outside of Computer Science.

Faculty Advisor

Students are typically paired with an advisor upon entry into the program and are encouraged to begin research with a faculty advisor and their dissertation research topic as soon as possible, but no later than the end of their second year. The advisor will be the faculty member supervising the student on the interdisciplinary research project. Students should plan and discuss their progress through coursework and PhD milestones with their advisor regularly, but at least once a year after receiving feedback from the Graduate Studies Committee.

It is also possible for students to be co-advised by more than one faculty member, as long as one of the advisors is a full-time faculty member in the Department of Computer Science. Co-advisors can include faculty members with adjunct appointments in the CS department. Additionally, any new co-advising arrangement must be supported with a mentoring plan approved by the Graduate Studies Committee. This mentoring plan will outline plans for financial support and how students will make progress through their degree milestones.

PhD Committee

During the student's fourth semester, the student and the faculty advisor draft a proposed list of members of the student's PhD committee. The proposed committee must be approved by the Graduate Studies Committee. Initially, the PhD committee consists of at least three faculty members: the Computer Science faculty advisor and two additional faculty members. Two of these committee members must be full-time faculty members from the Department of Computer Science. The third committee member may be a Tulane faculty member from outside the Department of Computer Science, as appropriate. This committee administers the qualifying oral examination, attends the prospectus presentation and approves the written prospectus, and attends the thesis defense.

During the summer before the student's third year, a fourth member of the committee is recruited. This member must be external to Tulane. The external committee member must attend the student's prospectus presentation, approve the written thesis and attend the thesis defense. A requirement for the thesis committee is that at least three of the members, have a terminal (i.e., PhD) degree.

The PhD Committee provides advice and guidance throughout the student's course of study, oversees the qualifying exam, the prospectus, and the dissertation defense.

Oral Qualifying Exam

The oral qualifying exam typically takes place in the fifth semester, administered by the PhD committee. Before taking the oral qualifying exam, the student must have completed the core requirements as well as the interdisciplinary project. The PhD committee compiles a reading list the student is responsible for in the oral qualifying exam. The purpose of this exam is to ensure the student is qualified to do independent research. The student is tested over a set of selected topics related to the student's research area. The student is informed about the material covered on the exam during the semester preceding the exam. The exam may start with a short presentation by the student and is followed by questions from the committee. The oral qualifying exam must be passed before the end of the fifth semester; it can be retaken at most once.

Prospectus

At the beginning of the student's seventh semester, the PhD committee attends an oral prospectus presentation given by the student. In the presentation, the student describes the central problem that will be addressed in the dissertation, including the background needed to place the problem properly in perspective. The purpose of the presentation is to give the student feedback about the proposed problem(s), evaluate progress and the overall plan for the dissertation work, and finally to provide constructive feedback. The written component of the prospectus is a 10-15 page document that summarizes these points and is approved by the advisor and PhD

committee. Upon successful completion of the Prospectus, candidacy forms and the written prospectus are submitted for departmental and SSE approval.

Dissertation Research and the Dissertation

After passing the oral qualifying exam, a student focuses primarily on research in a particular area in which they have chosen to do their dissertation research, participating in research projects overseen by their advisor. In many cases, the student co-authors papers in conferences and journals about the research results obtained during these research activities. Then the dissertation will comprise a compilation of the results, with the expectation that the student utilizes the dissertation to present the material as a coherent theme. A draft of the thesis must be circulated to the PhD committee at least one month before the final version is due in the School of Science and Engineering, and the committee will render a verdict on whether the dissertation meets the standards to be accepted for the PhD degree.

Example Schedule

In this example schedule, 48 credit hours (typically 16 classes of 3 credit hours each) are composed of:

- 9 credit hours of core classes:
  - Shown as CMPS 6610 Algorithms (3 c.h.), CMPS 6750 Computer Networks (3 c.h.), CMPS 6620 Artificial Intelligence (3 c.h.)
- 9 credit hours of research courses:
  - Shown as two offerings of CMPS 7010 Research Seminar (3 c.h.) and one CMPS 7020 Research in Computer Science (3 c.h.)
- 9 credit hours for the interdisciplinary project:
  - Shown as CMPS Elective, Non-CMPS Elective, CMPS 7020 Research in Computer Science (3 c.h.)
- 9 credit hours of Computer Science electives and 12 credit hours of general electives

Year 1		
Fall		**Credit Hours**
CMPS 6610	Algorithms	3
CMPS 6620	Artificial Intelligence	3
CMPS 7010	Research Seminar	3
	Credit Hours	**9**
Spring		
CMPS 6750	Computer Networks	3
CMPS 7010	Research Seminar	3
CMPS Elective		3
	Credit Hours	**9**
Year 2		
Fall		
CMPS 7020	Research in Computer Science	3
CMPS Elective		3
Non-CMPS Elective		3
	Credit Hours	**9**
Spring		
CMPS 7020	Research in Computer Science	3
CMPS Elective		3
CMPS Elective		3
	Credit Hours	**9**
Year 3		
Fall		
General Elective		3
General Elective		3
General Elective		3
	Credit Hours	**9**
Spring		
General Elective		3
	Credit Hours	**3**
	Total Credit Hours	**48**

Department of Earth and Environmental Sciences

Programs

Undergraduate

Major

- Earth and Environmental Sciences Major (p. 561)

Minor

- Earth and Environmental Sciences Minor (p. 563)

Certificate

- Geographic Information Systems Certificate (p. 564)

Graduate

- Earth and Environmental Sciences, MS (p. 563)
- Earth and Environmental Sciences, PhD (p. 564)

Earth and Environmental Sciences Major

Overview

Earth and Environmental Sciences is a broad interdisciplinary field dedicated to understanding the origin and evolution of the Earth. This discipline includes the study of climate, water, landscapes, earthquakes, volcanoes, prehistoric life, planets, natural resources, and the impact of humans on the environment. To help solve some of the greatest challenges facing human society, students majoring in Earth and Environmental Sciences will gain knowledge of Earth's materials and the physical, chemical, and biological processes that have operated throughout Earth's history. The curriculum also emphasizes active and collaborative learning and provides ample opportunities for research, field trips, and study abroad coursework around the world. Students graduating with a degree in Earth and Environmental Sciences will be prepared for graduate or professional programs or direct entry into the workforce. Earth and Environmental Sciences majors may go on

to careers in industry, technology, consulting, nonprofits, government, education, and law.

Requirements

Course requirements for the Earth and Environmental Sciences major are outlined below:

Course ID	Title	Credits
One Introductory Course (choose one introductory EENS course with lab of the following)		**4**
EENS 1110 & EENS 1115	Planet Earth and Planet Earth Lab	
EENS 1300 & EENS 1305	Earth as a Living Planet and Earth as a Living Planet Lab	
EENS 2220 & EENS 2225	Earth & Life Through Time and Earth & Life Through Time Lab	
Core Courses		**16**
EENS 2090 & EENS 2091	Shaping the Earth's Surface and Shaping the Earth's Surface Laboratory	
EENS 2100 & EENS 2101	Dynamic Planets and Dynamic Planets Lab	
EENS 2110 & EENS 2111	How to Build a Habitable Planet and How to Build a Habitable Planet Laboratory	
EENS 2120 & EENS 2121	Climate and Extinction and Climate and Extinction lab	
Six Electives in selected track		**18-24**
Select the Earth and Planetary Science Track or the Environmental Science Track [1]		
Three electives must be at the 3000-level or above		
Only two courses outside of the Earth & Environmental Sciences department may count towards the major.		
No more than two GIS certificate course may count as electives towards the major in EENS. See Elective Lists below for more details.		
Required Courses Outside EENS		
Two Mathematics Courses		8
MATH 1210	Calculus I [1]	
MATH 1220	Calculus II [1]	
or MATH 1230	Statistics For Scientists	
Three Sciences Courses		12
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	
PHYS 1310 & PHYS 1311	General Physics I and General Physics I Lab	
or PHYS 1210 & PHYS 1211	Introductory Physics I and Introductory Physics I Lab	
EBIO 1010 & EBIO 1015	Diversity of Life and Diversity of Life Lab	
One Senior Experiential Learning Course		**3-7**
Field-based course [3]		
EENS 4560 & SRVC 4890	Public Service Internship and Public Service Internship	
EENS 4570	Internship	
EENS 4990 & EENS 5000	Honors Thesis and Honors Thesis	
Total Credit Hours		**61-71**

1. Students should consult with their major advisor to review available electives and to select a track.
2. Math 1150 and 1160 ((Long Calculus sequence) may be taken instead of MATH 1210 to complete the Calculus 1 requirement. MATH 1310 Consolidated Calculus (4 c.h.) may be taken instead of MATH 1210 Calculus I (4 c.h.)/MATH 1220 Calculus II (4 c.h.)
3. Field-based courses include a range of options, typically transferred from another accredited university-level program. These include geoscience field camp courses, applied field-based geophysics courses, and coastal and/or marine science courses. Department approval is required.

Course ID	Title	Credits
Earth and Planetary Science Track Electives		
EENS 2240	Geology of Our National Parks	3
EENS 3050	Natural Hazards & Mitigation	3
EENS 3100	Planetary Geology	3
EENS 3150	Intro to GIS	4
EENS 3170	Geomorphology	3
EENS 3180	Making Landscapes	3
EENS 3270	Sedimentation and Strat	3
EENS 3410	Structural Geology	3
EENS 3600	Science of Climate Change	3
EENS 3840	Planetary Geophysics	3
EENS 3990	Field Geoscience	3-8
EENS 4030	Advanced GIS	3
EENS 4060	Tectonic Geomorphology	3
EENS 4160	3D Stratigraphy	3
EENS 4180	Intro Remote Sensing	3
EENS 4230	Tectonics	3
EENS 4250	Isotopes in The Environm	3
EENS 4320	Subsurface Geology	3
EENS 4350	Geologic Dating Methods	3
EENS 4390	Geospatial and Numerical Methods	4
EENS 4440	Introduction to Geophysics	3
COLQ 4120	The Grand Canyon	3,4
CMPS 1100	Foundations of Programming	3
CMPS 1500	Intro to Computer Science I	4
CMPS 2170	Intro to Discrete Math	3
MATH 2210	Calculus III	4
MATH 2240	Intro To Applied Math	4
MATH 3070	Intro To Probability	3
MATH 3090	Linear Algebra	4
Environmental Science Track Electives		
EENS 2020	Environmental Geology	3
EENS 2060	Introductory Geography	3
EENS 2070	Weather and Climate	3
EENS 2080	Extreme Weather	3
EENS 2230	Oceanography	3

EENS 2240	Geology of Our National Parks	3
EENS 3050	Natural Hazards & Mitigation	3
EENS 3120	Soils and Soil Formation	3
EENS 3150	Intro to GIS	4
EENS 3170	Geomorphology	3
EENS 3180	Making Landscapes	3
EENS 3270	Sedimentation and Strat	3
EENS 3550	Shark Paleobiology	3,4
EENS 3600	Science of Climate Change	3
EENS 3650	Marine Environmental Geology	3
EENS 3730	Pathways to Urban Sustainability	3
EENS 3990	Field Geoscience	3-8
EENS 4030	Advanced GIS	3
EENS 4040	Coastal Marine Geology	3
EENS 4180	Intro Remote Sensing	3
EENS 4250	Isotopes in The Environm	3
EENS 4300	Groundwater Hydrology	3
EENS 4350	Geologic Dating Methods	3
EENS 4360	Environmental Geochemistry	3
EENS 4390	Geospatial and Numerical Methods	4
COLQ 4120	The Grand Canyon	3,4
ANTH 3560	Environmental Archaeology	3
EBIO 2040	Conservation Biology	3
EBIO 2580	Urban Ecology	3
EBIO 2600	Natural Resource Conservation	3
EBIO 3040	General Ecology	3
EVST 3310	Approaches to Environ Studies	3
CHEM 2500	Environmental Chemistry	3
CMPS 1100	Foundations of Programming	3
CMPS 1500	Intro to Computer Science I	4
CMPS 2170	Intro to Discrete Math	3
COMM 3510	Environmental Comm	3
MATH 2210	Calculus III	4
MATH 2240	Intro To Applied Math	4
MATH 3070	Intro To Probability	3
MATH 3090	Linear Algebra	4

Earth and Environmental Sciences Minor

Overview

The Earth and Environmental Sciences minor provides a broad overview of basic geoscience concepts that may be beneficial to students with majors or interests in the following: anthropology, business, chemistry, communications, ecology and evolution, economics, K-12 education, environmental law, environmental studies, history, public health, physics, political science, or other liberal arts or science and engineering fields.

Requirements

Course requirements for the Earth and Environmental Sciences minor are outlined below:

Course ID	Title	Credits
One Introductory Course		
Any introductory EENS course with lab		4
EENS 1110 & EENS 1115	Planet Earth and Planet Earth Lab	
EENS 1300 & EENS 1305	Earth as a Living Planet and Earth as a Living Planet Lab	
EENS 2220 & EENS 2225	Earth & Life Through Time and Earth & Life Through Time Lab	
One Course Course		**3-4**
EENS 2090	Shaping the Earth's Surface	
EENS 2100	Dynamic Planets	
EENS 2110	How to Build a Habitable Planet	
EENS 2120	Climate and Extinction	
Electives		
Four EENS courses at or above the 2000-level. [1]		12-16
A minimum of one EENS elective course at the 3000-level or above		3-4
Total Credit Hours		**22-28**

[1] Choose electives from the either track of the Earth and Environmental Sciences Major.

Earth and Environmental Sciences, MS

The geosciences aim to increase our understanding of the composition and evolution of the Earth, including its fundamental role in creating the natural environment that humans inhabit. As such, this broad field addresses problems that will likely constitute some of the premier challenges for humankind in the 21st century, given the need to feed a rapidly growing world population, the continuously increasing per capita demand for natural resources, and the associated impacts such as climate change and the vast spectrum of more regional environmental impacts.

Requirements

Applicants pursue a thesis program for a Master of Science degree. To be acceptable, the thesis must contain an original contribution to knowledge and be in form and of literary quality worthy of publication. Students must form a thesis committee and present a prospectus that will serve as a guideline for their thesis before the start of their fourth semester. In addition to the thesis, 24 semester hours of course work at the 6000-9000 level are required. Those expecting to continue into a Ph.D. program can either finish their Master degree or pass a Ph.D. qualifying exam before their fifth semester.

Earth and Environmental Sciences, PhD

The geosciences aim to increase our understanding of the composition and evolution of the Earth, including its fundamental role in creating the natural environment that humans inhabit. As such, this broad field addresses problems that will likely constitute some of the premier challenges for humankind in the 21st century, given the need to feed a rapidly growing world population, the continuously increasing per capita demand for natural resources, and the associated impacts such as climate change and the vast spectrum of more regional environmental impacts.

Requirements

All students working for the Ph.D. degree must satisfy the general requirements as listed below. The master's degree is not a requirement for the Ph.D. in Earth and Environmental Sciences.

Candidates must demonstrate a high degree of creative or research ability and fulfill the following requirements:

1. Pass a qualifying examination before their fifth semester
2. Complete at least 48 semester hours of course work at the 6000-9000 level with approval by the graduate advisor
3. Form a dissertation committee and present a dissertation prospectus that will serve as a guideline for dissertation
4. Present an original contribution in the form of a written dissertation suitable for multiple publications in peer-reviewed journals and successfully defend their dissertation it in a public oral defense of the work

Geographic Information Systems Certificate

The Department of Earth and Environmental Sciences at Tulane University offers a certificate program in Geographic Information Systems (GIS). GIS interfaces, like ESRI ArcGIS, are focused on integration, management and interpretation of remote and ground-based datasets and are important tools for a variety of fields, including physical and environmental sciences, life science, urban planning and management, political science, civil engineering, anthropology, economy/business, education administration, real estate, public health and health care.

The primary goal of this certificate program is to ensure that students become grounded in GIS concepts and theory including organization, management, and visualization of geospatial data, as well as in the acquisition and interpretation of remote datasets.

Requirements

A minimum of 13 credits distributed over two required courses and two electives is necessary to complete the GIS certificate. This coursework is typically completed over two years.

Course ID	Title	Credits
Required Courses		
EENS 3150/6150/ EBIO 6150	Intro to GIS (Fall and Summer)	4
EENS 4030/6030	Advanced GIS (Spring and Summer)	3
Elective Courses		
Select two of the following:		6
EENS 4180/6180	Intro Remote Sensing (Fall)	
EENS 4380/6380	Remote Sensing for Environmental Analysis (Spring)	
EENS 4390/6390	Geospatial and Numerical Methods (Fall)	
EENS 4370	Independent Study in GIS and Remote Sensing	
Special Topics [1]		
Total Credit Hours		**13**

[1] Student can use GIS and Remote Sensing in any research topic. (Independent study should be approved by the Director of GIS program), Fall, Spring, Summer. Students cannot exceed 3 credits for special topic courses.

Department of Ecology and Evolutionary Biology

Programs

Mission Statement

The Department of Ecology and Evolutionary Biology is committed to excellence in teaching, research and service to our communities. We strive to integrate our scientific and educational missions in ecology and evolutionary biology by discovering new knowledge through programmatic research and by providing a rich learning environment for undergraduate and graduate students. We prepare our students for a wide range of disciplines, from biology, environmental science, and conservation to law, medicine, and public health; and for both the creation and dissemination of knowledge.

Our teaching and research includes genomes, organisms, populations, communities, ecosystems, and global systems as we focus our efforts on conservation biology, ecosystem ecology, environmental biology, evolutionary biology, systematics, tropical ecology, disease ecology, and global change, including climate change. We emphasize tropical biology, wetlands and coastal ecosystems, and global change biology centered geographically, but not exclusively in the subtropics — especially Louisiana — and the American tropics.

Achieving our scientific mission is predicated on fostering an inclusive environment that welcomes and supports students, faculty, and staff from marginalized and underrepresented communities, including BIPOC, LGBTQ+, low income, first generation college students and people with disabilities. Academia broadly, and the fields of ecology and evolutionary biology specifically, have a long and well-documented history of racism and exclusivity that continues in many forms to this day. To remove the biases that prevent so many from engaging with, and succeeding in our field, we embrace proactive policies including sensitivity training, targeted funding opportunities, and equal-opportunity hiring and recruiting practices. We consider this work integral to the success of our department, The School of Science and Engineering and Tulane University, and to our academic disciplines.

Tulane University

Undergraduate

Majors

- Ecology and Evolutionary Biology Major (p. 565)
- Environmental Biology Major (p. 569)

Minors

- Ecology and Evolutionary Biology Minor (p. 566)
- Marine Biology Minor for Biology Majors (p. 570)
- Marine Biology Minor for Non-Biology Majors (p. 570)

Graduate

- Ecology and Evolutionary Biology, MS (p. 567)
- Ecology and Evolutionary Biology, PhD (p. 568)

Ecology and Evolutionary Biology Major

The major in Ecology and Evolutionary Biology is an innovative program of study. Our diverse faculty offer engaging, student-centered courses with ample opportunities for hands-on learning in the lab and field in addition to research and study abroad programming in Ecuador, Australia, and Scandinavia, for example. Students are encouraged to join our labs, where they can develop a wide range of skills and expertise in areas including molecular and microbiology, physiology, animal behavior, and disease and field ecology. The EBIO major prepares students for careers in zoology, botany, conservation, science education, consulting, non-governmental organizations, as well as graduate and professional programs. Students interested in pursuing advanced study in public health, medical or veterinary school also benefit from the breadth and depth of the major, and the unique extent of faculty-student engagement.

The Ecology and Evolutionary Biology Department also offers a major in Environmental Biology and minors in Ecology and Evolutionary Biology and in Marine Biology to undergraduate students.

Requirements

The major in ecology and evolutionary biology provides understanding of the structure and function of organisms and their evolution and ecology. Majors must complete six core courses, six elective courses, two chemistry courses, two mathematics courses, and the capstone requirement.

Course ID	Title	Credits
Core Courses		
EBIO 1010 & EBIO 1015	Diversity of Life and Diversity of Life Lab	4
EBIO 1020 or CELL 1010	Mechanisms of Life Intro to Cell & Molec Biology	3
EBIO 2020	Theory and Methods in Ecology and Evolutionary Biology	3
EBIO 2070 & EBIO 2071	Molecular and Evolutionary Genetics and Molecular and Evolutionary Genetics Recitation [1]	4
or CELL 2050 & EBIO 2072	Genetics and Quantitative, Population & Evolutionary Genetics	
EBIO 3040 & EBIO 3045	General Ecology and General Ecology Lab	4
EBIO 3080	Processes of Evolution	3
Ecology and Evolutionary Biology Electives		
Select elective courses from approved lists [2]		
Three 3-credit-hour Ecology and Evolutionary Biology Lectures		9
Three 4-credit-hour Ecology and Evolutionary Biology Labs		12
Ecology and Evolutionary Biology Capstone **EBIO 5970 (3 credit hours) carries the NTC Tier-2 Writing Attribute**		
Select Capstone Courses [3]		
EBIO 5970	Capstone Research Seminars	2-3
or EBIO 5971	Capstone Research Seminars	
General Chemistry Requirement		
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4
Mathematics Requirement		
Two semesters of Mathematics [4]		6
Total Credit Hours		**58-59**

Note(s): Additional courses in biological statistics and physics are also highly recommended.

1. The option of CELL 2050+EBIO 2072 is available only to double majors and/or pre-health students whose outside program otherwise require CELL 2050.
2. Three 3-credit lecture electives and three 4-credit lab electives (see department courses (p.) listing) are selected according to the interests of the student in consultation with the major advisor. In addition, a student may use a maximum of one lecture course and one lab course from an approved list of courses (see below) from other departments as elective courses. Courses representing internship studies, independent studies, and seminars may not count as elective courses. EBIO 4990 Honors Thesis (3 c.h.) and EBIO 5000 Honors Thesis (4 c.h.) satisfy only one lecture elective in the major. Students who opt to write an Honors Thesis will take EBIO 4992 Honors Thesis Cohort (0 c.h.) in both semesters concurrently with the thesis courses.
3. This capstone requirement may be satisfied by completion of EBIO 5970 Capstone Research Seminars (3 c.h.) or EBIO 5971 Capstone Research Seminars (2 c.h.).
4. A minimum of 6 credits of mathematics is required for the Bachelor's degree. Any two Mathematics courses (MATH) numbered 1210 and above may be used to satisfy this requirement. However, the combination of MATH 1150 and MATH 1160 (Long Calculus) may only count as one course towards this requirement.

Extradepartmental Courses

One lecture course (3-credits) and one lab course (4-credits) from the list below which are not taught by Ecology and Evolutionary Biology

faculty are acceptable as two of the electives in the required programs for the EE Biology major if not already required by that major.

Course ID	Title	Credits
ANTH 3140	Primate Ecology and Behavior	3
ANTH 6500	Human Evolution	3
ANTH 3720	Adaptation and Human Variability	3
ANTH 3760	Primate Evolution and Adaptation	3
CELL 3030 & CELL 3035	Molecular Biology and Molecular Biology Lab	4
CELL 3750 & CELL 3755	Cell Biology and Cell Biology Laboratory	4
CELL 4010	Cellular Biochemistry	3
CELL 4110	Human Histology	4
CELL 4130	Embryology	3
CELL 4160	Developmental Biology	3
CELL 4220	Microbiology	3
CHEM 2410 & CHEM 2415	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2420 & CHEM 2425	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2480	Chemistry of Energy	3
CHEM 2500	Environmental Chemistry	3
CHEM 3830 & CHEM 3835	Intro To Biochemistry and Intro to Biochem Lab	5
SCEN 4110	Basic Medical Biochemistry	3

Ecology and Evolutionary Biology Minor

Overview

The Ecology and Evolutionary Biology minor provides students with the opportunity to gain knowledge and skills in ecological and evolutionary sciences and organismal biology. Our objective is to prepare Tulane graduates to be environmentally aware citizens with knowledge of global environmental challenges and their connections to cultural, social, and economic factors.

Requirements

Course ID	Title	Credits
Foundation Course		
EBIO 1010 & EBIO 1015	Diversity of Life and Diversity of Life Lab	4
Electives (Choose Three)		**9-12**
EBIO 2020	Theory and Methods in Ecology and Evolutionary Biology	
EBIO 2030	History of Life	
EBIO 2040	Conservation Biology	
EBIO 2050	Global Change Biology	
EBIO 2070 & EBIO 2071	Molecular and Evolutionary Genetics and Molecular and Evolutionary Genetics Recitation	
EBIO 2110	Tropical Biology	
EBIO 2130	Intro to Animal Behavior	
EBIO 2210	Insects and Human Interactions	
EBIO 2250	Vertebrate Biology	
EBIO 2360	Wetlands Ecology	
EBIO 2580	Urban Ecology	
EBIO 2600	Natural Resource Conservation	
Other EBIO 2000-level or EBIO Special Topics course		
Upper-Level Electives and Lab Courses [1]		**6-8**
Any two EBIO courses at or above the 3000 level or lab courses; at least one lab course is recommended. Students must meet the required prerequisites to enroll or have instructor approval. One study abroad course in the discipline may be counted, if approved by the department.		
EBIO 2330 & EBIO 2335	Natural History of Louisiana and Natural History of Louisiana Lab	
EBIO 3040	General Ecology	
EBIO 3080	Processes of Evolution	
EBIO 3150 & EBIO 3151	Intro to GIS and Intro to GIS lab	
EBIO 3180	Plants & Human Affairs	
EBIO 3290	Behavioral Ecology	
EBIO 3320 & EBIO 3325	Microbial Diversity & Ecology and Microbial Diversity & Ecology Lab	
EBIO 3500	Sharks and their Relatives	
EBIO 3550 & EBIO 3551	Shark Paleobiology and Shark Paleobiology Lab	
EBIO 3590 & EBIO 3591	Plant Biology and Adaptation and Plant Biology and Adaptation Lab	
EBIO 3780	Community Engaged Conservation & Field Research	
EBIO 3690 & EBIO 3691	Experimental Animal Behavior and Experimental Animal Behavior Lab	
EBIO 4080	Biostatistics and Experimental Design	
EBIO 4110	Tropical Ecology & Agriculture	
EBIO 4270	Population Ecology	
EBIO 4370	Aquatic Autotrophs	
EBIO 4460	Biodiversity and Environmental Informatics	
EBIO 4030 & EBIO 4031	Field Botany and Field Botany Lab	
EBIO 4060 & EBIO 4061	Stream Ecology and Stream Ecology Lab	
EBIO 4090 & EBIO 4091	Invertebrate Paleontology and Invertebrate Paleontology Lab	
EBIO 4210 & EBIO 4211	Vertebrate Morphology and Vertebrate Morphology lab	
EBIO 4230 & EBIO 4231	Molecular Evolution and Ecology and Molecular Evolution and Ecology Lab	
EBIO 4280 & EBIO 4281	Ichthyology and Ichthyology Lab	
EBIO 4310 & EBIO 4311	Plant Systematics and Plant Systematics Lab	
EBIO 4430 & EBIO 4431	Entomology and Entomology Lab	

COLQ 4120	The Grand Canyon
Other upper-level elective courses as approved	
Total Credit Hours	**19-24**

Ecology and Evolutionary Biology, MS

The Department of Ecology and Evolutionary Biology offers the Master of Science degree in both a Thesis and Non-Thesis model (see degree requirements for detail.) The curriculum is designed to encourage maximum student choice and independence while maintaining a close student-advisor relationship. Students are encouraged to adopt a broad, integrative view of science and biological research. Course offerings cover such areas as animal and plant physiology, plant ecology, plant-animal interactions, population biology, structural and evolutionary biology, systematic biology, environmental toxicology, marine/estuarine ecology, and the biology of diverse groups of plants and animals. Students participate in an active departmental seminar program and informal research discussion groups.

Achieving our scientific mission is predicated on fostering an inclusive environment that welcomes and supports students, faculty, and staff from marginalized and underrepresented communities, including BIPOC, LGBTQ+, low income, first generation college students and people with disabilities. Academia broadly, and the fields of ecology and evolutionary biology specifically, have a long and well-documented history of racism and exclusivity that continues in many forms to this day. To remove the biases that prevent so many from engaging with, and succeeding in our field, we embrace proactive policies including sensitivity training, targeted funding opportunities, and equal-opportunity hiring and recruiting practices. We consider this work integral to the success of our department, The School of Science and Engineering and Tulane University, and to our academic disciplines.

Requirements

Thesis Model

Faculty Advisor

The student will consult his/her advisor in order to develop a course of study and to gain the advisor's approval for course registration. The faculty advisor must be a regular (full time) member of the department.

The potential applicant should contact the professor who is desired as advisor prior to making application to the Graduate Studies Program in the School of Science and Engineering. Admission to the EEB graduate program depends upon a faculty member committing to supervise the student's graduate program, including the thesis research and composition. Thus, each applicant must have contacted the potential advisor prior to the decision on her/his application for admission.

Entrance Interview

During the first semester of enrollment, each entering student interviews with the faculty advisor (Graduate Studies Committee Chair substitutes if an advisor has not been arranged) and two other regular faculty members. The purpose of the interview is to review prior courses taken by the student, discuss research interests and degree goals, and ensure that the student understands departmental graduate study procedures. Recommendations for coursework to address deficiencies or to enhance the student's program may be made during the interview. Download Entrance Interview Form (https://tulane.app.box.com/s/wb243g5hmhu7hxjckaqt2lpvan0dqbaz/).

Course Requirements

Course ID	Title	Credits
Year 1-2		
EBIO 6810	EEB Journal Review	1
EBIO 6910 & EBIO 6920	Independent Study and Independent Study This sequence could also be met by 2 sections of EBIO 7150 and EBIO 7160 OR Internship EBIO 7660 and EBIO 7670	2-8
EBIO 9980	Masters Research	3
Additional Approved Graduate level Electives		18-24
Total Credit Hours		**30**

Twenty-four semester hours of approved and graded graduate course work are required in addition to the production of an acceptable Masters of Science thesis. In general, up to 6 semester hours of transfer credit will be accepted toward the Masters of Science degree. Guidelines for acceptability of transfer credit can be found in the Graduate Catalog of the School of Science and Engineering. The Chair of the Department must approve all transfer credits. Courses taken at Tulane are usually taken in the EEB Department, but as many as nine graduate credits from other departments or divisions may be counted toward the course requirement.

Thesis

A student's faculty advisor will also be the director of his/her thesis research. A thesis committee must approve the completed thesis. The thesis committee will consist of at least three faculty members including the student's thesis advisor. EEB faculty must comprise a majority of the thesis committee. Each student must request approval for the composition of the thesis committee by letter addressed to the Chair of the Department. The thesis research must be presented to the Department in a public forum and defended at an oral examination conducted by the thesis committee. Specific instructions for thesis preparation are given in the Graduate Catalog of the School of Science and Engineering.

Non-Thesis Model (Terminal)

In order to earn this degree, students must have been admitted to the EEB graduate program through the regular Tulane University admissions process. Students admitted to the program must have completed the requirements for a baccalaureate degree in any discipline that includes course work in Chemistry (General Chemistry, and either Organic Chemistry or Biochemistry) and Biology (Genetics, Ecology, and Evolution). Additional coursework may be required to make up deficiencies. Students will meet with the graduate advisor prior to the beginning of his/her first semester to discuss appropriate course work for this degree.

Year 1		Credit Hours
EBIO 6810	EEB Journal Review	1
EBIO 6910 & EBIO 6920	Independent Study and Independent Study This sequence could also be met by 2 sections of EBIO 7150 and EBIO 7160 OR Internship EBIO 7660 and EBIO 7670	2-8

Additional Approved Graduate level Electives	21-27
Credit Hours	**30**
Total Credit Hours	**30**

All students seeking this degree must complete 30 credit hours of approved, graduate level coursework in EEB or other relevant departments. A maximum of 6 credits at the graduate level may be transferred to this degree program, at the discretion of the Chair of the Department.

4+1 Degree Program

A Five-Year Combined Degree Program - B.S. in Ecology and Evolutionary Biology (EEBI) or Environmental Biology (ENVB) and M.S. in Ecology and Evolutionary Biology

Description

The five-year, combined degree program is open ***only*** to Tulane undergraduate students. It combines the Bachelor of Science degrees offered by the Department of Ecology and Evolutionary Biology (EEB) with the terminal Master of Science degree in Ecology and Evolutionary Biology, condensing what would normally be about six years of study into five years. Students pursuing the interdisciplinary bachelor's degree in Environmental Science may also apply.

Undergraduate students typically graduate after four years of study, having fulfilled all regular requirements for the Bachelor of Science degree. The accelerated master's degree component allows six graduate credits (two 6000- or 7000- level courses) completed during the senior year to be applied to the B.S. degree as well as to the M.S. degree[1]. Each student pursuing the M.S. degree in Ecology and Evolutionary Biology then completes course work toward the master's degree during one additional year of graduate study. During the fifth (graduate) year the student typically completes a minimum of 24 credits of graduate work for a minimum total of 30 semester hours. The master's degree requires two semesters of independent study or internship courses instead of a written master's thesis. Each master's student will have a graduate advisor who has agreed to advise the student regarding the graduate program and to mentor the student during the independent study or internship.

Rationale

This degree program provides a broad background in the theories and methods of Ecology and Evolutionary Biology at the graduate level, and comprises a minimum of 30 graduate credit hours. The purpose of the 4+1 master's degree program is to provide students with training at the graduate level for one additional year beyond the baccalaureate degree. Thus, the master's degree component provides more complete preparation for future career paths than the Bachelor of Science degree alone. Students electing to pursue this degree program typically desire a broad background rather than a degree program involving a specialization in a particular area based on a master's thesis.

Students who are interested in seeking employment with environmental agencies of federal, state, and municipal government; non-governmental organizations; and in private industry, including environmental consulting firms, will want to take advantage of the elective courses (listed below) that can be taken outside the Department in credit toward this degree. This degree program also will be useful to students planning to enter the field of environmental law as the elective courses outside the Department include law courses in that field.

The degree program provides a foundation in Ecology and Organismal Biology. It requires independent study in Ecology and Evolutionary Biology (EBIO 6910, 6920) or Environmental Biology (EBIO 7150, 7160), or an internship with an approved off-campus agency (EBIO 7660, 7670). These components distinguish this terminal degree program from the thesis-based master's degree in EEB. The opportunity to undertake independent study or to accrue on-the-job training with a governmental or private agency through an internship lends a unique character to this program and may give graduates an employment advantage.

Eligibility

Applications and admissions for the 4+1 programs are rolling - applications are encouraged at any time of the year. Tulane undergraduate students are encouraged to talk with faculty about the 4+1 program during their junior year and may begin to take graduate level classes during their senior year, but should only apply formally during their senior year. By the end of the junior year (or at the time of application), candidates should have completed all LAS proficiency and distribution requirements for the B.S. degree and all core requirements for the major. Candidates are required to have a minimum 3.0 cumulative GPA and EEB GPA. To advance to the fifth (graduate) year, candidates must complete all requirements for the B.S. degree in EEB by the end of their senior year, while maintaining the minimum 3.0 cumulative and EEB GPAs. Teaching assistantships are not available to students pursuing this master's degree program.

Footnote

1. During the senior year, two 6000- or 7000-level courses (6 credits), chosen in consultation with the graduate faculty advisor, may be completed toward both the bachelor's degree and the M.S. degree in Ecology and Evolutionary Biology. In some cases, students wishing to advance their work on the graduate component so as to devote more time to independent study or internship courses in the fifth year may petition the EEB Department to count as many as 12 credits of 6000- or 7000-level courses toward the graduate component. The six additional dual credits must be completed **in excess of the 120 required for the bachelor's degree**, giving the student a total of 126 credits or greater upon receiving the bachelor's degree.

Ecology and Evolutionary Biology, PhD

The Department of Ecology and Evolutionary Biology (EEB) offers a Doctor of Philosophy degree. The curriculum is designed to encourage maximum student choice and independence while maintaining a close student-advisor relationship. Students are encouraged to adopt a broad, integrative view of science and biological research. Course offerings cover such areas as animal and plant physiology, plant ecology, plant-animal interactions, population biology, structural and evolutionary biology, systematic biology, environmental toxicology, marine/estuarine ecology, and the biology of diverse groups of plants and animals. Students participate in an active departmental seminar program and informal research discussion groups.

Students accepted into the doctoral program are informally examined in Genetics, General Ecology, and Evolutionary Biology upon entry; based upon the results of that examination, the department makes

recommendations as to the student's future course of study. By the end of the second year all formal course work is usually completed.The doctoral degree normally requires four or five years of study leading to the production of a publishable dissertation.

Requirements

In addition to university-wide requirements for the PhD, the Department of Ecology and Evolutionary Biology has the following requirements for its PhD students.

Year 1		Credit Hours
EBIO 6810	EEB Journal Review Two sections required	2
EBIO 6777	Foundations in Ecology and Evolutionary Biology	3
EBIO 6910	Independent Study	1-4
EBIO 6920	Independent Study	1-4
Additional approval Graduate Electives		41
	Credit Hours	**48-54**
	Total Credit Hours	**48-54**

Annual Report and Progress

All graduate students who have been enrolled in the EEB Department for at least one semester must submit an annual report that briefly describes progress made during the previous calendar year (see Graduate Student Annual Report Form). Copies of this report must be submitted by January 25th to the student's thesis or dissertation advisor and to the departmental secretary for faculty review and placement in the student's departmental file. The Graduate Studies Committee and departmental faculty will review the annual reports to determine whether each student's progress has been satisfactory. Continued unsatisfactory progress is sufficient cause to revoke a teaching assistantship or terminate a student from the graduate program.

Dissertation Research

Following admission to candidacy, dissertation research hours are required (minimum of 3 hours per term, including summers) on a continuous basis until the dissertation committee certifies the student to graduate or until the department residency limit for PhD students is exhausted.

Journal Submission

All Ph.D. candidates must submit at least one chapter of dissertation for publication prior to final committee approval of the students dissertation defense. A public defense of the presentation must be made in either a regular fall or spring term by the candidate prior to the final defense committee meeting.

Teaching Requirement

All Ph.D. students must complete at least one semester of department teaching experience.

Environmental Biology Major

The major in Environmental Biology is a focused course of study intended for students who are interested in conservation biology, environmental preservation, human health, education, and public policy. Our diverse faculty offer engaging, student-centered courses with ample opportunities for hands-on learning in the lab and field in addition to research and study abroad programming in Ecuador, Australia, and Scandinavia, for example. Students are encouraged to join our labs, where they can develop a wide range of skills and expertise in areas including coastal, aquatic, tropical and disease ecology. The major will prepare students who are interested in seeking employment with environmental agencies of federal, state, and municipal governments or non-governmental organizations, and in private industry, including environmental economics and environmental consulting firms. The program also may appeal to individuals planning to enter the field of environmental law. Global Change Biology and Conservation Biology are required electives for the ENVB major.

The major in Environmental Biology is one of two majors offered by the Ecology and Evolutionary Biology Department to undergraduate students. The Department also offers a major in Ecology and Evolutionary Biology.

Requirements

The major in environmental biology provides understanding of biological processes among populations, communities, and ecosystems. Majors must complete eight core courses, three elective courses, three chemistry courses (or alternatives as listed below), two mathematics courses and the capstone requirement.

Course ID	Title	Credits
Core Courses		
EBIO 1010 & EBIO 1015	Diversity of Life and Diversity of Life Lab	4
EBIO 1020	Mechanisms of Life	3
or CELL 1010	Intro to Cell & Molec Biology	
EBIO 2020	Theory and Methods in Ecology and Evolutionary Biology	3
EBIO 2040	Conservation Biology	3
EBIO 2050	Global Change Biology	3
EBIO 2070 & EBIO 2071	Molecular and Evolutionary Genetics and Molecular and Evolutionary Genetics Recitation	4
or CELL 2050 & EBIO 2072	Genetics and Quantitative, Population & Evolutionary Genetics	
EBIO 3040 & EBIO 3045	General Ecology and General Ecology Lab	4
EBIO 3080	Processes of Evolution	3
Elective Courses		
Select three elective courses [1]		
One 3-credit-hour EBIO Lecture Elective		**3**
Two 4-credit-hour EBIO Lab Electives		**8**
Chemistry Requirement		
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
General Chemistry II or 4-credit-hour EBIO Lab Electives, or alternate course from list below		
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4

or CHEM 2500	Environmental Chemistry	
or ECON 3330	Environmental & Natural Resource	
or EVST 3310	Approaches to Environ Studies	
or EVST 3950	Special Topics Environmental Thought	
or POLI 4620	Global Envirnmnt Politcs	
or SOCI 2600	Environmental Sociology	
Organic Chemistry I or 4-credit-hour EBIO Lab Electives or alternate course from list below		
CHEM 2410 & CHEM 2415	Organic Chemistry I and Organic Chemistry Lab I	4
or EENS 2120 & EENS 2121	Climate and Extinction and Climate and Extinction lab	
or EENS 4360	Environmental Geochemistry	
or RCSE 6802	Introduction to Coastal Science and Engineering	
or RCSE 6810	River and Stream Restoration	
Environmental Biology Capstone [2] **EBIO 5970 (3 credit hours) carries the NTC Tier-2 Writing Attribute**		
EBIO 5970	Capstone Research Seminars	2-3
or EBIO 5971	Capstone Research Seminars	
Complete two semesters of Mathematics [3]		**6**
Total Credit Hours		**58-59**

1 Three elective courses(see department courses (p.) list) in the department of ecology and evolutionary biology must include two laboratory-field courses. Internship studies, independent studies and seminars will not fulfill the elective. EBIO 4990 Honors Thesis Edited Course (3 c.h.) and EBIO 5000 Honors Thesis Edited Course (4 c.h.) satisfy only one lecture elective in the major. Students who opt to write an Honors Thesis will take EBIO 4992 Honors Thesis Cohort (0 c.h.) in both semesters concurrently with the thesis courses.

2 This capstone requirement may be satisfied by completion of EBIO 5970 Capstone Research Seminars (3 c.h.) or EBIO 5971 Capstone Research Seminars (2 c.h.).

3 A minimum of 6 credits of mathematics is required for the Bachelor's of Science degree in the Tulane School of Science and Engineering. Any two Mathematics (MATH) courses numbered 1210 and above may be used to satisfy this requirement. However, the combination of MATH 1150 and MATH 1160 (Long Calculus) may count as one course towards this requirement. Courses in statistics and physics are highly recommended but are not required.

Marine Biology Minor for Biology Majors

In addition to the core courses and the elective courses (selected after discussion with the Marine Biology Advisor) required for either the Ecology and Evolutionary Biology (EEBI) major or the Environmental Biology (ENVB) major, students who wish to add a minor in Marine Biology will complete 16 credits (minimum) beyond those required for an EEBI or ENVB major. These courses cannot be counted toward either EEBI major for those students electing to complete an EEBI major and the marine biology minor. Courses to be completed at the marine field station must be approved for transfer credit by the Marine Biology advisor before they are taken at the marine field station.

Requirements

Students majoring in ecology and evolutionary biology or environmental biology who minor in marine biology will complete a minimum of 16 credits beyond the departmental major. Courses from the Marine Biology minor may not count toward both the major and the minor.

Course ID	Title	Credits
EBIO 2100	Marine Biology [1]	3
EBIO 2230	Oceanography [1]	3
EBIO 4250 & EBIO 4251	Biology of Marine Invertebrates and Biology of Marine Invertebrates Lab [1]	4
or EBIO 4280 & EBIO 4281	Ichthyology and Ichthyology Lab	
Select two summer courses for no less than three credits each at an approved marine field station [2]		6
Total Credit Hours		**16**

1 EBIO 2100 Marine Biology (3 c.h.) and EBIO 2230 Oceanography (3 c.h.) are offered only in the spring semester. EBIO 4250 Biology of Marine Invertebrates (4 c.h.) & EBIO 4251 Biology of Marine Invertebrates Lab (0 c.h.) are only offered in the fall semester of odd-numbered years. EBIO 4280 Ichthyology (4 c.h.) & EBIO 4281 Ichthyology Lab (0 c.h.) are only offered in the fall semester of even-numbered years.

2 Courses to be completed at the marine field station must be pre-approved for transfer credit by the Marine Biology Advisor before students register for those courses. Please contact the Marine Biology Advisor for assistance in finding and selecting appropriate stations/courses.

Marine Biology Minor for Non-Biology Majors

Students majoring in departments other than EEBI who wish to complete a minor in Marine Biology will need to complete both marine science coursework as well as supporting coursework totaling 22-24 credits both in and outside the department. Coursework to be completed at the marine field station must be approved for transfer credit by the Marine Biology advisor before they are taken at the marine field station.

Requirements

Students majoring in departments other than Ecology and Evolutionary Biology who minor in Marine Biology will complete:

Course ID	Title	Credits
EBIO 1010 & EBIO 1015	Diversity of Life and Diversity of Life Lab	4
EBIO 1020	Mechanisms of Life	3
or CELL 1010	Intro to Cell & Molec Biology	
EBIO 2100	Marine Biology (offered only in the spring semester)	3
EBIO 3040	General Ecology (offered only in the fall semester)	3

EBIO 4250 & EBIO 4251	Biology of Marine Invertebrates and Biology of Marine Invertebrates Lab *	3-4
or EBIO 2230	Oceanography	
or EBIO 4280 & EBIO 4281	Ichthyology and Ichthyology Lab	
Select one lecture or lab/field elective course [1]		3-4
Select summer course at approved marine station [1, 2]		3
Total Credit Hours		**22-24**

* EBIO 4250 Biology of Marine Invertebrates (4 c.h.) & EBIO 4251 Biology of Marine Invertebrates Lab (0 c.h.) are only offered in the fall semester of odd-numbered years. EBIO 2230 Oceanography (3 c.h.) is offered only in the spring semester. EBIO 4280 Ichthyology (4 c.h.) & EBIO 4281 Ichthyology Lab (0 c.h.) are only offered in the fall semester of even-numbered years.

[1] Select courses outside of EEB are approved for substitution of this requirement. See departmental website or contact the Marine Biology Advisor for a list of these approved courses.

[2] The course to be completed at the marine field station must be pre-approved for transfer credit by the Marine Biology Advisor before students register for the course. Please contact the Marine Biology Advisor for assistance in finding and selecting an appropriate station/course.

Department of Mathematics

Programs

Undergraduate

Major

- Mathematics Major (p. 573)

Minor

- Mathematics Minor (p. 573)

Graduate

- Applied Mathematics, MS (p. 571)
- Data Science, MS (p. 572)
- Mathematics, MS (p. 573)
- Mathematics, PhD (p. 574)
- Statistics, MS (p. 576)

Applied Mathematics, MS

This program is designed to provide students with the opportunity to broaden and deepen their knowledge of mathematics with an emphasis on those areas that have been most important in science and engineering. The student will also examine, through seminars and case studies, examples of significant applications of mathematics to other areas. This expanded base of knowledge, together with extensive experience in problem solving should prepare the student for further studies leading to the Ph.D. degree or for immediate employment in many areas of industry and government.

To enter the program the student should have a Bachelor's degree in mathematics, or a related field, and have completed undergraduate courses in Linear Algebra and Differential Equations. Students without these prerequisites may take them without credit toward the M.S. degree. Partial tuition waivers may be available to qualified students.

Requirements
Non-thesis Option

Course ID	Title	Credits
Required Courses		
Select one of the following Analysis Courses:		3
MATH 6050	Real Analysis I	
MATH 6060	Real Analysis II	
MATH 7210	Analysis I	
Select one of the following Statistics Courses:		3
MATH 6020	Mathematical Statistics	
MATH 6030	Stochastic Processes	
MATH 6040	Linear Models	
MATH 7360	Data Analysis	
MATH 6370/7370	Time Series Analysis	
MATH 7310	Applied Mathematics I	3
MATH 7320	Applied Math II	3
MATH 7350	Scientific Computing I	3
MATH 7980	Reading and Research	3
Optional Courses		
Select four additional courses from the optional list [1]		12
Total Credit Hours		**30**

[1] Other courses not listed may be substituted with the approval of the Graduate Studies Committee. Up to six credits may be transferred from other departments or institutions with the approval of the Graduate Studies Committee.

Additional Requirements

A **four-hour written examination** to be taken upon completion of the course work, with topics drawn from differential equations, and scientific computation. The student is given two chances to pass this exam. The Ph.D. Qualifying examination in Applied Mathematics **or** Scientific Computation can be substituted for the Masters exam.

A **programming project** designed to demonstrate proficiency in one of MATLAB, Fortran, C, or C++.

Thesis Option
Required Courses

Course ID	Title	Credits
Required Courses		
Select one of the following Analysis Courses:		3
MATH 6050	Real Analysis I	
MATH 6060	Real Analysis II	
MATH 7210	Analysis I	
Select one of the following Statistics Courses:		3
MATH 6020	Mathematical Statistics	
MATH 6030	Stochastic Processes	

MATH 6040	Linear Models	
MATH 7360	Data Analysis	
MATH 6370/7370	Time Series Analysis	
MATH 7310	Applied Mathematics I	3
MATH 7320	Applied Math II	3
MATH 7350	Scientific Computing I	3
Optional Courses		
Select three additional courses from the optional list [1]		9
Total Credit Hours		**24**

[1] Other courses not listed may be substituted with the approval of the Graduate Studies Committee. Up to six credits may be transferred from other departments or institutions with the approval of the Graduate Studies Committee.

Additional Requirements

A thesis approved by the thesis committee consisting of a faculty member acting as advisor and two additional faculty. The thesis is typically much more substantial than the MATH 7980 Reading and Research (1-9 c.h.) project.

A **programming project** designed to demonstrate proficiency in one of MATLAB, Fortran, C, or C++.

Optional Courses

Course ID	Title	Credits
MATH 6020	Mathematical Statistics	3
MATH 6030	Stochastic Processes	3
MATH 6040	Linear Models	3
MATH 6050	Real Analysis I	3
MATH 6060	Real Analysis II	3
MATH 6210	Differential Geometry	3
MATH 6300	Complex Analysis I	3
MATH 7210	Analysis I	3
MATH 7220	Analysis II	3
MATH 7530	Partial Diff Equations I	3
MATH 7540	Partial Diff Equitns II	3
MATH 7570	Scientific Computatn II	3
MATH 7580	Scientific Computing III	3
MATH 7730	Topics In Applied Math	3
MATH 7740	Topics In Computation	3
MATH 7750	Topics/Differential Equa	3

MATH 7980 Reading and Research (1-9 c.h.) consists of a semester-long project in differential equations, scientific computation, optimization, analytical methods, engineering or other topics in applied mathematics. The project must be under the supervision of a faculty member from the Mathematics Department.

Data Science, MS

Overview

The Master of Science in Data Science program is jointly offered by the Mathematics and Computer Science departments. This program benefits from its interdisciplinary nature and provides students with flexibility to balance theory and practice. By combining traditional training in statistics and mathematics with hands-on experience in machine learning and artificial intelligence, students will be well-prepared for careers in data science.

Requirements

Course ID	Title	Credits
Data Science Foundations		
MATH 6070	Intro To Probability	3
MATH 6090	Linear Algebra	3
CMPS 6100	Introduction to Computer Science	3
Data Science Core		
MATH 6080	Intro to Statistical Inference	3
MATH 6040	Linear Models	3
or MATH 7260	Linear Models	
CMPS 6240	Intro to Machine Learning	3
or MATH 6720	Analysis II	
CMPS 6160	Introduction to Data Science	3
Choose Four Electives [1]		**12**
Total Credit Hours		**33**

[1] The elective requirement consists of four full-semester courses chosen from the list below. Additional courses (e.g. independent study) may substitute for elective courses upon approval from the Graduate Studies Committee of the Math and Computer Science Departments.

Course ID	Title	Credits
Data Science, MS Electives		
MATH 7360	Data Analysis	3
MATH 6030	Stochastic Processes	3
or MATH 7030	Stochastic Processes	
MATH 6370	Time Series Analysis	3
or MATH 7370	Time Series Analysis	
MATH 6310	Scientific Computing I	3
MATH 7570	Scientific Computatn II	3
MATH 7710	Topics In Algebra	3
COSC 6000	C++ Prog For Sci & Engr	3
COSC 6200	Large Scale Computation	3
CMPS 6360	Data Visualization	3
CMPS 6260	Advanced Algorithms	3
CMPS 6140	Intro Artificial Intelligence	3
or CMPS 6620	Artificial Intelligence	
CMPS 6610	Algorithms	3
CMPS 6660	Special Topics in Computer Sci	1-3
CMPS 6730	Natural Language Processing	3
CMPS 6740	Reinforcement Learning	3
BIOS 7150	Categorical Data Analysis	3
BIOS 7300	Survival Data Analysis	3
EBIO 6440	Introduction to Data Science for Ecologists	3

BMEN 6800	BME Data Science: Medical Imaging/ Machine Learning	3

Mathematics Major

The Mathematics major provides students with the breadth of knowledge required to excel in a variety of careers including medicine, law, finance and technology-related industries. In addition, the mathematics major also provides excellent preparation for those students who want to pursue graduate studies. The flexibility in the curriculum allows students to emphasize core math, applied math, or statistics.

Requirements

A major in mathematics consists of:

Course ID	Title	Credits
Core Courses		
MATH 1210	Calculus I [1]	4
MATH 1220	Calculus II [2]	4
MATH 2210	Calculus III	4
MATH 3050	Real Analysis I	3
MATH 3090	Linear Algebra	4
Select five elective mathematics courses at the 3000-level or above [3]		15
Total Credit Hours		**34**

1. MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may be substituted for MATH 1210 Calculus I (4 c.h.);
2. MATH 1310 Consolidated Calculus (4 c.h.) may be substituted for MATH 1220 Calculus II (4 c.h.);
3. Four additional mathematics courses at the 3000-level or above with the following provisos:
   - At most one 2000-level course may be substituted for an elective 3000-level course
   - At least two courses must be at the 4000-level or above
   - The Senior Seminar (MATH 3980 and MATH 3990) may count as one 4000-level course.

Suggested Curriculum

Students should enroll in an appropriate calculus course in their first year of study. Students with no prior calculus course should normally take MATH 1210 Calculus I (4 c.h.) and MATH 1220 Calculus II (4 c.h.), while students with one semester of calculus credit (or equivalent knowledge) should take MATH 1310 Consolidated Calculus (4 c.h.). Students with two semesters of calculus credit should start in MATH 2210 Calculus III (4 c.h.) and contact a mathematics major advisor during the first semester for major program planning advice. Students are encouraged to complete the core courses as early as possible in their programs. It is generally recommended to take MATH 3090 Linear Algebra (4 c.h.) before MATH 3050 Real Analysis I (3 c.h.), but they can be taken concurrently. The MATH 3070-MATH 3080 sequence provides the foundation for upper-level courses in probability and statistics. The Senior Seminar MATH 3980-MATH 3990 is strongly recommended for majors who are not completing an honors thesis.

Students considering a math major should arrange an appointment with the department Director of Undergraduate Studies early in their program. They will be assigned a major advisor who will advise them on course selection within the major. The major program is designed to provide the student with a solid foundation during the first two years and provide for a variety of programs of study during the junior and senior years. A major program in mathematics can provide a background for both graduate study and work in a variety of areas of the mathematical sciences as well as provide preparation for professional schools such as law, medicine, and business. The major program should be designed as early as possible with the student's goals in mind and with the help of the major advisor.

Mathematics Minor

The Mathematics minor offers students majoring in other disciplines the opportunity to develop a strong mathematical background and increase their competitiveness for future jobs or post-baccalaureate studies.

Requirements

A minor in mathematics consists of:

Course ID	Title	Credits
MATH 1210	Calculus I [1]	4
MATH 1220	Calculus II [2]	4
MATH 2210	Calculus III	4
MATH 3090	Linear Algebra	4
Select two or more elective courses at the 3000-level or above [3]		6
Total Credit Hours		**22**

1. MATH 1150 Long Calculus I (3 c.h.) and MATH 1160 Long Calculus II (3 c.h.) may be substituted for MATH 1210 Calculus I (4 c.h.)
2. MATH 1310 Consolidated Calculus (4 c.h.) may be substituted for MATH 1220 Calculus II (4 c.h.)
3. At most one 2000-level course may be substituted for an elective 3000-level course

Mathematics, MS

This program is designed to provide students with the opportunity to broaden and deepen their knowledge of core areas of mathematics. The course work is designed to provide both breadth of knowledge and depth in an area of interest to the student. This experience will prepare the student for further studies leading to a Ph.D. degree in mathematics. Partial tuition waivers may be available to qualified students.

Requirements
Non-Thesis Option

Course ID	Title	Credits
Required Courses		
MATH 7210 & MATH 7220	Analysis I and Analysis II	6

Select one of the following:		6
MATH 7010 & MATH 7020	Topology I and Topology II	
MATH 7110 & MATH 7120	Algebra I and Algebra II	
MATH 7980	Reading and Research [1]	3
Optional Courses		
Select five additional courses from the optional list [2]		15
Total Credit Hours		**30**

[1] Consists of a semester-long project under the supervision of a faculty member from the Department

[2] Other courses not listed may be substituted with the approval of the Graduate Studies Committee. Up to six credits may be transferred from other departments or institutions with the approval of the Graduate Studies Committee.

Additional Requirements

A four-hour written examination to be taken upon completion of the course work, with topics drawn from basic material in algebra, topology and analysis taught in the first-year graduate courses. The student is given two chances to pass this exam. One of the Ph.D. Qualifying examinations may be substituted for the Masters exam.

Thesis Option

Course ID	Title	Credits
Required Courses		
MATH 7210 & MATH 7220	Analysis I and Analysis II	6
Select 1 of the following:		6
MATH 7010 & MATH 7020	Topology I and Topology II	
MATH 7110 & MATH 7120	Algebra I and Algebra II	
Optional Courses		
Select four additional courses from the optional list [1]		12
Total Credit Hours		**24**

[1] Other courses not listed may be substituted with the approval of the Graduate Studies Committee. Up to six credits may be transferred from other departments or institutions with the approval of the Graduate Studies Committee.

Additional Requirements

A thesis approved by the thesis committee consisting of a faculty member acting as advisor and two additional faculty. The thesis is typically much more substantial than the MATH 7980 Reading and Research (1-9 c.h.) project.

List of Optional Courses

Course ID	Title	Credits
MATH 6030	Stochastic Processes	3
MATH 6210	Differential Geometry	3
MATH 6300	Complex Analysis I	3
MATH 7240	Mathematical Statistics	3
MATH 7510 & MATH 7520	Differential Geometry I and Differential Geometry II	6
MATH 7530 & MATH 7540	Partial Diff Equations I and Partial Diff Equitns II	6
MATH 7550	Probability Theory II	3
Special Topics Courses [1]		3

[1] MATH 7710 Topics In Algebra (3 c.h.) - MATH 7790 Topics In Topology (3 c.h.)

Mathematics, PhD

Senior Undergraduate students majoring in mathematics or other sciences with a strong interest in mathematics, and people who already hold undergraduate degrees in mathematics or other sciences, are encouraged to apply for admission to PhD program in Mathematics.

Faculty in the Mathematics Department have active research in areas of Algebra, Domain Theory and Theoretical Computer Science, Geometry and Topology, Symbolic Analysis, Applied Mathematics and Partial Differential Equations, Computational Mathematics, Mathematical Biology, Probability and Statistics.

Requirements

Below is a brief outline of the requirements and further explanation of each step.

1. Complete at least 48 hours of coursework-up to two courses may be taken in another department with the approval of the Graduate Studies Committee. For advanced incoming students, limited transfer credit (https://sse.tulane.edu/math/academics/graduate/transfer-credit/) is possible.
2. Pass the Placement Exam in linear algebra and advanced calculus. It will be taken at the beginning of the fall semester (the student's first semester). If a student fails to achieve A- in the linear algebra portion, he or she will be required to enroll in MATH 3090 Linear Algebra (4 c.h.)/MATH 6090 Linear Algebra (3 c.h.). If the student fails to achieve A- in the advanced calculus portion, he or she will be required to enroll in MATH 4060 Real Analysis II (3 c.h.)/MATH 6060 Real Analysis II (3 c.h.). Read the *Placement Exam syllabus* for details and previous exams.
3. Pass qualifying written exams Analysis (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/analysis/) and two others chosen from among: Algebra (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/algebra/), Analysis (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/analysis/), Applied Mathematics (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/applied-mathematics/), Differential Geometry (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/differential-geometry/), Probability and Statistics (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/probability-statistics/), PDE (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/pde/), Scientific Computation (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/scientific-computation/), and Topology (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/topology/). Read the exam syllabi for qualifying exams

(https://sse.tulane.edu/math/academics/graduate/qualifying-exams/)

4. Pass an oral exam on specific topics of research interest to the student.
5. Write a dissertation.

Credit Hours

The Ph.D. program requires students to complete at least 48 credits. This is equivalent to 16 courses (math courses are 3 credits each). All 7000-level courses may count toward the Ph.D. degree. Students in need of remediation, for example whose undergraduate major was not mathematics, may be advised by the Graduate Coordinator to take some undergraduate courses as 6000-level, but these cannot count toward the Ph.D. degree. Exceptions are 6210 (Differential Geometry) and 6300 (Complex Analysis). These two can be taken for Ph.D. credit if the Graduate Coordinator approves.

It is not enough for a student to complete 48 credits to satisfy this requirement. The credits must be approved by the Graduate Coordinator and must be taken in such a way that they represent breadth and depth.

Owing to these concerns, It is important that the student work closely with the Graduate Coordinator in order to formulate a sequence of courses that will satisfy the coursework requirement. This is done on an individual basis. A student who does not consult with the Graduate Coordinator may find that not all classes taken count toward the degree.

Up to two courses may be taken in other departments when approved by the Graduate Studies Committee. At most two reading courses in total can be counted toward the required 48 credit hours.

In addition, the transfer of up to 9 credits from another graduate program is possible with the approval of the Graduate Studies Committee. Read more about transfer credit »

Placement Exam

This is a 4-hour exam on topics from undergraduate courses on Linear Algebra & Vector Calculus.

This exam is generally offered during the first week of each semester. A sign-up sheet is available in the math office near the end of the preceding semester.

Every first-year PhD student has to take the placement exam prior to his/her first semester at Tulane.

The topics covered in the Preliminary Exam are:

Linear Algebra

- vector spaces
- inner products
- linear transformations
- linear equations
- matrix operations
- determinants
- characteristic equation
- eigenvalues and eigenvectors
- symmetric, skew-symmetric matrices
- hermitian, skew-hermitian matrices
- Jordan canonical form
- spectral theorem

Vector Calculus

- limits in Rn
- partial derivatives
- differentiable functions of several variables
- optimization of functions in Rn (with and without constraints)
- the implicit function theorem
- the inverse function theorem
- Taylor's theorem
- integration in several variables
- line integrals
- the theorems of Green, Gauss and Stokes

References you may want to study:

1. *Linear Algebra, Mathematica Labs* by Terry Lawson
2. *Linear Algebra and Its Applications*, 3rd ed., by Gilbert Strang
3. Almost any textbook with Linear Algebra in its title
4. *Calculus* by Boyce and DiPrima
5. Almost any textbook with Advanced Calculus in its title

Qualifying Exams

These are comprehensive written exams. The student must pass three exams one in Analysis and two others chosen from among:

- Algebra (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/algebra/)
- Analysis (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/analysis/)
- Applied Mathematics (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/applied-mathematics/)
- Differential Geometry (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/differential-geometry/)
- Probability and Statistics (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/probability-statistics/)
- PDE (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/pde/)
- Scientific Computation (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/scientific-computation/)
- Topology (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/topology/)

The topics of each exam are based on the corresponding first-year graduate course sequence. For example, the Analysis exam covers roughly the material in MATH 7210 Analysis I (3 c.h.)-MATH 7220 Analysis II (3 c.h.). Read the Qualifying exam syllabi (https://sse.tulane.edu/math/academics/graduate/qualifying-exams/)

Qualifying exams are offered the first week of each semester. A sign-up sheet is available in the math office near the end of the spring semester for the following semester's exams.

Students do not have to take all three exams at the same time; however, they should complete all three exams by the beginning of the third year in the Ph.D. program.

Oral Exam

After a Ph.D. student has passed the Preliminary exam and three Qualifying exams, the student should:

- decide on the area of mathematics in which he/she would like to write a dissertation (and)
- choose an advisor in this area

The advisor and the student will decide on a reading list and topics for the oral exam.

The exam usually lasts one to two hours and consists of a committee of 5 faculty who ask questions from the list of topics.

The student and the advisor must choose the committee and set the date of the exam. This information must be communicated to the Graduate Coordinator prior to the exam for approval by the Graduate Studies Committee.

It is not necessary that the student complete all coursework before taking the oral exam.

Prospectus

SSE requires a written prospectus. The Mathematics Department requires in addition that the student gives an oral presentation of the prospectus to the committee. Students are encouraged to write a 4-8-page double-spaced prospectus and prepare a 40-minute presentation for the dissertation committee followed by discussion and questions.
A suggested format is:
1. Cover sheet: should state the student's name, department/program, the title of the proposed dissertation, and the name of the chair and the other members of the committee.
2. Introduction: a summary of earlier work on the problem, including a substantial number of references.
3. Statement of the dissertation problem: containing the goal of the thesis, possible sub-problems, and their importance in the global view of the field.
4. Investigation plan: containing an orderly description of the major steps of the investigation that will accomplish the goal of the thesis. This is the plan you propose to follow in order to accomplish the goal and the committee should be convinced that the plan is likely to be successful.
5. Expected results: This section should include expected (partial) results of each major step of the investigation plan.
6. References: Major sources of information should be indicated, and a selective bibliography included.

The prospectus should be submitted to the Dean's Graduate Programs office along with a signed copy of the prospectus approval form.

Dissertation

The dissertation must contain original work by the student and demonstrate the student's ability to carry on independent research that results in a genuine contribution to the field. The student must work closely with his/her advisor in order to have a clear vision of what is required of the dissertation.

The student's dissertation committee must sign the dissertation to accept it before it can be submitted to the SSE (https://sse.tulane.edu/).

The student must also give a presentation of the research in the dissertation as an oral defense.

Please contact the Graduate Coordinator if you have additional questions:
Kyle Zhao
Phone: 504-865-5015
Office: Gibson 417-A

Statistics, MS

The Master of Science degree in Statistics combines theory and application. Our program emphasizes rigorous coursework in probability and mathematical statistics in addition to training in data analysis and computational methods. Graduates from the M.S. program may either directly enter the workforce as junior level statisticians or continue their studies in pursuit of a more advanced degree.

Requirements

Course prerequisites include the equivalent of MATH 6070 Intro To Probability (3 c.h.), MATH 6080 Intro to Statistical Inference (3 c.h.) and MATH 6090 Linear Algebra (3 c.h.). Enrollment in prerequisites does not provide credit towards the M.S. degree.

Non-Thesis Option

Course ID	Title	Credits
Required Courses		
MATH 7150	Probability Theory I	3
MATH 6020/7240	Mathematical Statistics	3
MATH 6040/7260	Linear Models	3
Optional Courses		
Select six courses from the Optional List [1]		18
Total Credit Hours		**27**

[1] The student must have an advisor from the Probability and Statistics faculty. Other courses not listed may be substituted with the approval of the student advisor and the Graduate Studies Committee. Credits may be transferred from other departments or institutions with the approval of the student advisor and the Graduate Studies Committee.

Additional Requirements

A **four-hour written examination** to be taken upon completion of the core course work, with topics drawn from probability, linear models, and statistics. The student is given two chances to pass this exam. The Ph.D. Qualifying examination in Statistics can be substituted for the Masters exam.

· If a student receives at most one grade of B- in the courses, the student is eligible to graduate with a MS in

Statistics - without taking the Statistics MS qualifying exam -, assuming the student meets all remaining requirements.

· If a student receives two grades of B-, or one grade less than B- in the courses, the student is placed on probation and considered for dismissal from the program, subject to the Quality of Work Requirements in the SSE Graduate Handbook https://tulane.app.box.com/s/vt0qe6vp53d1wyektfx7qavdgu1w69fx (https://tulane.app.box.com/s/vt0qe6vp53d1wyektfx7qavdgu1w69fx/)

A student who falls into such a situation may apply to take the Statistics MS qualifying exam. The student should communicate with the Director of Graduate Studies to apply to take the exam.

· If a student passes the exam, the student is once again eligible to graduate with a MS in Statistics, assuming all remaining requirements are met.

· Under exonerating circumstances (serious illnesses, injuries, or critical personal problems) that prevent a student from taking the exam on the designated day, the student must notify the Director of Graduate Studies promptly. The student may re-apply to take the exam upon approval of the Graduate Studies Committee.

· Under normal circumstances, if a student fails the exam, the student is no longer eligible to graduate with a MS in Statistics. However, the student may still get the Certificate in Statistics assuming all remaining requirements (for the Certificate) are met.

Optional Courses

Course ID	Title	Credits
MATH 6030/7030	Stochastic Processes	3
MATH 6280	Information Theory	3
MATH 6370/7370	Time Series Analysis	3
MATH 7360	Data Analysis	3
MATH 6350	Optimization	3
MATH 7550	Probability Theory II	3
MATH 7570	Scientific Computatn II	3
MATH 7210	Analysis I	3
MATH 7770	Topics/Probability&Stats	3
Biostatistics/Bioinformatics courses at the 7000 level or above (with approval)		
MATH 7980	Reading and Research [1]	1-9

[1] MATH 7980 Reading and Research (1-9 c.h.) consists of a semester-long project completed under the supervision of a faculty member from the Mathematics Department, generally completed during the final semester of study.

Thesis Option

There is no thesis option for the M.S. in Statistics.

Neuroscience Program

Programs

Undergraduate

Major

- Neuroscience Major (p. 577)

Graduate

- Neuroscience, MS (p. 605)
- Neuroscience, PhD (p. 605)

Neuroscience Major

A major in Neuroscience allows a student to pursue an interdepartmental curriculum that focuses on the role of the nervous system in regulating physiological and behavioral functions. Neuroscience combines many traditional fields of study including Psychology, Biology, Chemistry, Physics, Anatomy, Pharmacology, Linguistics and Physiology. The field of Neuroscience encompasses a broad domain that ranges from the cellular and molecular control of brain cells to the regulation of responses in whole organisms. The requirements for the major in Neuroscience complement the standard requirements of a pre-health curriculum, and those requirements for admission to graduate study in Neuroscience or related graduate programs. This curriculum also enables the student to pursue relevant professional experience to enhance their career preparation. A Bachelor of Science in Neuroscience requires nine credits of core courses, nine credits of elective neuroscience lecture courses, three laboratory courses, and additional credits of required courses in biology, psychology, chemistry, physics, and social science. Students also must fulfill the B.S. mathematics requirement. A student majoring in Neuroscience is strongly encouraged to pursue laboratory research as an independent study and/or honors thesis. An independent study or honors thesis may fulfill one of the three required laboratory courses. Students will meet with a neuroscience major advisor when they declare their major to discuss the requirements, possible internship, research, and study abroad plans, and their course schedule.

Requirements

Course ID	Title	Credits
Required Core Courses		**9**
NSCI/PSYC 3300	Brain and Behavior	3
NSCI/CELL 3310	Cellular Neuroscience	3
NSCI/CELL 3320	Systems Neuroscience	3
NSCI 3330	Experiential Learning in Neuroscience	0*

Course ID	Title	Credits
Non-Neuro Required Courses		**34-36**
PSYC 1000	Introductory Psych	3
CELL 1010	Intro to Cell & Molec Biology	3
CELL 2050	Genetics	3
or EBIO 2070	Molecular and Evolutionary Genetics	
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4

CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4
CHEM 2410 & CHEM 2415	Organic Chemistry I and Organic Chemistry Lab I	4
or CHEM 2430 & CHEM 2435	Organic Chemistry I: Deep-learning and Organic Chemistry I Laboratory: Deep-learning	
PHYS 1210	Introductory Physics I	4
or PHYS 1310	General Physics I	
Advanced Biology/Chemistry [see footnote ^]		3-4
Advanced Math/Physical Science [See footnote ^^]		3-4
Advanced Anthropological/Social Science [See footnote ^^^]		3

Course ID	Title	Credits
Elective Lecture Courses		**9**
Lecture Course 1 (Behavioral/Cognitive)		
Lecture Course 2 (Cellular/Molecular)		
Lecture Course 3		

Course ID	Title	Credits
Elective Laboratory Courses		
Neuroscience Lab		
Lab Course 2		
Lab Course 3		

* Zero-credit add-on to 3 credits of NSCI 4910 Independent Study (1-3 c.h.)/SCEN 4910 Independent Study (1-3 c.h.) (Research/Lab); or 3 credits of SCEN 4570 Internship (1 to 3 c.h.); or another appropriate experience formally approved by the Neuroscience Curriculum Committee. S/U graded.

^ CHEM 2420 Organic Chemistry II (3 c.h.) and CHEM 2425 Organic Chemistry Lab II (1 c.h.) OR CHEM 2440 Organic Chemistry II: Deep-learning (3 c.h.) and CHEM 2445 Organic Chemistry Laboratory II: Deep-learning (1 c.h.) , CELL 3030 Molecular Biology (3 c.h.), CELL 3210 Physiology (3 c.h.), CELL 4010 Cellular Biochemistry (3 c.h.),CELL 4160 Developmental Biology (3 c.h.), SCEN 4110 Basic Medical Biochemistry (3 c.h.), BIOL 2220 Microbiology for the Healthcare Professional (4 c.h.), CELL 4220 Microbiology (3 c.h.) , or other appropriate course formally approved by the Neuroscience Curriculum Committee

^^ MATH 2210+, PHYS 1220 Introductory Physics II (4 c.h.), PHYS 1320 General Physics II (4 c.h.), CMPS 1100 Foundations of Programming (3 c.h.), CMPS 1500 Intro to Computer Science I (4 c.h.), PSYC 3090 Univariate I & Lab (4 c.h.), EBIO 4080 Biostatistics and Experimental Design (3 c.h.) or other appropriate course formally approved by the Neuroscience Curriculum Committee

^^^ AFRS 4800 Black Women's Health (3 c.h.), ANTH 2030 The Anthropology of Women and Men (3 c.h.), ANTH 2370 Anthropology and Global Health (3 c.h.), ANTH 3120 Anthropology of Sex and Reproduction (3 c.h.), ANTH 3140 Primate Ecology and Behavior (3,4 c.h.), ANTH 3310 Historical Linguistics (3,4 c.h.), ANTH 3320 Archaeology of Gender (3 c.h.), ANTH 3330 Anthropology of Gender (3 c.h.), ANTH 3450 Methods of Observation in Behavioral Research (3 c.h.), ANTH 3750 Bones, Bodies and Disease (3 c.h.), GESS 2900 Intro to Gender & Sex Studies (3 c.h.), GESS 3500 Critical Inquiry and Praxis (3 c.h.), HISU 3541 Reproductive Health in the US (3 c.h.), PSYC 3330 Clinical Science and Psychological Disorders (3 c.h.), PSYC 3340 Developmental Psychopathology (3 c.h.), PSYC 3680 Comp Animal Behavior (3 c.h.), SOCI 2220 Sociology of Medicine (3 c.h.) , or other appropriate course formally approved by the Neuroscience Curriculum Committee (May count towards NTC requirement and Major requirement)

\+ **Lecture Course #1 (Behavioral/Cognitive)**

- PSYC 3770 Sensation & Perception (3 c.h.)
- PSYC 4060 Behavioral Endocrinology (3 c.h.)
- PSYC 4330 Neurobiology Learn & Memory (3 c.h.)
- PSYC 4510 Biological Psychology (3 c.h.)
- PSYC 4513 Music and Brain (3 c.h.)
- PSYC 4530 Psychopharmacology (3 c.h.)

Lecture Course #2 (Cellular/Molecular)

- CELL 4340 Neurobiology of Disease (3 c.h.)
- CELL 4200 General Endocrinology (3 c.h.)
- CELL 4350 Developmental Neurobiol (3 c.h.)
- CELL 4450 Genome Biology (3 c.h.)
- CELL 4370 Molecular Neurobiology (3 c.h.)
- CELL 4730 Neurodevelopment and Disease (3 c.h.)

Lecture Course #3

- Any of above OR
- LING 4110 Brain and Language (3 c.h.)
- NSCI 4130 Sport Rel Brain Injury (3 c.h.)
- CHEM 4080 Computational Neurochemistry (3 c.h.)
- NSCI 6105 Philosophy of Neuroscience (3 c.h.)
- NSCI 4660 Special Topics in Neuroscience (3 c.h.)
- NSCI 3780 Sex, Gender, and the Brain (3 c.h.)
- NSCI 4260 Methods for Functional MRI (3 c.h.)

Department of Physics and Engineering Physics

Programs

Undergraduate

Majors

- Engineering Physics Major (p. 580)
- Physics Major (p. 589)

Minors

- Electrical Engineering Minor (p. 580)
- Engineering Science Minor (p. 584)
- Materials Engineering Minor (p. 585)
- Mechanical Engineering Minor (p. 589)
- Physics Minor (p. 592)

Certificates

- Computational Engineering Certificate (p. 579)
- Electrical Engineering Certificate (p. 579)
- Materials Engineering Certificate (p. 584)
- Mechanical Engineering Certificate (p. 588)

Graduate

- Materials Physics and Engineering, PhD (p. 585)
- Materials Science and Engineering, MS (p. 587)
- Physics, MS (p. 592)
- Physics, PhD (p. 592)

Computational Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

Engineering Physics Major (p. 580)

The allowable electives for the Computational Engineering Certificate are listed in the Requirements.

Requirements

Course ID	Title	Credits
Four Electives		
Select four courses from the list as explained in the description above:		12
ENGP 3290	Computational Materials Scienc [4]	
PHYS 3230	Quantum Information Science & Engineering [3]	
CMPS 2300	Intro to Comp Sys & Networking [1]	
CMPS 3140	Intro Artificial Intelligence [4]	3
CMPS 3160	Introduction to Data Science [1]	3
CMPS 3240	Intro to Machine Learning [1]	3
CMPS 3280	Information Theory [1]	
CMPS 3300	Software Studio [4]	3
CMPS 3350	Intro to Computer Graphics [4]	
CMPS 3360	Data Visualization [1]	3
CMPS 4250	Math Found Comp Security [1]	
MUSC 4400	Music & Dsp [1]	
MUSC 4410	Music Performance System [1]	
COSC 3000	C++ Prog For Sci & Engr [4]	
COSC 3100	Data Visualization [4]	
COSC 3200	Large Scale Computation [4]	
BMEN 3820	Math Analysis Bio Systms [4]	
CENG 3230	Numr Meth For Chem Eng [4]	
Total Credit Hours		**27**

1 satisfies a Broader Technical elective
2 satisfies a Classical Physics elective
3 satisfies a Contemporary Physics elective
4 satisfies an Engineering elective

Electrical Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

Engineering Physics Major (p. 580)

The allowable electives for the Electrical Engineering Certificate are listed in the Requirements.

Requirements

Course ID	Title	Credits
Four Electives		
Select four courses from the list as explained in the description above:		12
ENGP 3560	Photonic Materials & Devices [4]	
ENGP 3570	Semiconductor Devices [4]	3
ENGP 3620	MicroFab and Nanotech [4]	
PHYS 3230	Quantum Information Science & Engineering [3]	
PHYS 3310	Quantum Optics [3]	
PHYS 3630	Electromagnetic Theory [2]	
ENGP 3700	Electrnc Prop of Materls [3]	
PHYS 4470	Intro Quantum Mechanics [3]	
PHYS 4650	Optics [2]	
MUSC 4400	Music & Dsp [1]	
MUSC 4410	Music Performance System [1]	
BMEN 2730	Biomedical Electronics [4]	
BMEN 3730	Biomedical Signals and Systems [4]	
BMEN 6170	Biomedical Optics [4]	
CENG 4500	Chemical Process Control [4]	3
CENG 4780	Special Topics (Electrochemistry) [4]	
ARCH 2213	Building, Climate, Comfort [1]	4
ARCH 2223	Building, Climate, Comfort Lab [1]	0
Total Credit Hours		**22**

1 Satisfies a Broader Technical elective.
2 Satisfies a Classical Physics elective.
3 Satisfies a Contemporary Physics elective.
4 Satisfies an Engineering elective.

Electrical Engineering Minor

Overview

The Electrical Engineering minor will provide a foundation in the core principles of electrical engineering that can supplement engineering, science, and non-STEM majors at Tulane. Electrical engineering is a discipline that underlies the vast majority of our modern technological world, and students with the EE minor will be able to apply these skills in a broad range of fields, industries, and careers.

Requirements

Course ID	Title	Credits
Prerequisites		
MATH 1210 & MATH 1220	Calculus I and Calculus II	8
PHYS 1310 & PHYS 1320	General Physics I and General Physics II	8
BMEN 2020	Computing Concepts & Applic (or another programming course with advisor approval)	4
or ENGP 2020	Computing Concepts and Applications	
or CMPS 1100	Foundations of Programming	
or CMPS 1500	Intro to Computer Science I	

Course ID	Title	Credits
Required Courses		**10**
ENGP 2010 & ENGP 2011	Electric Circuits and Electric Circuits Lab	
BMEN 3730	Biomedical Signals and Systems	
or ENGP 3730	Signals and Systems	
ENGP 3140	Digital Logic Systems	
Electives (Choose 3)		**9**
PHYS 2350	Modern Physics I	
PHYS 3630	Electromagnetic Theory	
PHYS 3650	Optics	
BMEN 2730	Biomedical Electronics	
ENGP 3560	Photonic Materials & Devices	
ENGP 3570	Semiconductor Devices	
ENGP 3620	MicroFab and Nanotech	
ENGP 3230	Quantum information Sci & Eng	
or PHYS 3230	Quantum Information Science & Engineering	
PHYS 3310	Quantum Optics	
ENGP 3700	Electrnc Prop of Materls	
or PHYS 3700	Electronic Properties of Materials	
PHYS 4470	Intro Quantum Mechanics	
BMEN 6170	Biomedical Optics	
CENG 6140	Electrochemistry	
or CENG 4140	Electrochemistry	
ENGP 3160	Probabilistic Systems and Signal Processing	
ENGP 3130	Introduction to Power Systems	
ENGP 3380	Materials for Energy	
ENGP 3180	Introduction to Feedback Control and Control Theory	
or CENG 4500	Chemical Process Control	
ENGP 2310	Product and Experimental Design	
or BMEN 2310	Product & Experimental Design	
CMPS 2300	Intro to Comp Sys & Networking	
CMPS 3240	Intro to Machine Learning	
CMPS 3250	Theory of Computation	
CMPS 3280	Information Theory	
CMPS 4750	Computer Networks	
CMPS 3510	Computer Organization	
CMPS 3160	Introduction to Data Science	
Total Credit Hours		**19**

At least three courses (9 credits) counting toward the minor must not overlap with a student's major.

Requirements text

Engineering Physics Major

This interdisciplinary program provides students with a broad science and mathematics background similar to that of Tulane's traditional physics major, combined with a strong grounding in engineering design and the application of physics principles to practical engineering problems. The curriculum is characterized by a strong emphasis on modern physics and its application to 21st century technology, including new materials, quantum electronics, nanofabrication, and devices. Focus areas in our department include: materials engineering, computational engineering, and nano devices. Our students will be well equipped to pursue research and development careers in new and emerging technologies that cut across traditional engineering and science disciplines, to pursue graduate studies in science or engineering, or to enter professional fields including law, management, and medicine. Graduates will have substantial experience with laboratory methods, data analysis, and computation. A centerpiece of the curriculum is the design sequence, consisting of a two-semester Introduction to Design sequence, a summer industry internship, and a two-semester capstone Team Design Project. As an intrinsic part of the curriculum, students develop strong oral and written communication skills, multidisciplinary teamwork skills, experience in public service, and knowledge about the high ethical standards of the engineering profession. The program builds on cross-cutting areas of research strength in the School of Science and Engineering, including: novel 21st century materials; materials for energy; biomolecular materials; macromolecules; "quantum mechanics to devices"; surfaces, interfaces, and nanostructures; and computation.

Tulane's Engineering Physics program is accredited by the Engineering Accreditation Commission of ABET.

Mission Statement for Engineering Physics

The mission of our program is to provide the highest quality education for students in the principles and applications of Engineering Physics. The excellence of the program is ensured by our department's high regard for teaching, research activities and industrial ties. The program educates students to take leadership roles in industry, academia and government.

Educational Objectives for Engineering Physics Program

Our Engineering Physics program educates students to become professionals with a blend of in-depth knowledge and skills in mathematics, science, and engineering, enabling them to understand physical systems, research technical questions and pursue opportunities to innovate, design solutions, and solve problems. Our program provides the foundation for graduate study and lifelong learning. Our objective is to prepare graduates who can successfully pursue:

1. Professional careers at all levels in Engineering Physics or other professional pursuits where an engineering or physics background provides a valuable foundation. Examples of the latter are: focused engineering disciplines, medicine, law, and business administration.
2. Advanced studies in Engineering, Physical Sciences, or related fields.

Student Outcomes for Engineering Physics

Graduates of the Engineering Physics program at Tulane University will attain:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Engineering Physics is a field that provides broad training in physics and mathematics and basic training in engineering and design. The practitioner of engineering physics is involved in the development of new devices and products using sophisticated physical concepts. The engineering physics curriculum educates students to work in areas where technology is changing rapidly and where the boundaries of several traditional engineering disciplines overlap, such as nanomaterials/devices, lasers, plasmas, robotics, materials, medical imaging, superconductors, and semiconductors. The curriculum develops sufficient depth in both engineering and science to produce graduates who are able to relate basic knowledge to practical problems in engineering. The engineering physicist is a person with the training of both an applied physicist and an engineer, the inclination to attack novel as well as routine problems in engineering, and the flexibility to exploit basic knowledge in any branch of science and technology using analytical and experimental skills.

Our engineering physics curriculum places emphasis on:

- basic principles of engineering
- problem solving
- mathematics
- physics
- engineering design
- computer science and engineering
- chemistry
- science and scientific principles
- research
- communications
- multi-disciplinary teamwork
- continuous learning
- leadership
- ethics
- preparation for advanced degrees in engineering and science

The required curriculum for engineering physics is relatively full. Class schedules should be carefully planned. Typical of engineering in the US, some engineering physics majors may take a course overload in some semesters.

Engineering Physics Certificates

The Engineering Physics program offers optional certificates for students who are interested in specific aspects of the broader program. Completing a certificate offers several advantages: structured/guided use of electives for focusing in a particular area, providing some depth within a broad-based ENGP curriculum; additional branding that may help students attract interest in industry after graduation; and preparation for common graduate engineering programs. Certificates are optional, but if a student does complete one, this is reported on the transcript. Students may choose one of four certificates:

- Computational Engineering (p. 579)
- Electrical Engineering (p. 579)
- Materials Engineering (p. 584)
- Mechanical Engineering (p. 588)

with each having a pre-approved set of coursework that meets the requirements of that certificate. For more information and an up-to date-list of pre-approved electives, follow the links above and go to the "Requirements" section.

PEP Website

tulane.edu/sse/pep/academics/undergraduate/engineering-physics-program/ (https://sse.tulane.edu/pep/academics/undergraduate/engineering-physics/)

Requirements

General Course Requirements for Engineering Physics

The major curriculum consists of the following requirements (91 credits total plus Tulane Core Curriculum requirements):

Tulane University's Core Requirements for Graduation

Engineering Physics majors are exempt from the Newcomb-Tulane foreign language requirement. All other Newcomb-Tulane College core requirements must be fulfilled.

Course ID	Title	Credits
Mathematics		
Select four classes to be completed during the first two years of study including the following:		16
MATH 2210	Calculus III	4
MATH 2240	Intro To Applied Math	4
or MATH 4240	Ordinary Differentl Equa	
Basic Science First Year of Study		
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
Basic Science Second Year of Study		
PHYS 2350	Modern Physics I	3
PHYS 2360	Modern Physics II	3
Introduction to Design [1]		
ENGP 2020	Computing Concepts and Applications	4
ENGP 2310	Product and Experimental Design	3
General Engineering Courses		
ENGP 1410	Statics	3
ENGP 2010	Electric Circuits	3
ENGP 2011	Electric Circuits Lab	1
CENG 2120	Thermodynamics I	3
ENGP 3120	Materials Science and Engineering	3
Engineering Selected Elective		
Select one of the following:		
ENGP 2430	Mechanics of Materials	3
BMEN 2730	Biomedical Electronics	4
Advanced Laboratory		
ENGP 3530	Advanced Laboratory I	3
Computation		
Select one of the following:		3
ENGP 3170	Computnl Physics & Engr	3
CENG 3230	Numr Meth For Chem Eng	3
MATH 3310	Scientific Computing I	3
plus one additional 3-credit engineering elective for students choosing MATH 3310		3
Seminar		
PHYS 3800	Physics Colloquium	1
Contemporary Topics		
Select one of the following:		3
PHYS 3150	Intro To Neutron Science	3
or PHYS 6150	Intro To Neutron Science	
PHYS 3180	Introduction to Feedback Control and Control Theory	3
or PHYS 6180	Introduction to Feedback Control and Control Theory	
PHYS 3210	Molecular Biophysics & Polymer Physics	3
or PHYS 6210	Molec Biophysics & Polymer Phy	
PHYS 3230	Quantum Information Science & Engineering	3
or PHYS 6230	Quantum Information Sci & Eng	
PHYS 3310	Quantum Optics	3
or PHYS 6310	Quantum Optics	
PHYS 3450	Elementary Particle Physics	3
or PHYS 6450	Elem Particle Physics	
PHYS 3700	Electronic Properties of Materials	3
or PHYS 6700	Electrnc Prop of Materls	
PHYS 4470	Intro Quantum Mechanics	3
Classical Topics		
Select one of the following:		3
PHYS 3630	Electromagnetic Theory	3
PHYS 3740	Classical Mechanics	3
PHYS 4230	Thermal Physics	3
PHYS 4650	Optics	3
Engineering Electives		
Select four of the following:		12
CENG 2110	Matl & Energy Balances	3
CENG 2320	Transport I: Fluids	3
CENG 2500	Intro To Biotechnology	3
CENG 3110	Thermodynamics II	3
CENG 3390	Transport II: Heat and Mass	3
ENGP 2420	Engineering Dynamics	3
ENGP 3290	Computational Materials Scienc	3
ENGP 3350	Kinetics of Material Systems	3
ENGP 3360	Structure of Materials	3
ENGP 3370	Processing of Biomaterials	3
ENGP 3380	Materials for Energy	3
ENGP 3390	Synthesis of Nanomaterials	3
ENGP 3560	Photonic Materials & Devices	3
ENGP 3570	Semiconductor Devices	3
ENGP 3600	Nanoscience & Technology	3
ENGP 3620	MicroFab and Nanotech	3
ENGP 3660	Special Topics	1-3
ENGP 3720	Mechanic Behavior of Materials	3
ENGP 3760	Thermodynamics of Materials	3
BMEN 3400	Biomaterials & Tissue Engineering	3
BMEN 3440	Biofluid Mechanics	3
BMEN 3650	Biomechanics and Biotransport	3
BMEN 3730	Biomedical Signals and Systems	3
BMEN 3820	Math Analysis Bio Systms	3

BMEN 3932	Elements of BMEN Design	3
CMPS 3350	Intro to Computer Graphics	3
or other courses as approved by the Faculty Advisor		
Professional Development		
ENGP 3430 & ENGP 3440	Prof Develop Engineers I and Prof Develop Engineers II [2]	3
Summer Internship		
Normally done in the summer following the third year of study		0
Team Design Project and Professional Practice [3]		
ENGP 4310	Team Design Project & Prf Pr I	3
ENGP 4320	Team Design Project & Prf P II	3
Total Credits Required for Major		**91**

1 Typically taken in the second year of study
2 Normally taken in the junior year
3 Taken in the fourth year of study

Note:

Many intermediate and advanced courses in the program have prerequisites listed under the Basic Science and Mathematics categories; several of the allowed electives may have additional prerequisites. Many of the required and elective courses may not be offered every year. Students must work closely with the departmental undergraduate advisor to develop an individualized schedule of courses that fits their needs and interests, while satisfying all of the above requirements along with the university's core requirements for graduation.

ROTC Courses

ROTC courses, if elected, are taken in addition to the normal courses. Please see the Engineering Physics advisor for details.

Sample Schedule of Classes for Engineering Physics

Year 1

Fall		**Credit Hours**
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
PHYS 1310	General Physics I	4
PHYS 1311	General Physics I Lab	0
MATH 1210	Calculus I	4
ENGL 1010	Writing	4
TIDES Course Credits		1
	Credit Hours	**17**
Spring		
PHYS 1320	General Physics II	4
PHYS 1321	General Physics II Lab	0
MATH 1220	Calculus II	4
ENGP 1410	Statics	3
ENGP 2020	Computing Concepts and Applications	4
	Credit Hours	**15**

Year 2

Fall		
PHYS 2350	Modern Physics I	3
MATH 2210	Calculus III	4
ENGP 2010	Electric Circuits	3
ENGP 2011	Electric Circuits Lab	1
ENGP 2310	Product and Experimental Design	3
Tier 1 Service Learning		1
	Credit Hours	**15**
Spring		
PHYS 2360	Modern Physics II	3
MATH 2240	Intro To Applied Math	4
ENGP 3120	Materials Science and Engineering	3
Engineering Selected Elective [1]		4
Cultural Knowledge Elective 1		3
	Credit Hours	**17**

Year 3

Fall		
ENGP 3430	Prof Develop Engineers I	2
PHYS 3800	Physics Colloquium	1
Classical Physics Elective [2]		3
Cultural Knowledge Elective 2		3
Two Engineering Electives [3]		6
	Credit Hours	**15**
Spring		
ENGP 2120	Thermodynamics I	3
ENGP 3170	Computnl Physics & Engr	3
ENGP 3530	Advanced Laboratory I	3
Engineering Elective [4]		3
Cultural Knowledge Elective 3		3
	Credit Hours	**15**

Year 4

Fall		
ENGP 4310	Team Design Project & Prf Pr I	3
Engineering Elective [5]		3
Cultural Knowledge Elective 4		3
General Elective		3
	Credit Hours	**12**
Spring		
ENGP 4320	Team Design Project & Prf P II	3
Contemporary Physics Elective [6]		3
Cultural Knowledge Elective 5		3
Tier 2 Service Learning		1
General Elective		4
	Credit Hours	**14**
	Total Credit Hours	**120**

1 Choose either BMEN 2730 Biomedical Electronics (4 c.h.) (spring class) or ENGP 2430 Mechanics of Materials (3 c.h.) (fall class).
2 e.g.,PHYS 3630 Electromagnetic Theory (3 c.h.)

[3] e.g., BMEN 3440 Biofluid Mechanics (3 c.h.), ENGP 2420 Engineering Dynamics (3 c.h.)
[4] e.g., ENGP 3620 MicroFab and Nanotech (3 c.h.)
[5] e.g., ENGP 3360 Structure of Materials (3 c.h.)
[6] e.g., PHYS 4470 Intro Quantum Mechanics (3 c.h.)

Engineering Science Minor

Students not majoring in biomedical engineering, chemical engineering, or engineering physics may earn a minor in Engineering Science by completing the Engineering Science minor. Interested students should contact the Associate Dean of the School of Science and Engineering to declare the minor and discuss the requirements.

Requirements

Students **not** majoring in biomedical, chemical engineering or engineering physics may earn a minor in Engineering Science by completing the following courses:

Prerequisite Math and Science Courses

Course ID	Title	Credits
MATH 1210	Calculus I	4
MATH 1220	Calculus II	4
MATH 2210	Calculus III	4
MATH 2240 or MATH 4240	Intro To Applied Math Ordinary Differentl Equa	4
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4

Not all of the above math courses are required prior to taking 1000-2000 level engineering courses. See individual course descriptions for details.

Note: The following courses may be required for some engineering course options:

Course ID	Title	Credits
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4

Engineering Courses Required

Course ID	Title	Credits
Select two of the following:		6
ENGP 1410	Statics	3
ENGP 2010	Electric Circuits	3
CENG 2110	Matl & Energy Balances (Additional Prerequisite: CHEM 1070, 1080)	3
CENG 2120	Thermodynamics I	3
ENGP 2430	Mechanics of Materials (Prerequisite: ENGP 1410)	3
CENG 2500	Intro To Biotechnology (Additional Prerequisite: CHEM 1070, 1080)	3
ENGP 3120	Materials Science and Engineering (Additional Prerequisite: CHEM 1070, 1080)	3
Select one of the following:		3
BMEN/ENGP 2310	Product & Experimental Design	3
BMEN/ENGP 2020	Computing Concepts & Applic	4
Select two 3000-4000 level electives in either biomedical, chemical engineering or engineering physics		6

Engineering Science Minor with an SSE Major

- Twenty-four credits in the major may not overlap with the minor.
- Student must earn a GPA of at least 2.00 in courses counting toward the minor. No courses counting toward a student's first minor will count toward the student's second minor.

Materials Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

Engineering Physics Major (p. 580)

The allowable electives for the Materials Engineering Certificate are listed in the Requirements.

Requirements

Course ID	Title	Credits
Four Electives		
Select four courses from the list as explained in the description above:		12
ENGP 3290	Computational Materials Scienc [4]	
ENGP 3350	Kinetics of Material Systems [4]	
ENGP 3360	Structure of Materials [4]	
ENGP 3370	Processing of Biomaterials [4]	
ENGP 3380	Materials for Energy [4]	
ENGP 3390	Synthesis of Nanomaterials [4]	3
ENGP 3560	Photonic Materials & Devices [4]	
ENGP 3620	MicroFab and Nanotech [4]	
ENGP 3700	Electrnc Prop of Materls [3]	
ENGP 3720	Mechanic Behavior of Materials	
ENGP 3760	Thermodynamics of Materials	
CENG 2110	Matl & Energy Balances [4]	
BMEN 3400	Biomaterials & Tissue Engineering [4]	
PHYS 3210	Molecular Biophysics & Polymer Physics [3]	
CENG 2780	Special Topics (Biomimetics: An Approach to Problem Solving) [4]	
CENG 3110	Thermodynamics II [4]	

CENG 4890	Polymer Engr & Science [4]	
Total Credit Hours		**15**

[1] satisfies a Broader Technical elective
[2] satisfies a Classical Physics elective
[3] satisfies a Contemporary Physics elective
[4] satisfies an Engineering elective

Materials Engineering Minor

Overview

The Materials Engineering minor complements various STEM and non-STEM majors at Tulane by offering a focused exploration of material systems and characterization. It includes fundamental courses in kinetics and thermodynamics, providing essential knowledge in the field while allowing further exploration via electives. This minor enhances career prospects across industries including electronics, energy, and manufacturing, preparing students for diverse engineering challenges.

Requirements

Course ID	Title	Credits
Prerequisites		
MATH 1210 & MATH 1220	Calculus I and Calculus II	8
PHYS 1310 & PHYS 1320	General Physics I and General Physics II	8
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
Total Credit Hours		**20**

Course ID	Title	Credits
Required Courses		**9**
CENG 3120	Materials Science & Engr	
or ENGP 3120	Materials Science and Engineering	
ENGP 3350	Kinetics of Material Systems	
ENGP 3760	Thermodynamics of Materials	
or CHEM 3120	Physical Chemistry II	
Electives (Choose 3)		**9**
ENGP 3360	Structure of Materials	
ENGP 3720	Mechanic Behavior of Materials	
PHYS 3700	Electronic Properties of Materials	
BMEN 3400	Biomaterials & Tissue Engineering	
CENG 4890	Polymer Engr & Science	
ENGP 3380	Materials for Energy	
ENGP 3620	MicroFab and Nanotech	
PHYS 3210	Molecular Biophysics & Polymer Physics	
ENGP 3370	Processing of Biomaterials	
ENGP 3290	Computational Materials Scienc	
CENG 4130	Surf. & Colloid Phenomen	
ENGP 3560	Photonic Materials & Devices	
CENG 4140	Electrochemistry	
or CENG 6140	Electrochemistry	
ENGP 3390	Synthesis of Nanomaterials	
ENGP 2430	Mechanics of Materials	
PHYS 2350	Modern Physics I	
CHEM 3410	Macromolecular, Supramolecular, and Nanochemistry	
EENS 3190	Earth Materials	
ENGP 3570	Semiconductor Devices	
Total Credit Hours		**18**

At least three courses (9 credits) counting toward the minor must not overlap with a student's major.

Materials Physics and Engineering, PhD

Materials Physics and Engineering PhD Program

The Tulane University graduate program in Materials Physics and Engineering (MPEN) is an interdisciplinary program that focuses on the fundamentals of material structure, material properties, material processing, and material modeling that are required to solve the complex technological problems in the 21st century, especially in the focus areas of nanotechnology, energy, environment healthcare, and homeland security/defense. The Tulane MPEN program is unique and unlike other graduate programs in materials science and engineering in that this program is based on a core foundation of physics enabling a student to appreciate the aforementioned materials interplay found in every new functional material discovered or developed. Modeling will allow students to handle “big data”, find optimized materials for new applications, and design engineering materials where the goal is integration and synthesis within and across these domains.

Requirements

Course ID	Title	Credits
At least 48 credits of graduate courses must be completed.		
Required courses (30 credits, each course is 3 credits):		
MPEN 6350	Kinetics of Material Systems	3
MPEN 6360	Structure of Materials	3
MPEN 6760	Thermodynamics of Materials	3
or CENG 7110	Modern Thermodynamics	
MPEN 7910	Research I	3
MPEN 7920	Research II	3
MPEN 7930	Research III	3
MPEN 7940	Research IV	3
Students must take two of the following three “Core Physics” courses:		
PHYS 7130	Solid State Physics	3
PHYS 7170	Quantum Mechanics I	3
PHYS 7230	Electromagnetic Theory I	3
Students must take one of the following “Properties of Materials” courses:		
MPEN 6370	Processing of Biomaterials	3
MPEN 6560	Photonic Materials & Devices	3
MPEN 6720	Mechanic Behavior of Materials	3

PHYS 6210	Molec Biophysics & Polymer Phy	3
PHYS 6700	Electrnc Prop of Materls	3

Elective courses (18 credits): The remaining 18 credits should be graduate level physics or materials electives, or graduate level courses in a related field with approval of the research supervisor and graduate program advisor. One of the electives must be a computational course (PHYS 6170 Computational Physics and Engineering, MPEN 6290 Computational Materials Science and Engineering, or a computational course in another department approved by the graduate program advisor). Up to 6 credits may be fulfilled by Advanced Research I and II, with approval of the research supervisor and graduate program advisor. Advanced Research I and II may be taken at the same time as Research I-IV, with up to 6 credits of research allowed in one semester.

Grades:

Per the SSE Handbook: "A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree. If a student receives one B- grade, the student is immediately considered for probation by the Associate Dean for Graduate Studies in consultation with the appropriate department/program. If a student receives two grades of B-, or one grade less than B-, during his/her tenure in the School of Science and Engineering, the student is placed on probation and considered for dismissal by the Associate Dean in consultation with the appropriate department/program."

A student who does not maintain the minimum 3.0 GPA in graduate course work will be subject to disenrollment. To continue in the program, MPE students must have a minimum 3.2 GPA from a minimum 8 graduate courses by the end of the 4th semester, not including research courses.

Oral Qualifying Exam:

The Ph.D. oral qualifying exam is presented by the student to a committee of three materials faculty at Tulane, chosen in consultation with the research supervisor and the graduate program advisor. A student must choose three research articles in agreement with committee members, one approved by each committee member, with each representative of a different topic in MPE not including the student's specific research area. The student must present a maximum 10 minute overview of the paper followed by about 20 minutes of questions on that topic. The exam duration is 1.5 to 2 hours total. The student must attempt the oral qualifying exam by the end of the 4th semester. A second attempt is allowed and must be completed by the end of the fifth week of the fifth semester (two total attempts allowed). The committee votes pass/fail on each paper topic, with unanimous agreement required to pass that topic. A student must pass all three topics. If one or more is failed, the student is allowed one additional chance to pass the failed topics, but with a different research article for each (again agreed between the student and committee). Passed topics do not need to be repeated in the 2nd attempt. Any student who has not passed the qualifying exam by the end of the fifth semester of graduate study will be disenrolled from the program.

Students who have met course and GPA requirements and have passed the qualifying exam become degree candidates. Those who have not are required to attend the weekly departmental colloquium.

Faculty Dissertation Committee:

Prior to the prospectus defense, the student and research supervisor form the faculty dissertation committee, which consists of the research supervisor (chair) and at least two other faculty members. One member may be from another Tulane department or other appropriate institution. The faculty dissertation committee (henceforth the committee) examines the student at the prospectus defense and oral dissertation defense, and approves the final written dissertation.

Prospectus Defense:

The prospectus defense demonstrates to the committee that the student has acquired sufficient knowledge in the specific research area and can effectively express that knowledge orally and in writing. A student must pass the oral qualifying exam before undertaking the prospectus defense. The prospectus defense consists of a written proposal and an oral defense:

The written research proposal (10-15 pages) contains an introduction, proposed research and justification, methods, preliminary results, and discussion. It must be reviewed and approved by the committee before the end of the sixth semester of graduate study.

The oral defense is a two-hour oral examination, including a research presentation (about 45 minutes) prepared by the student, given by the committee. The examination includes specific questions about the student's research as well as broadly focused questions on the general area of research. The oral defense must be attempted following approval of the written proposal, no later than the sixth semester of graduate study. If failed, the student is normally given a second attempt in the following semester. After two failures the student will be disenrolled from the program.

Students who are sufficiently prepared are strongly encouraged to take the prospectus defense before the end of the 4th semester of graduate study.

It is expected that, after completion of the oral prospectus defense, the Ph.D. candidate will obtain a Research Assistantship (RA) in the same research group. In order to encourage this, the faculty have adopted a policy for allocating graduate students on TA's to research groups.

Annual Report:

In April of each year, every Ph.D. student will submit a brief annual progress report (1-2 pages) to the research supervisor (and committee, when formed) summarizing research progress and accomplishments over the previous year, and future plans and milestones. This requirement is waived in the years when the prospectus and thesis defenses are completed.

Dissertation:

The final requirement for the Ph.D. degree is a written dissertation based on original research, approved by the committee, and its defense in an oral exam by the committee.

Master's Degree:

The master's degree is not a requirement for the Ph.D. in Materials Physics and Engineering. Admission with financial aid is only for doctoral students. However a graduate student may receive an M.S. in Physics based on 30 hours of approved graduate credit, or (if the research supervisor agrees to offer this option) an M.S. in Physics

based on 24 hours of approved graduate credit plus a thesis deemed acceptable by the research supervisor. Research course credit does not count toward the M.S. in Physics degree.

Program Transfers:

Students in the Materials Physics and Engineering Ph.D. program cannot transfer to the Physics Ph.D. program without going through the regular admissions process.

Exceptions to the requirements, due to extenuating circumstances, may be granted by vote of the PEP faculty.

The Materials Physics and Engineering program requirements were last modified in Fall 2018. The requirements for students matriculating prior to Fall 2018 may be found here (https://tulane.box.com/s/kolhmpfs9oxi9xh6lh5ro9e59hloeycs/).

Prospective Graduate Student Admission Information

REMINDER: The annual application deadline for Graduate Study in Materials Physics and Engineering at Tulane is Feb. 1st.

Materials Science and Engineering, MS

Materials Science and Engineering (MSE) Masters Program

The Tulane University Master of Science Degree in Materials Science and Engineering is an interdisciplinary degree that focuses on developing the deep understanding of materials modeling, processing, structure, properties, and performance required to solve complex technological problems. The program covers both “hard” and “soft” materials along with related devices. The MSE masters program provides preparation for professional practice in modern materials science for those technologists who wish to continue their education. Participating faculty are drawn from multiple materials-oriented departments in the School of Science and Engineering, including Chemistry, Chemical and Biomolecular Engineering, Biomedical Engineering, and Physics and Engineering Physics. This rigorous program trains graduate students to become leaders in industrial, government, and university settings. The program is flexible, allowing both full-time and part-time students, along with thesis (research component) and non-thesis (coursework only) tracks. Graduates are expected to fill the growing global demand for trained materials scientists and engineers in the twenty-first century. Graduates typically find work in a number of fields, including biotechnology and health care, defense, information technologies, manufacturing, aerospace, chemical processing, and energy.

Requirements

Required and Elective Coursework

Applicants may choose one of two paths: 30 credits of coursework OR 24 credits of coursework and a 6-credit written research thesis supervised by MSE faculty at Tulane (https://tulane.app.box.com/s/wny7qqlm75c0ol8pukm1224byk963szq/).

The required coursework for the Tulane MSE Master’s degree consists of four courses.

Course ID	Title	Credits
MPEN 6360	Structure of Materials	3
MPEN 6350	Kinetics of Material Systems	3
MPEN 6760	Thermodynamics of Materials	3
or CENG 7110	Modern Thermodynamics	
One Properties of Materials Course from an approved list.		
PHYS 6700	Electrnc Prop of Materls	3
MPEN 6370	Processing of Biomaterials	3
MPEN 6560	Photonic Materials & Devices	3
PHYS/CENG 6210	Molec Biophysics & Polymer Phy	3
MPEN 6720	Mechanic Behavior of Materials	3
The remaining coursework (six courses for non-thesis students or four courses for students pursuing the thesis option) consists of graduate electives in science and engineering as approved by the program’s Advisory Committee.		

Partial List of Elective Courses in MSE.

Course ID	Title	Credits
MPEN 6290	Computation Material Sci & Eng	3
MPEN 6560	Photonic Materials & Devices	3
MPEN 6370	Processing of Biomaterials	3
MPEN 6380	Materials for Energy	3
MPEN 6620	MicroFab and Nanotech	3
MPEN 6720	Mechanic Behavior of Materials	3
BMEN 6260	Molec Princ Funct Biomatr	3
BMEN 6650	Biomechanics and Biotransport	3
BMEN 6340	Soft Tissue Mechanics	3
BMEN 6400	Biomaterials & Tissue Engineering	3
CENG 6130	Surf. & Colloid Phenomen	3
CENG 6210	Molec Biophysics & Polymer Phy	3
or PHYS 6210	Molec Biophysics & Polymer Phy	
CENG 6420	Survey Contemp Polymers Rsh	3
CENG 6780	Special Topics (Electrochemistry)	3
CENG 6781	Special Topics (Nanostructured Soft Materials)	3
CENG 6890	Polymer Engr & Science	3
CENG 7870	Special Topics (Advanced Material Design)	3
CHEM 7440	Adv Organic Polymer Chemistry	3
PHYS 6700	Electrnc Prop of Materls	3
PHYS 7130	Solid State Physics	3

Students interested in technology entrepreneurship and commercialization may take one of the following courses to fulfill one of their electives.

Course ID	Title	Credits
MGMT 6160	New Venture Planning	3
MGMT 7210	Management of Technology and Innovation	3
SCEN 6000	Entrepreneurship Eng & Biosci	3
BMEN 6080	Tech Invent &Commercialization	3

Other SSE courses, including ones designated as BMEN, CENG, CHEM, COSC, MATH, and PHYS, may be suitable electives for MSE Master's students, with approval from the Advisory Committee.

Admission

Applicants from all undergraduate science and engineering majors are eligible to apply. For more information, go to our admissions page here: https://sse.tulane.edu/pep/academics/graduate/mse-masters-program (https://sse.tulane.edu/pep/academics/graduate/mse-masters-program/).

Tuition

Non-4+1 students will pay the per-credit rate for Science and Engineering

For Tuition Rates » (https://studentaccounts.tulane.edu/tuition-and-fees/)

GPA Requirement

A GPA of 3.0 is required for the degree to be conferred. Courses receiving less than B- will contribute no credit toward the Master's degree requirements.

Apply

Please use the Online Application System (https://applygrad.tulane.edu/apply/) to apply for the program. The application deadlines are May 15th for Fall admission and November 15th for Spring admission.

Contacts

Please contact Prof. Doug Chrisey, or any member of the MSE Master's Program Advisory Committee, if you have questions about the program.

- Prof. Doug Chrisey (dchrisey@tulane.edu), Physics and Engineering Physics
- Prof. Matthew Escarra (escarra@tulane.edu), Physics and Engineering Physics
- Prof. Vijay John (vj@tulane.edu), Chemical and Biomolecular Engineering
- Prof. Michael Moore (mooremj@tulane.edu), Biomedical Engineering
- Prof. Noshir Pesika (npesika@tulane.edu), Chemical and Biomolecular Engineering
- Prof. Russell Schmehl (russ@tulane.edu), Chemistry

Materials Science and Engineering (MSE) Masters 4+1 Program

In addition to the above requirements:

- Tulane 4+1 students must have a minimum grade of B in CENG/ENGP 3120, and at least one of their letters of recommendation must be from a Tulane SSE faculty member.
- 4+1 students will normally indicate their intention to pursue the program before the end of the third year at Tulane and will complete between 6 and 12 credits of coursework towards the MS degree by the end of the fourth year.
- Six of these credits can count simultaneously towards the 120 credits required for the Bachelor's degree.
- GRE and TOEFL scores are not required for Tulane 4+1 students.

Tuition

Students in the Tulane 4+1 programs pay only 35% of the regular graduate tuition for the 5th year.

For Tuition Rates » (https://studentaccounts.tulane.edu/tuition-and-fees/)

GPA Requirement

A GPA of 3.0 is required at graduation. Courses receiving less than B- will contribute no credit toward the Master's 4+1 degree requirements.

Apply

Please use the Online Application System (https://applygrad.tulane.edu/apply/) to apply for the program. The application deadlines are May 15th for Fall admission and November 15th for Spring admission.

Contacts

Please contact Prof. Doug Chrisey, or any member of the MSE 4+1 Master's Program Advisory Committee, if you have questions about the program.

- Prof. Doug Chrisey (dchrisey@tulane.edu), Physics and Engineering Physics
- Prof. Matthew Escarra (escarra@tulane.edu), Physics and Engineering Physics
- Prof. Vijay John (vj@tulane.edu), Chemical and Biomolecular Engineering
- Prof. Michael Moore (mooremj@tulane.edu), Biomedical Engineering
- Prof. Noshir Pesika (npesika@tulane.edu), Chemical and Biomolecular Engineering
- Prof. Russell Schmehl (russ@tulane.edu), Chemistry

Mechanical Engineering Certificate

Engineering Physics majors have the opportunity to focus their elective course work in a specific concentration area and earn a certificate if they are interested in a more focused field of study. Successful completion of an ENGP certificate requires a student to choose any four out of the seven total electives (i.e., out of the four engineering electives, one contemporary physics elective, one classical physics elective, and one broader technical elective) from within a particular concentration area.

Engineering Physics Major (p. 580)

The allowable electives for the Mechanical Engineering Certificate are listed in the Requirements.

Requirements

Course ID	Title	Credits
Four Electives		
Select four courses from the list as explained in the description above:		12

ENGP 2420	Engineering Dynamics [4]	
ENGP 3620	MicroFab and Nanotech [4]	
ENGP 3720	Mechanic Behavior of Materials	
BMEN 3300	[4]	
BMEN 3932	Elements of BMEN Design [4]	
PHYS 3740	Classical Mechanics [2]	
PHYS 4230	Thermal Physics [2]	
CENG 2320	Transport I: Fluids [4]	
or BMEN 3440	Biofluid Mechanics	
BMEN 3730	Biomedical Signals and Systems [4]	3
or CENG 4500	Chemical Process Control	
CENG 3390	Transport II: Heat and Mass [4]	
CENG 3110	Thermodynamics II [4]	
ARCH 2213	Building, Climate, Comfort [1]	
ARCH 3214	Structural Systems [1]	
Total Credit Hours		**15**

[1] Satisfies a Broader Technical elective.
[2] Satisfies a Classical Physics elective.
[3] Satisfies a Contemporary Physics elective.
[4] Satisfies an Engineering elective.

Mechanical Engineering Minor

Overview

The Mechanical Engineering Minor complements various STEM and non-STEM majors at Tulane by offering a condensed exploration of mechanical systems. It includes the fundamental courses Statics, Dynamics, and Thermodynamics, providing essential knowledge in the field while allowing further exploration via electives. This minor enhances career prospects across industries including aerospace, renewable energy, and manufacturing, preparing students for diverse engineering challenges.

Requirements

Course ID	Title	Credits
Prerequisites		
MATH 1210 & MATH 1220 & MATH 2210	Calculus I and Calculus II and Calculus III	12
PHYS 1310	General Physics I	4
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
Total Credit Hours		**20**

Course ID	Title	Credits
Required Courses		**9**
ENGP 1410	Statics	
ENGP 2420	Engineering Dynamics	
CENG 2120	Thermodynamics I	
or ENGP 2120	Thermodynamics I	
Electives (Choose 3)		**9**
ENGP 2430	Mechanics of Materials	
CENG 2320	Transport I: Fluids	
or BMEN 3440	Biofluid Mechanics	
BMEN 2310	Product & Experimental Design	
or ENGP 2310	Product and Experimental Design	
CENG 3120	Materials Science & Engr	
or ENGP 3120	Materials Science and Engineering	
CENG 3390	Transport II: Heat and Mass	
BMEN 3932	Elements of BMEN Design	
PHYS 3740	Classical Mechanics	
ENGP 3720	Mechanic Behavior of Materials	
ENGP 3180	Introduction to Feedback Control and Control Theory	
or CENG 4500	Chemical Process Control	
or BMEN 3730	Biomedical Signals and Systems	
or ENGP 3730	Signals and Systems	
ENGP 3620	MicroFab and Nanotech	
BMEN 3650	Biomechanics and Biotransport	
CENG 3110	Thermodynamics II	
ENGP 2010 & ENGP 2011	Electric Circuits and Electric Circuits Lab	
ENGP 3380	Materials for Energy	
MATH 4470	Analyt Method Appl Math	
Total Credit Hours		**18**

At least three courses (9 credits) counting toward the minor must not overlap with a student's major.

Physics Major

Physics is the most fundamental science. It is the foundation for our understanding of the world around us, spanning the ultimate depths within subatomic nuclei to distances beyond the known universe. Physics provides a basis for other sciences, including chemistry, biology, astronomy, and geology. Physics discoveries, which led to technologies ranging from energy sources to quantum information and nano-communication devices to state of the art medical diagnostics, have revolutionized our world, and will continue to do so. The physics curriculum at Tulane provides strong analytical skills and problem-solving abilities for careers ranging from academic research, to industrial development, to large government exploration, to project management, to the financial sector, to creative writing. The curriculum is unusually flexible and has successfully led to degrees with double, and even triple majors in diverse fields. The physics program also promotes and rewards creativity, stimulates intellectual development, and engages our students in life-long learning.

Mission Statement for Physics

The mission of the Physics program is to provide outstanding opportunities for learning and research in physics and teaching of the highest quality and impact, addressing needs and challenges of the 21st century. The program is designed to assist our students in developing deep understanding via powerful problem-solving skills, preparing them for a very broad range of opportunities.

Program Objectives for Physics

The Physics program aims to educate students to become professionals with in-depth knowledge and skills in science and mathematics to understand physical systems; to research, design and solve problems in physics and related disciplines; and to provide the foundation for graduate study and lifelong learning. Our objective is to prepare graduates to be able to successfully pursue:

- Advanced studies leading to research and/or professional careers in physical science;
- Careers in related technical and professional fields in industry or government.

Program Outcomes for Physics

Graduates of the Physics program at Tulane University will attain:

- an ability to apply knowledge of physics, mathematics, other sciences, and engineering;
- an ability to design and conduct experiments, as well as to analyze and interpret data;
- an ability to function on multi-disciplinary teams;
- an ability to identify, formulate, and solve problems;
- an understanding of professional and ethical responsibility;
- an ability to communicate effectively;
- a recognition of the need for, and an ability to engage in life-long learning;
- a knowledge of contemporary issues;
- an ability to apply advanced mathematics through multivariate calculus, differential equations, and/or numerical techniques;
- a knowledge of contemporary analytical and experimental techniques;
- a competence in the use of computational tools and in the use of a high-level programming language;
- a depth of knowledge in calculus-based physics at an advanced level.

Our physics curriculum places emphasis on:

- physics
- mathematics
- computer science and engineering
- problem solving
- computational skills
- science and scientific principles
- research
- communications
- multi-disciplinary teamwork
- continuous learning
- leadership
- ethics
- preparation for advanced degrees in a broad variety of fields

The basic physics requirements are flexible and accommodate degrees with majors in multiple and diverse fields. Students planning to continue on to graduate school should take more than the minimum courses required.

Website

https://sse.tulane.edu/pep/academics/undergraduate/physics (https://sse.tulane.edu/pep/academics/undergraduate/physics/)

Requirements

General Course Requirements for Physics

The intention of Tulane's physics major program is to encourage students to continue on to graduate education in Physics and related disciplines or to pursue cross-disciplinary preparation in physics for medical or other professional schools. Dual majors are encouraged, however students may not major in both Physics and Engineering Physics due to the substantial overlap. Students pursuing a career in physics are advised to follow the "Pre-Graduate Training" sequence. The minimum GPA for degree certification, counting all courses pertaining to Physics, Mathematics, and approved Science and Engineering electives, is 2.50.

The basic requirements for a Physics Major are as follows:

Course ID	Title	Credits
Select at least four courses of mathematics [1]		**13**
Required Physics Courses		**18**
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4
PHYS 2350	Modern Physics I	3
PHYS 2360	Modern Physics II	3
PHYS 3530	Advanced Laboratory	3
PHYS 3800	Physics Colloquium	1
Four Physics Electives		**12**
Select two of the following:		6
PHYS 3010	Theoretical Physics	3
PHYS 3630	Electromagnetic Theory	3
PHYS 3650	Optics	3
PHYS 3740	Classical Mechanics	3
PHYS 4230	Thermal Physics	3
PHYS 4470	Intro Quantum Mechanics	3
Select two additional 3-credit PHYS courses at the 2000 level or higher		6
Additional Electives		**15**
Select five 3-credit elective courses in Mathematics, Physics, Chemistry, Computer Science, or Engineering. The courses must be at the 2000 level or higher, with exceptions noted in the footnote. One of these five electives must be a computational course. [2]		15

[1] At least two courses at the 2000-level or above.

[2] The five elective courses must be at or above the 2000 level, with the exception of CHEM 1070+1075, CHEM 1080+1085, CMPS 1500, and

CMPS 1600. Students should always confirm with the Major Advisor that all their electives are acceptable.

Notes:

- Students are encouraged to consider a bachelor of science in physics as preparation for graduate study in disciplinary and interdisciplinary sciences (physics, astrophysics, biophysics, chemistry, neuroscience, materials science, geophysics, meteorology, oceanography, and applied physics), for professional study in medicine, patent law, business, or engineering, and for careers in environmental science, in mathematical or computer modeling, in science writing, or in science and public policy.
- Within the requirements above, programs can be tailored to suit the needs of students who elect these career options. In addition, the department offers a 4+1 program that allows students to obtain a Master's Degree in five years, by enabling them to take graduate level courses as an undergraduate. Tulane University is a member of the Oak Ridge Associated Universities (ORAU) consortium.
- Research opportunities are often available for undergraduate Physics majors in conjunction with faculty, on a case by case basis.
- Students are responsible for fulfilling all TIDES, cultural knowledge, foreign language, writing, service learning, and other requirements, required by Tulane and the School of Science and Engineering.

Sample Schedule of Classes for Physics

(This is only a suggested schedule and students should not feel compelled in any way to model their course of studies on this example. Many other options and alternatives are possible, especially when including a double major. Chemistry, for example, is not a requirement for the B.S. in Physics. The illustration of certain courses in certain semesters below does not guarantee they will be offered in the suggested semester. Many physics courses at the 3000-level and above are given only once every two years. Students should keep abreast of actual course offerings as they are published by the Registrar.)

Year 1		
Fall		**Credit Hours**
PHYS 1310	General Physics I	4
MATH 1210	Calculus I	4
ENGL 1010	Writing	4
CHEM 1070 & CHEM 1075	General Chemistry I and General Chemistry Lab I	4
TIDES Course		
	Credit Hours	**16**
Spring		
PHYS 1320	General Physics II	4
CHEM 1080 & CHEM 1085	General Chemistry II and General Chemistry Lab II	4
MATH 1220	Calculus II	4
Foreign Language or Elective		
	Credit Hours	**12**
Year 2		
Fall		
PHYS 2350	Modern Physics I	3
MATH 2210	Calculus III	4
Cultural Knowledge Elective		
Foreign Language or Elective(s)		
Public Service Course [1]		
	Credit Hours	**7**
Spring		
PHYS 2360	Modern Physics II	3
PHYS 3170	Computnl Physics & Engr	3
PHYS 4230	Thermal Physics	3
MATH 2240	Intro To Applied Math	4
Cultural Knowledge Elective		
Elective(s)		
	Credit Hours	**13**
Year 3		
Fall		
PHYS 3010	Theoretical Physics	3
PHYS 3630	Electromagnetic Theory	3
PHYS 3700	Electronic Properties of Materials	3
PHYS 3800	Physics Colloquium	1
Cultural Knowledge Elective		
Elective		
	Credit Hours	**10**
Spring		
PHYS 3530	Advanced Laboratory	3
PHYS 3600	Nanoscience & Technology	3
PHYS 3650	Optics	3
Cultural Knowledge Elective		
	Credit Hours	**9**
Year 4		
Fall		
PHYS 3150	Intro To Neutron Science	3
Elective(s)		
	Credit Hours	**3**
Spring		
PHYS 4470	Intro Quantum Mechanics	3
Elective(s)		
	Credit Hours	**3**
	Total Credit Hours	**73**

[1] e.g., Introduction to Physics Pedagogy

Pre-Graduate Training in Physics

The student who intends to continue graduate work in physics should complete at least 32 credits in physics including:

Course ID	Title	Credits
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4
PHYS 2350	Modern Physics I	3
PHYS 2360	Modern Physics II	3
PHYS 3630	Electromagnetic Theory	3

PHYS 3650	Optics	3
PHYS 3740	Classical Mechanics	3
PHYS 4230	Thermal Physics	3
PHYS 4470	Intro Quantum Mechanics	3

Students are encouraged to undertake a research project and write a senior honors thesis under the supervision of a physics faculty member.

Recommended mathematics courses include:

Course ID	Title	Credits
MATH 3050	Real Analysis I	3
MATH 3090	Linear Algebra	4
MATH 4060	Real Analysis II	3
MATH 4210	Differential Geometry	3
MATH 4300	Complex Analysis	3
Courses in Scientific Computing [1]		

[1] e.g., PHYS 3170 Computnl Physics & Engr (3 c.h.) or MATH 3310 Scientific Computing I (3 c.h.) are also recommended.

Physics Minor

The object of the Physics Minor is to provide a strong physics component to bolster students typically majoring in other STEM areas, such as Chemistry, Mathematics, Cell and Molecular Biology, and the various Engineering fields. In some cases, students from the Liberal Arts and Social Sciences pursue the Physics Minor to add STEM strength to their degrees.

Requirements

Course ID	Title	Credits
PHYS 1310	General Physics I	4
PHYS 1320	General Physics II	4
Select four physics courses at the 2000-level or above. At least one must be taken from the following group.		12
PHYS 3010	Theoretical Physics	
PHYS 3630	Electromagnetic Theory	
PHYS 3740	Classical Mechanics	
PHYS 4230	Thermal Physics	
PHYS 4470	Intro Quantum Mechanics	
PHYS 4650	Optics	
Total Credit Hours		**20**

It should be noted that some of the upper-level physics courses have certain mathematics prerequisites.

Physics, MS

The Tulane 4+1 Program in Physics: Current Tulane undergraduates may earn an MS degree in physics by adding one year to the four years of study usually required for the BS degree. The MS degree provides a more complete preparation for a PhD program than the BS. The MS is usually preferred by industry and business. Normally an MS degree requires at least two years of postgraduate study. In this program the time is reduced to one year by taking some graduate level courses as an undergraduate.

Requirements

The MS requires 24 hours of physics coursework at the graduate (6000-7000) level plus six additional hours of either graduate courses or research. In the 4+1 program, a student will normally take a total of twelve hours of graduate courses as a junior or senior and nine more hours each semester in the fifth year. This provides a total of thirty hours, including up to six hours of research credit. With permission of the graduate advisor, graduate courses in other departments (*e.g.* Chemistry, Computational Science, Math, Engineering) may count toward the MS.

A 4+1 student should begin the program in their junior year. While it may be possible to complete the requirements for the 4+1 program by starting in the senior year, this is difficult and not recommended. Please note that some graduate courses are co-taught with similar undergraduate courses and have somewhat different requirements.

Application:

Application may be made using the standard form for graduate admission available on the SSE website (https://sse.tulane.edu/academics/graduate/admissions (https://sse.tulane.edu/academics/graduate/admissions/)). Normally an undergraduate GPA of 3.0 or higher, overall and in physics courses, is required for admission. One letter of recommendation is required. The GRE is not required.

Physics, PhD

The PhD degree in physics provides the academic foundation and laboratory training to conduct high quality research at the frontiers of physics. Graduate students from diverse backgrounds become creative physicists with the skills to thrive in educational, industrial or government laboratory settings.

Requirements

Course Work

At least 48 credits of graduate courses must be completed.

Required Courses

Course ID	Title	Credits
PHYS 6010	Techniques Theor Phys I	3
PHYS 7060	Theoretical Mechanics	3
PHYS 7100	Statistical Mechanics	3
PHYS 7170	Quantum Mechanics I	3
PHYS 7180	Quantum Mechanics II	3
PHYS 7230	Electromagnetic Theory I	3
PHYS 7910	Research I	3
PHYS 7920	Research II	3
PHYS 7930	Research III	3
PHYS 7940	Research IV	3

Elective courses (18 credits): The remaining 18 credits should be graduate level physics electives, or graduate level courses in a related field with approval of the research supervisor and graduate

program advisor. One of the electives must be a computational course (PHYS 6170 Computational Physics and Engineering, MPEN 6290 Computational Materials Science and Engineering, or a computational course in another department approved by the graduate program advisor). Up to 6 credits may be fulfilled by Advanced Research I and II, with approval of the research supervisor and graduate program advisor. Advanced Research I and II may be taken at the same time as Research I-IV, with up to 6 credits of research allowed in one semester.

Grades

Per the SSE Handbook: "A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree. If a student receives one B- grade, the student is immediately considered for probation by the Associate Dean for Graduate Studies in consultation with the appropriate department/program. If a student receives two grades of B-, or one grade less than B-, during his/her tenure in the School of Science and Engineering, the student is placed on probation and considered for dismissal by the Associate Dean in consultation with the appropriate department/program."

A student who does not maintain the minimum 3.0 GPA in graduate course work will be subject to disenrollment.

Written Qualifying Exam

The Ph.D. qualifying exam is a 6-hour written examination covering classical and modern physics, given by the department once per semester. It covers the typical U.S. undergraduate physics curriculum with an emphasis on classical electrodynamics and quantum mechanics. The qualifying exam must be attempted no later than the fourth semester of graduate study. Students who are sufficiently prepared may take it during the first year with approval of the research supervisor. The passing score is 60%. Students who fail the qualifying exam must retake it until passed. Students may attempt the qualifying exam up to three times. Any student who has not passed the qualifying exam by the end of the fifth semester of graduate study will be disenrolled from the program.

Students who have met course requirements and passed the qualifying exam may apply to become degree candidates.

Faculty Dissertation Committee

Prior to the prospectus defense, the student and research supervisor form the faculty dissertation committee, which consists of the research supervisor (chair) and at least two other faculty members. One member may be from another Tulane department or other appropriate institution. The faculty dissertation committee (henceforth the committee) examines the student at the prospectus defense and oral dissertation defense, and approves the final written dissertation.

Prospectus Defense

The prospectus defense demonstrates to the committee that the student has acquired sufficient knowledge in the specific research area and can effectively express that knowledge orally and in writing. A student must pass the written qualifying exam before undertaking the prospectus defense. The prospectus defense consists of a written proposal and an oral defense:

The written research proposal (10-15 pages) contains an introduction, proposed research and justification, methods, preliminary results, and discussion. It must be reviewed and approved by the committee before the end of the sixth semester of graduate study.

The oral defense is a two-hour oral examination, including a research presentation (about 45 minutes) prepared by the student, given by the committee. The examination includes specific questions about the student's research as well as broadly focused questions on the general area of research. The oral defense must be attempted following approval of the written proposal, no later than the sixth semester of graduate study. If failed, the student is normally given a second attempt in the following semester. After two failures the student will be disenrolled from the program (exceptions due to extenuating circumstances may be granted by vote of the faculty).

Students who are sufficiently prepared are strongly encouraged to take the prospectus defense before the end of the 4th semester of graduate study.

It is expected that, after completion of the oral prospectus defense, the Ph.D. candidate will obtain a Research Assistantship (RA) in the same research group. In order to encourage this, the faculty have adopted a policy for allocating graduate students on TA's to research groups.

Annual Report

In April of each year, every Ph.D. student will submit a brief annual progress report (1-2 pages) to the research supervisor (and committee, when formed) summarizing research progress and accomplishments over the previous year, and future plans and milestones. This requirement is waived in the years when the prospectus and thesis defenses are completed.

Dissertation

The final requirement for the Ph.D. degree is a written dissertation based on original research, approved by the committee, and its defense in an oral exam by the committee.

Master's Degree

The master's degree is not a requirement for the Ph.D. in physics. Admission with financial aid is only for doctoral students. However a graduate student may receive an M.S. in Physics based on 30 hours of approved graduate credit, or (if the research supervisor agrees to offer this option) an M.S. in Physics based on 24 hours of approved graduate credit plus a thesis deemed acceptable by the research supervisor. Research course credit does not count toward the M.S. in Physics degree.

Program Transfers

Students in the Physics Ph.D. program cannot transfer to the Materials Physics and Engineering Ph.D. program without going through the regular admissions process.

Exceptions to the requirements, due to extenuating circumstances, may be granted by vote of the PEP faculty.

The Physics program requirements were last modified in Fall 2018. The requirements for students matriculating prior to Fall 2018 may be found here (https://tulane.box.com/s/ovwi03w8wmdq7e75m90okkizbqiu86te/).

Department of Psychology

Programs

Undergraduate

Majors

- Psychology Major (p. 595)

Minor

- Psychology Minor (p. 596)

Graduate Programs

- Behavioral Health, MS (p. 594)
- Psychology, MS (p. 596)
- Psychology, PhD (p. 598)

Graduate Certificates

- Health Psychology Certificate (Graduate) (p. 598)
- Trauma Focused School Psychology Certificate (Graduate) (p. 598)

Behavioral Health, MS

Behavioral Health is a broad term encompassing our social, emotional, and psychological well-being, which affects how we handle stress, relate to others, and make healthy choices. The 4+1 terminal Master of Science program in Behavioral Health provides qualified students earning a baccalaureate degree in Psychology from Tulane University and Xavier University of Louisiana with graduate training in this specialty area of psychology. Students who pursue the M.S. in Behavioral Health are interested in future careers in clinical practice, research, or policy. Students either may pursue the M.S. with an empirical thesis, concentrating in depth on a particular area of Behavioral Health, OR students may pursue the M.S. with a broad training base in Behavioral Health without a thesis.

Requirements

Required courses include two health psychology core courses (PSYC 6700 Health Psychology I (3 c.h.) and PSYC 6710 Health Psychology II (3 c.h.)), univariate statistics (PSYC 6090 Univariate I (3 c.h.)), and quantitative methods (either PSYC 6100 Rsch Methods Behav Hlth (3 c.h.) or PSYC 6110 Psyc Appl Univar Stat II (3 c.h.)). Students in the course-based (non-thesis) track complete 30 course credits (10 graduate courses). Students in the thesis track complete 24 course credits (8 graduate courses) and also produce a Master's thesis comprising an empirical study in psychology (3 credits of graded PSYC 6610 Independent Study first semester of +1 year and 3 credits of graded PSYC 9980 Masters Research (0 to 3 c.h.)second semester of +1 year).

4+1 M.S. in Behavioral Health (PSBH) – Non-Thesis Track

General Curriculum:

- Undergraduate pre-requisite course: PSYC 3330 Clinical Science and Psychological Disorders (3 c.h.) (Abnormal Psychology / Clinical Science & Psychological Disorders) or PSYC 3340 Developmental Psychopathology (3 c.h.).
- 30 graduate credits in Psychology (10 graduate courses).
- No more than 3 credits from graduate courses outside of Psychology; these credits must be approved by the Department of Psychology's Graduate Training Committee.
- No more than 3 credits in a Psychology independent study or special topics graduate course.

Requirements

Course ID	Title	Credits
Fall Senior Year		
Psychology Graduate-Level Elective Course		3
Spring Senior Year		
Psychology Graduate-Level Elective Course		3
Fall +1 Year		
PSYC 6090	Univariate I [1]	3
PSYC 6700	Health Psychology I	3
PSYC 7610	Psychological Assess I	3
Psychology Graduate-Level Elective Course [2]		3
Spring +1 Year		
PSYC 6100	Rsch Methods Behav Hlth	3
PSYC 6710	Health Psychology II	3
PSYC 7620	Psychoed Assess II	3
or PSYC 7660	Evidence-Based Interventions	
PSYC 7400	Devel Psychopathology	3
Total Credit Hours		**30**

Other Requirements:

- All courses counting towards the 30 credits must have a B- or higher grade. Grades below a B- do not count towards the degree.
- The minimum grade point average calculated over the 30 credits counted toward the degree must be greater than 3.0.
- No more than 6 credits can count towards both the Bachelor's and the Master's degree.
- No more than 6 credits taken as an overload during undergraduate studies (i.e., above the minimum 120 credit hours required to graduate) can count toward the Master's degree.
- Application for degree and submission of degree fees to the School of Science and Engineering is required.

4+1 M.S. in Behavioral Health (PSBH) – Thesis Track

General Curriculum:

- Undergraduate pre-requisite course: PSYC 3330 Clinical Science and Psychological Disorders (3 c.h.) (Abnormal Psychology / Clinical Science & Psychological Disorders) or PSYC 3340 Developmental Psychopathology (3 c.h.) (Developmental Psychopathology)
- 30 graduate credits consisting of 8 graduate courses (24 credits) + Empirical Master's thesis (3 credits of graded PSYC 6610 Adv Studies In Psych (1-3 c.h.) first semester of +1 year and 3 credits of graded PSYC 9980 Masters Research (0 to 3 c.h.) second semester of +1 year)

- Prospectus meeting (Held before October 1 for students entering in August and February 15 for students entering in January)
- Successful Master's thesis defense (Held before April 15 for May degree, August 5 for August degree, and December 5 for December degree)

Requirements

Course ID	Title	Credits
Fall Senior Year		
Psychology Graduate-Level Elective Course		3
Spring Senior Year		
Psychology Graduate-Level Elective Course		3
Fall +1 Year		
PSYC 6090	Univariate I [1]	3
PSYC 6700	Health Psychology I	3
PSYC 7610	Psychological Assess I	3
PSYC 6610	Adv Studies In Psych (graded)	3
Spring +1 Year		
PSYC 6100	Rsch Methods Behav Hlth	3
PSYC 6710	Health Psychology II	3
PSYC 7620	Psychoed Assess II	3
or PSYC 7660	Evidence-Based Interventions	
or PSYC 7400	Devel Psychopathology	
PSYC 9980	Masters Research (graded)	3
Total Credit Hours		**30**

Other Requirements:

- All courses counting towards the 30 credits must have a B- or higher grade. Grades below a B- do not count towards the degree.
- The minimum grade point average calculated over the 30 credits counted toward the degree must be greater than 3.0.
- No more than 6 credits can count towards both the Bachelor's and the Master's degree.
- No more than 6 credits taken as an overload during undergraduate studies (i.e., above the minimum 120 credit hours required to graduate) can count toward the Master's degree.
- Application for degree and submission of degree fees to the School of Science and Engineering is required.
- Submission of thesis to the School of Science & Engineering.

[1] Although the PSYC 6090 requirement for the 4+1 MS in PSBH is waived for students who successfully complete the 3090-4090 sequence, credits do not count toward the graduate degree.

[2] Examples of Psychology Graduate-Level Elective Courses are listed below.

Course ID	Title	Credits
Examples of Psychology Graduate-Level Elective Courses		
PSYC 6060	Behavioral Endocrinology	3
PSYC 6180	History & Systems	3
PSYC 6330	Neurobiol Learn & Memory	3
PSYC 6530	Psychopharmacology	3
PSYC 6590	Stress & Trauma	3
PSYC 6660	Special Topics	1-3
PSYC 7000	Social Psychology	3
PSYC 7010	Personality	3
PSYC 7020	Developmental Psychology	3
PSYC 7030	Cog. Neurosc. Grad. Sem.	3
PSYC 7040	Evol Models In Psych	3
PSYC 7070	Culture and Cognition	3
PSYC 7090	Physiological Psychology	3
PSYC 7150	Advanced Adolescent Psyc	3
PSYC 7160	Children of Color	3
PSYC 7170	Intergroup Relations	3

Psychology Major

Overview

The Bachelor of Science degree in Psychology introduces students to the major theoretical perspectives and primary empirical techniques of hypothesis testing in psychological science, as well as the application of psychological principles.

Requirements

The following are required for the major in psychology:

Course ID	Title	Credits
Required Courses		
PSYC 1000	Introductory Psych	3
PSYC 3090	Univariate I & Lab	4
PSYC 3130	Experimental Psychology & Lab	4
Biological Psychology		
Select one of the following:		3
PSYC 3300	Brain and Behavior	
PSYC 3680	Comp Animal Behavior	
PSYC 3700	Evolution & Psychology	
Developmental Psychology		
Select one of the following:		3
PSYC 3210	Child Psychology	
PSYC 3390	Adolescent Psychology	
Clinical Applications and Assessment		
Select one of the following:		3
PSYC 3180	Psychological Testing	
PSYC 3200	Educational Psychology	
PSYC 3330	Clinical Science and Psychological Disorders	
PSYC 3340	Developmental Psychopathology	
PSYC 3530	Introduction to Health Psychology	
Cultural, Personality, and Social Psychology		
Select one of the following:		3
PSYC 3310	Intro to African American Psychology	
PSYC 3430	Intro To Social Psychology	
PSYC 3010	Intro To Personality	

Select a total of 9 additional psychology elective credits must be completed at the 3000 level or above (for a total of 29 hours at/above the 3000 level). [1]	9
Total Credit Hours	**32**

[1] Please note that ALL 3000 level courses count towards the 29 credits, including PSYC 3090 Univariate I & Lab (4 c.h.) and PSYC 3130 Experimental Psychology & Lab (4 c.h.), and the departmental distribution requirements

In addition:

Students majoring in psychology must complete the math courses necessary for the B.S. degree, one SSE laboratory course (and its co requisite) outside of (and NOT cross-listed with) PSYC, and one 3 credit non-laboratory SSE courses that is outside (and NOT cross-listed with) PSYC.

No more than 16 credits may be transferred to count towards the Psychology Major.

Psychology majors are limited to taking a maximum of three courses for credit towards the major while studying abroad.

Students must earn at least a 2.0 major GPA.

At least 29 credits must be taken at or above the 3000 level.

S/U graded courses do not count towards the major requirements.

Psychology Minor

A minor in Psychology (PSYC) provides students with exposure to the breadth of the field beyond Introductory Psychology, and includes at least one course in three of the four distribution areas (below) plus one psychology elective.

- Biological Psychology
- Developmental Psychology
- Cultural, Personality, and Social Psychology
- Clinical Applications and Assessment

Students that major in neuroscience complete the psychology minor under PSYN. The PSYN minor requires the completion of PSYC 1000 Introductory Psych (3 c.h.) and four additional elective courses in Psychology which do not overlap with course requirements in Neuroscience and are not cross-listed as PSYC/NSCI.

Because of the large number of psychology courses required for the cognitive studies major, the requirements for cognitive studies majors who minor in psychology are different from other psychology minors. A minor in psychology when completed with a major in cognitive studies requires the completion of PSYC 1000. In addition, students must complete four additional 3 or 4 credit elective courses in psychology which are not applied to the cognitive studies major.

Requirements

A minor in psychology requires:

No more than 8 credits may be transferred to count towards the Psychology Minor.

Students must earn at least a 2.0 minor GPA.

At least 12 credits must be taken at or above the 3000 level.

Psychology minors are limited to taking a maximum of two courses for credit towards the minor while studying abroad.

S/U graded courses do not count towards the minor requirements.

Specifics for each "version" of the psychology minor are the following:

PSYC:

5 Psychology courses and a minimum of 15 hours. These courses must include PSYC 1000 Introductory Psych (3 c.h.), at least 1 course in three of the four distribution areas (see below), and one elective psychology course.

- Biological Psychology
- Developmental Psychology
- Cultural, Personality, and Social Psychology
- Clinical Applications and Assessment

PSYN: (for students majoring in Neuroscience)

5 courses and a minimum of 15 hours. The PSYN minor requires the completion PSYC 1000 Introductory Psych (3 c.h.) and four additional elective courses in Psychology which do not overlap with course requirements in Neuroscience and are not cross-listed as PSYC/NSCI.

Cognitive Studies Majors Seeking a PSYC Minor

Cognitive Studies majors who wish to receive a psychology minor must take PSYC 1000 Introductory Psych (3 c.h.) plus four additional courses at or above the 3000 level in psychology that do not overlap with their Cognitive Studies major.

Psychology, MS

The Master of Science Program in Psychological Science provides graduate level training in psychological theories and research methods. The Psychology Department offers a 4+1 terminal Master of Science degree, with both non-thesis (course-based) and thesis tracks. In addition, all students who enter the Psychology PhD program without a Master's degree are required to complete a Master of Science degree en route to the PhD.

Requirements

Required graduate courses include courses in core areas of psychology (e.g., social psychology), quantitative methods, and other approved courses to provide depth and breadth. All students completing a Master's degree must earn 30 credit hours. The specific requirements depend on whether students are completing (1) the Non-Thesis (Course-Based) Track as part of the 4+1 MS program, (2) the Thesis Track as part of the 4+1 MS program, or (3) a MS Thesis en route to the PhD.

Non-Thesis (Course Based) Track for 4+1 Students

General Curriculum:

- 30 graduate credits (10 graduate courses)
- PSYC 6090 Univariate I (3 c.h.))

- At least 3 credits in a statistics course beyond PSYC 6090 (eligible courses: PSYC 6110 Psyc Appl Univar Stat II (3 c.h.), PSYC 6130 Psyc Appl Multivar Stats (3 c.h.))
- At least 3 credits in social, cultural, or developmental psychology (see Appendix)
- At least 3 credits in biological underpinnings of behavior (see Appendix)
- At least 6 credits in core courses (eligible courses include: PSYC 7000-7090)
- No more than 3 credits from courses outside of Psychology
- No more than 3 credits in a Psychology independent study or special topics graduate course

Notes:

- Students are strongly encouraged to take one to two 6000+-level PSYC graduate courses during their senior year.
- Some courses fulfill multiple requirements (e.g., PSYC 7020 Developmental Psychology meets the requirement of one core course, but it also satisfies the social, cultural, or developmental psychology requirement).

Other requirements:

- All courses counting towards the 30 credits must have a B- or higher grade. Grades below a B- do not count towards the degree.
- The minimum grade point average calculated over the 30 credits counted toward the degree must be greater than 3.0.
- No more than 6 credits can count towards both the Bachelor's and the Master's degree.
- No more than 6 credits taken as an overload during undergraduate studies can count toward the Master's degree.
- Application for degree and submission of degree fees to the School of Science and Engineering is required.

Appendix

Eligible classes for social/developmental psychology and cognitive/behavioral neuroscience general curriculum requirement:

Social, cultural, or developmental psychology

- PSYC 7000 Social Psychology (3 c.h.)
- PSYC 7010 Personality (3 c.h.)
- PSYC 7020 Developmental Psychology (3 c.h.)
- PSYC 7070 Culture and Cognition (3 c.h.)
- PSYC 7150 Advanced Adolescent Psyc (3 c.h.)
- PSYC 7160 Children of Color (3 c.h.)
- PSYC 7170 Intergroup Relations (3 c.h.)
- Special topics by approval

Cognitive/behavioral neuroscience

- PSYC 6060 Behavioral Endocrinology (3 c.h.)
- PSYC 6330 Neurobiol Learn & Memory (3 c.h.)
- PSYC 6530 Psychopharmacology (3 c.h.)
- PSYC 7030 Cog. Neurosc. Grad. Sem. (3 c.h.)
- PSYC 7040 Evol Models In Psych (3 c.h.)
- PSYC 7090 Physiological Psychology (3 c.h.)
- Special topics by approval

Thesis Track for 4+1 Students

General Curriculum:

- 30 graduate credits in Psychology (10 graduate courses)
- PSYC 6090 Univariate I (3 c.h.)
- At least 3 credits in core courses (eligible courses: PSYC 7000-7090)
- No more than 3 credits from courses outside of Psychology
- No more than 3 credits in a Psychology independent study or special topics graduate course
- Empirical Master's thesis (6 credits of PSYC 9980 Masters Research (0 to 3 c.h.))
- Prospectus meeting (Held before October 1 for students entering in August and February 15 for students entering in January)
- Successful Master's thesis defense (Held before April 15 for May degree, August 5 for August degree, and December 5 for December degree)

Other Requirements:

- All courses counting towards the 24 credits must have a B- or higher grade. Grades below a B- do not count towards the degree.
- The minimum grade point average calculated over the 24 credits counted toward the degree must be greater than 3.0.
- No more than 6 credits can count towards both the Bachelor's and the Master's degree.
- No more than 6 credits taken as an overload during undergraduate studies can count toward the Master's degree.
- Application for degree and submission of degree fees to the School of Science and Engineering is required.
- Submission of thesis to the School of Science & Engineering is required.

Thesis en route to the PhD General Curriculum:

- 30 graduate credits in Psychology, inclusive of:
  - PSYC 6090 Univariate I (3 c.h.)
  - PSYC 6110 Psyc Appl Univar Stat II (3 c.h.)
  - At least 3 credits in core courses (eligible courses: PSYC 7000-7090)
  - PSYC 7230 Professional Issues (1 c.h.)
  - Up to 21 credits from elective courses (can include PSYC 9990)
- Empirical Master's thesis, inclusive of:
  - Prospectus meeting
  - Successful Master's thesis defense

Other Requirements:

- All courses counting towards the 30 credits must have a B- or higher grade. Grades below a B- do not count towards the degree.
- The minimum grade point average calculated over the 30 credits counted toward the degree must be greater than 3.0.
- Application for degree and submission of degree fees to the School of Science & Engineering.
- Submission of thesis to the School of Science & Engineering.

Psychology, PhD

Graduate studies leading to the Ph.D. degree in psychology are designed to offer the student training in a major research area within psychology, expertise in quantitative and design methodology, and varied research opportunities. Students study either an area of **Psychological Science (Brain, Cognition, and Developmental Science or Social Psychology)** or **School Psychology** (which is accredited by the American Psychological Association).

Requirements

The minimum requirements for the Ph.D. degree include:

- A total of 48 hours of graduate course credits. These credits include 3 courses in core areas of psychology (e.g., developmental psychology), 3 courses in quantitative methods (e.g., multivariate statistics), and other approved courses and research projects.
- Completion of a Master's thesis in psychology including the production of at least one empirical study.
- Satisfactory performance on a comprehensive preliminary examination.
- Proposal and completion of an original dissertation research project.
- Successful defense of the written doctoral dissertation through an oral examination. The requirements for the degree of *Doctor of Philosophy in Psychology* with a specialization in **School Psychology** are similar to those noted above except that students complete a minimum of 62 didactic hours, 24 practicum hours, and a one-year pre-doctoral clinical internship.

Health Psychology Certificate (Graduate)

Overview

Students enrolled in the Psychological Science Ph.D. program may elect to focus on health psychology. Students complete all the usual requirements of the Psychological Science Ph.D. (p. 598) , with 15 of the usual 29 elective credits being in health psychology (as below). Psychology Ph.D. students completing this sequence will earn a graduate certificate in Health Psychology when their Ph.D. is awarded.

Requirements

The required courses comprise of the following:

Course ID	Title	Credits
Core Health Psychology Courses (Required)		
PSYC 6100	Rsch Methods Behav Hlth	3
PSYC 6700	Health Psychology I	3
PSYC 6710	Health Psychology II	3
Content Depth Requirement (Choose at least 1)		**3**
Advanced Studies in Psychology: Psycho-Oncology OR PSYC 7942		3
PSYC 6610	Adv Studies In Psych	3
	Disease-specific course offered by another department (Graduate Training Committee approval required)	
Advanced Training in Methodology or Pedagogy (Choose at least 1)		**3**
PSYC 6812	Special Topics Advanced Data Analysis using R	3
PSYC 7240	College Teaching Pedagogy	3
PSYC 7420	Advanced Seminar II	3
PSYC 7424	Advanced Seminar II Qualitative Methods in Behavioral Health	3
PSYC 7440	Advanced Seminar IV Mixed Methods Research	3
PSYC 7450	Linear Structural Modeling	3
CELT 7010	The Essentials of Learning and Teaching Must be completed with CELT 7020 and CELT 7030	1
CELT 7020	Practical Course Design and Teaching Skills Must be completed with CELT 7010 and CELT 7030	1
CELT 7030	Teaching Practicum Must be completed with CELT 7010 and CELT 7020	1
Advanced statistical course offered by another department (e.g., R, SAS, STATA, ArcGIS, Meta-Analysis; Graduate Training Committee approval required) OR PSYC 7943		3

A minimum of 15 credit hours are required for the Health Psychology Certificate.

Trauma Focused School Psychology Certificate (Graduate)

Overview

Students enrolled in the School Psychology Ph.D. program can apply to complete a certificate program that provides specialized trauma-focused training. Doctoral students completing this specialized training will be prepared to deliver comprehensive school mental health services with the goals of preventing trauma and treating youth exposed to trauma. Students complete all of the usual requirements of the Ph.D. program plus the requirements of the trauma specialization certificate. School Psychology Ph.D. students who complete the trauma specialization requirements will earn a trauma specialization graduate certificate when their Ph.D. is awarded.

Requirements

Course ID	Title	Credits
Required Course		
PSYC 6590	Stress & Trauma	3
One additional research methodology / statistics course: [1]		**3**
PSYC 7450	Linear Structural Modeling	
PSYC 7424	Advanced Seminar II	
PSYC 7440	Advanced Seminar IV	
PSYC 6100	Rsch Methods Behav Hlth	
PSYC 7420	Advanced Seminar II	
PSYC 7943	Advanced Psychology Statistics - Transfer	
Two years of practicum		**12**

PSYC 7823	Practicum in School Psyc (Two years of practicum (Psyc 7823) with community agencies providing trauma-focused comprehensive school mental health services in New Orleans public schools. These practicum experiences include specialized training in evidence-based interventions.)
Research relevant to stress and trauma	
Students will complete at least one mentored, independent research project, a MS thesis (Psyc 9980), or a PhD dissertation (Psyc 9990) focused on stress, trauma, adversity, and / or related constructs.	
PSYC 9980	Masters Research
PSYC 9990	Dissertation Research
Disciplinary Leadership Experience [2]	

[1] To complete the School Psychology doctoral program all students must take either Psyc 7424 (Qualitative Methods) or Psyc 6100 (Research Methods in Behavioral Health). If a student completes both courses, the course taken second will fill the additional methods requirement for the certificate.

[2] **Disciplinary leadership experiences require a written MOU that documents a plan with the following five elements:**

1. The selection of an advisor. If the advisor is neither of the Specialization co-directors, doctoral students are also required to select one of the co-directors as a co-advisor.

2. A formal learning experience that will occur 1) in a course, 2) in a series of workshops, or 3) under formal mentorship with an independent learning plan.

3. An applied practice or service element. Examples are described with the options below.

4. A final product, which could include a written paper, policy report, preparation of a training workshop, "graduate student corner" *Communiqué* submission, etc.

5. Participation in program-wide shared learning through 1) discussing your project in a large group setting (i.e., large group supervision, colloquium, brown bag), and 2) placing your final product in the program's repository.

Students may choose from one of the following five Disciplinary Leadership options, or petition to design their own:

- Higher education pedagogy and instruction. Complete CELT 7010, 7020, and 7030, a 3-credit teaching sequence.* Final product could include a guest lecture, large group presentation, or school-based professional development presentation. *Note that the CELT course is spread over three semesters.
- Research to practice communication. Identify an area of scholarship that is ripe to translate for a practice audience and co-write an article (final product) with your mentor for *Communiqué* or another practice-oriented publication.
- Advocacy. Complete pre-training advocacy workshops and/or an advocacy training day, research your topic for discussion with legislators and complete a "Hill visit" in DC or Baton Rouge through a professional organization or advocacy group. Final product could include a policy brief. Hill visits may cost money; travel and training funding can be sought through the various graduate student travel funding options.
- Policy. Select a policy organization for a semester-long placement, during which time you will complete a policy-relevant project that aligns with the organization's goals and needs. The project will require partnering with the organization, understanding their needs, conducting research, and preparing a useful final product for the organization such as a policy brief, website, or white paper. Example organizations may include the NOLA Health Department, the Mayor's Office, CYPB, LPHI, Agenda for Children, the International Institute for Child Rights and Development, LACCR, the UP Institute, LCRC, and Beloved Communities.
- Crisis Intervention Training. Participate in the NASP PREPaRE Model's training sequence to become a trainer. Final product is certification as a trainer, which includes delivery of the training. Participating in this training may cost money; travel and training funding can be sought through the various graduate student travel funding options.
- Petition to create your own disciplinary leadership experience.

Department of River-Coastal Science and Engineering

Programs

Undergraduate

Minor

- Civil Engineering-Water Resources and Environmental Minor (p. 600)

Graduate

Master of Science (Non-resident)

- Master of Science in River-Coastal Science and Engineering (Non-Resident) (p. 601)

Master of Science (Resident)

- Master of Science in River-Coastal Science and Engineering (Resident) (p. 602)

Doctor of Philosophy

- Doctor of Philosophy in River-Coastal Science and Engineering (Resident) (p. 603)

Certificate

- River-Coastal Science and Engineering Certificate (Graduate) (p. 600)

Civil Engineering-Water Resources and Environmental Minor

Overview

The Minor in Civil Engineering -Water Resources and Environmental is available to students pursuing any undergraduate major in the School of Science and Engineering or in other Tulane colleges. In particular, students majoring in another engineering discipline may find the RCSE minor attractive as an additional skill set for the job market. Students with a major in the physical or environmental sciences might have already covered the pre- or co-requisites for the RCSE minor, making it a relatively easy addition to their expertise while matriculating at Tulane. Students majoring in the environmental sciences (e.g., EEB or EES) could strengthen their undergraduate training in water-related topics. Outside of SSE, any student interested in a career linked to environmental planning, climate change adaptations, the resilience of human and natural systems, and water utilization could benefit from this training. This umbrella includes fields as diverse as law, business, public health, and social sciences. We foresee particular links for students in the (1) Environmental Studies major (School of Liberal Arts), where strengthening their science and engineering background in the water sector would be advantageous in many career tracks, and (2) in the School of Architecture, where a program in landscape architecture and design is under development.

Requirements

The Minor in Civil Engineering - Water Resources and Engineering requires 18 credit hours from the following six courses:

Course ID	Title	Credits
ENGP 1410	Statics	3
RCSE 3010	Water Resources Engineering - I (Or)	3
or BMEN 3440	Biofluid Mechanics	
or CENG 2320	Transport I: Fluids	
RCSE 4010	Water Resources Engineering II (offered Fall semester)	3
RCSE 4030	Water Resources Engineering III (offered Spring semester)	3
RCSE 6800	Intro to River Science & Eng (offered every Spring)	3
RCSE 6802	Introduction to Coastal Science and Engineering (offered Fall semester)	3
Total Credit Hours		**18**

In summary, to complete the RCSE minor, students using RCSE3010 or BMEN 2320 for the fluid mechanics requirement will also need to successfully complete one semester each of calculus and physics. If using CENG23230, they will need three semesters of math (including 2 of calculus), one of physics, one of chemistry, and an additional CENG course (Thermodynamics). Likely the latter track to the RCSE minor will primarily be followed by students seeking a major in chemical engineering.

As further requirements for the RCSE minor, students must maintain a 2.00 GPA in all minor courses. No courses can count toward a second minor in SSE or other Tulane schools. For more information, please contact the department chair at meadallison@tulane.edu.

River-Coastal Science and Engineering Certificate (Graduate)

Overview

Tulane University and the U.S. Army Engineer Corps of Engineers have partnered to provide a unique, graduate-level certificate program that focuses on teaching students both the science and engineering associated with river management. There is an emphasis on the academic underpinnings as well as pragmatic applications, and the interdisciplinary nature of rivers is stressed by including faculty who work in geology, civil engineering, geomorphology, river mechanics and engineering, biogeochemistry, ecology and numerical modeling. This program is offered fully online, combining self-taught modules with weekly Live Sessions and is available to students everywhere. This certificate program can, but does not have to, serve as a step toward a graduate degree in the subject.

Requirements

The River-Coastal Science and Engineering Certificate program will consist of the completion of one required course, RCSE 6800 Intro to River Science & Eng (3 c.h.), and/or RCSE 6802 Introduction to Coastal Science and Engineering (3 c.h.) with additional advanced courses listed below to equal 15 hours. The existing coursework in the program is:

Course ID	Title	Credits
RCSE 6010	Water Resources Engineering II (offered Fall semester)	3
RCSE 6030	Water Resources Engineering III (offered Spring semester)	3
RCSE 6040	Coastal Marine Geology (offered Fall semester, odd years)	3
RCSE 6660	Special Topics (Offered periodically)	1-3
RCSE 6710	Open Channel Flow (offered Spring semester, odd years)	3
RCSE 6800	Intro to River Science & Eng (offered every Spring semester)	3
RCSE 6802	Introduction to Coastal Science and Engineering (offered every Fall semester)	3
RCSE 6810	River and Stream Restoration (offered Spring semester, even years)	3
RCSE 6820	Introduction to River-Coastal Hydrologic and Hydraulic Modeling (offered Spring semester, even years)	3
RCSE 6830	River Mechanics & Management (offered Fall semester, even years)	3
RCSE 6840	Methods in River Sampling (offered Spring semester, odd years)	3
RCSE 6850	Estuarine Processes (offered Spring semester, odd years)	3
RCSE 6860	Environmental Data Analysis in the Anthropocene (offered Spring semester, even years)	3

RCSE 6865	Sea Level Rise (offered Spring semester, odd years)	3
RCSE 6870	Hydroclimatology (offered Fall semester, odd years)	3
RCSE 6875	Ecohydrology (offered Fall, even years)	3
RCSE 7100	Seminar in River Coastal Science and Engineering (Every semester)	1
RCSE 6900	Independent Study (Every semester)	1-3

Students should complete the Introduction courses prior to enrolling in advanced courses unless permission is obtained from the River Science and Engineering Certificate program coordinator, Barb Kleiss (bkleiss@tulane.edu (meadallison@tulane.edu)) and the class instructor. This exception will be made for students who are not initially interested in completing the full certificate program and that also meet the instructor's prerequisites for entrance into the course. Each of the courses in the program will be three credit hours. Those completing 15 credit hours of required coursework will be granted a Graduate Certificate from Tulane. All courses will be taught on the standard Tulane Fall and Spring semester schedule.

River-Coastal Science and Engineering, MS (Non-Residential)

Overview

The River-Coastal Science and Engineering program is an effort by faculty and students to understand a key component of the Earth system—the linked environments of river basins, deltaic river mouths, and coastal ocean systems. Much of our focus surrounds the nexus issue of water: water exerts a strong control over landform evolution and ecosystem health, and is a priority human need for agriculture, industry, and health.

This 30 credit degree for non-residential students is designed to allow professionals to acquire the degree remotely while employed. Non-residential students may elect the thesis pathway (24 hours of classroom credit + 6 research credits) described in the residential Masters description or have the option to complete 30 credit hours of coursework. There is also the opportunity in the non-thesis track to undertake a smaller-scale research project while enrolled in RCSE 6900 Independent Study. Either non-residential pathway can be taken on a part-time or full-time (+9 credit hours per semester) basis. We envision that most students who pursue this degree will have acquired the Graduate Certificate as an intermediate step, which provides an opportunity for the student to arrange their funding through their employer and to potentially conceive a research project they would conduct after becoming degree seeking that fits their individual work-life issues.

Requirements

All students must complete 30 graduate credit hours in order to obtain the degree.

- M.S. students can transfer up to 12 credit hours from previous graduate-level coursework to the degree. The RCSE Graduate Advisor must approve all transfer credits.
- Students hoping to transfer graduate credits should prepare and submit the paperwork at the start of their second semester at Tulane. SSE will only transfer credits when the student has completed one semester (it is at that point that a Tulane transcript is available).
- Academic graduate electives from other Tulane departments may be applied to the degree up to a limit of 9 credit hours. All other courses must originate from RCSE. If a class is not on the approved list, a student may petition the Graduate Advisor for it to be accepted as an elective.
- All credits earned in obtaining the RCSE Graduate Certificate in River-Coastal Science and Engineering will count toward the 30 credit limit required for the MS degree, regardless of whether the student pursues the thesis option or not.
- Thesis track students must enroll in 3 credits of Masters Research (RCSE 9980) over two semesters (6 credits total). Typically, students do this in their 3rd and 4th semesters.
- Note that non-resident MS students typically do NOT register for any credits over the summer as it is anticipated that they will not be supported financially under a research assistantship.
- Unless students have been exposed previously to the material offered, students are strongly encouraged to take two introductory technical courses offered by the RCSE, RCSE 6800 Intro to River Science & Eng (3 c.h.) and RCSE 6802 Intro to Coastal Science and Engineering.

Course ID	Title	Credits
RCSE 6010	Water Resources Engineering II (offered Fall semester)	3
RCSE 6030	Water Resources Engineering III (offered Spring semester)	3
RCSE 6040	Coastal Marine Geology (offered Fall semester, odd years)	3
RCSE 6660	Special Topics (Offered periodically)	1-3
RCSE 6710	Open Channel Flow (offered Spring semester, odd years)	3
RCSE 6800	Intro to River Science & Eng (offered every Spring semester)	3
RCSE 6802	Introduction to Coastal Science and Engineering (offered every Fall semester)	3
RCSE 6810	River and Stream Restoration (offered Spring semester, even years)	3
RCSE 6820	Introduction to River-Coastal Hydrologic and Hydraulic Modeling (offered Spring semester, even years)	3
RCSE 6830	River Mechanics & Management (offered Fall semester, even years)	3
RCSE 6840	Methods in River Sampling (offered Spring semester, odd years)	3
RCSE 6850	Estuarine Processes (offered Spring semester, odd years)	3
RCSE 7100	Seminar in River Coastal Science and Engineering (Every semester)	1
RCSE 6860	Environmental Data Analysis in the Anthropocene (offered Spring semester, even years)	3
RCSE 6870	Hydroclimatology (offered Fall semester, odd years)	3

RCSE 6865	Sea Level Rise (offered Spring semester, odd years)	3
RCSE 6875	Ecohydrology (offered Fall semester, even years)	3
RCSE 6900	Independent Study (Every semester)	1-3
RCSE 9980	Masters Research	3

M.S. students must enroll in three semesters of the 1 credit Seminar course (RCSE7010). The goal of this is to expose students to state-of-the-art research topics and methodologies in concert with the departmental seminar series.

River-Coastal Science and Engineering, MS (Residential)

Overview

The River-Coastal Science and Engineering program is an effort by faculty and students to understand a key component of the Earth system—the linked environments of river basins, deltaic river mouths, and coastal ocean systems. Much of our focus surrounds the nexus issue of water: water exerts a strong control over landform evolution and ecosystem health, and is a priority human need for agriculture, industry, and health.

The resident MS degree program is a 2-year program, in which a student will take 24 graduate credit hours of coursework and write a thesis (6 research credits). Alternately, students may pursue a non-thesis pathway that requires 30 classroom credits and has the option of conducting a smaller-scale research project through RCSE 6900 Independent Study. The program is well suited as a stepping stone for students considering pursuing a Ph.D. degree program at Tulane or elsewhere in this discipline or related areas. The program is also useful for students planning to enter more advanced professional degree programs (e.g., law, public health, business, natural resources management, etc.). It can be useful for students interested in seeking employment with environmental agencies of federal, state, and municipal government; non-governmental organizations; education; and in private industry, including environmental consulting firms.

Requirements

All students must complete 30 graduate credit hours in order to obtain the degree.

- M.S. students can transfer up to 12 credit hours from previous graduate-level coursework to the degree. The RCSE Graduate Advisor must approve all transfer credits.
- Students hoping to transfer graduate credits should prepare and submit the paperwork at the start of their second semester at Tulane. SSE will only transfer credits when the student has completed one semester (it is at that point that a Tulane transcript is available).
- Academic graduate electives from other departments may be applied to the degree up to a limit of 9 credit hours. All other courses must originate from RCSE. If a class is not on the approved list, a student may petition the Graduate Advisor for it to be accepted as an elective.
- Note that resident thesis MS students must register in the summer for health insurance to allow for continuation of the research assistantship.
- Unless students have been exposed previously to the material offered, thesis committees will strongly urge students to take the two introductory technical courses offered by the RCSE, RCSE 6800 Intro to River Science & Eng (3 c.h.) and RCSE 6802 Introduction to Coastal Science and Engineering (3 c.h.) .

Course ID	Title	Credits
RCSE 6010	Water Resources Engineering II (offered Fall semester)	3
RCSE 6030	Water Resources Engineering III (offered Spring semester)	3
RCSE 6040	Coastal Marine Geology (offered Fall semester, odd years)	3
RCSE 6660	Special Topics (Offered periodically)	1-3
RCSE 6710	Open Channel Flow (offered Spring semester, odd years)	3
RCSE 6800	Intro to River Science & Eng (offered every Spring semester)	3
RCSE 6802	Introduction to Coastal Science and Engineering (offered every Fall semester)	3
RCSE 6810	River and Stream Restoration (offered Spring semester, even years)	3
RCSE 6820	Introduction to River-Coastal Hydrologic and Hydraulic Modeling (offered Spring semester, even years)	3
RCSE 6830	River Mechanics & Management (offered Fall semester, even years)	3
RCSE 6840	Methods in River Sampling (offered Spring, odd years)	3
RCSE 6850	Estuarine Processes (offered Spring semester, odd years)	3
RCSE 7100	Seminar in River Coastal Science and Engineering (Every semester)	1
RCSE 6900	Independent Study (Every semester)	1-3
RCSE 9980	Masters Research	3

All M.S. students must enroll in three semesters of the 1 credit Seminar course (RCSE 7100 Seminar in River Coastal Science and Engineering (1 c.h.)). Thesis track students must also enroll in the 3 credit Technical and Research Communication course RCSE 7020 that is offered each Fall. The goal of this course is to expose students to state-of-the-art research topics and methodologies and prepare a prospectus for their thesis project. Generally students take this class in their third semester.

Additionally, thesis track students must enroll in 3 credits of Masters Research (RCSE 9980 Masters Research (0 to 3 c.h.)) over two semesters (6 credits total). Typically, students do this during their 3rd and 4th semesters. The student may register for more Masters Research credits if desired in prior or subsequent semesters; however, these credits do not count toward the 24 course credits necessary for the degree. Masters Research credits are an additional and different type of credit, and they bring the total credits up to 24+6=30. Note that if all other credit requirements are met, the student can enroll in ONLY 3

hrs of Masters Research to maintain enrollment, i.e. this maintains full time enrollment.

River-Coastal Science and Engineering, PhD

Overview

The River-Coastal Science and Engineering program is an effort by faculty and students to understand a key component of the Earth system—the linked environments of river basins, deltaic river mouths, and coastal ocean systems. Much of our focus surrounds the nexus issue of water: water exerts a strong control over landform evolution and ecosystem health, and is a priority human need for agriculture, industry, and health.

Requirements

Tulane requires 48 credit hours of graduate coursework (typically comprised of 16 courses each carrying 3 credit hours) as part of the Ph.D. requirements. For students entering with a Master's degree, the RCSE graduate advisor may approve up to 24 credits of graduate coursework toward the Ph.D. total—this classwork can be earned in SSE or externally. To maintain maximum flexibility in tailoring an interdisciplinary program to the RCSE Ph.D. student, required coursework will be limited to research and writing skill augmentation, as well as typical registration (e.g., dissertation research) required when a student reaches candidacy. To support this tailored program and to rapidly transition decision-making away from the RCSE graduate committee in these matters, we have chosen to institute a very early dissertation committee composition (end of the first semester of matriculation). The Ph.D. student will be required to submit a full program of study (including classwork) approved by their dissertation committee to the RCSE graduate committee by the end of the 2nd full semester of matriculation.

- PhD students can transfer up to 24 credit hours from previous graduate-level coursework to the degree. The RCSE Graduate Advisor must approve all transfer credits.
- Students hoping to transfer graduate credits should prepare and submit the paperwork at the start of their second semester at Tulane. SSE will only transfer credits when the student has completed one semester (it is at that point that a Tulane transcript is available).
- RCSE Ph.D. students will be anticipated to be supported through fellowship, scholarship, or other of the various kinds of assistantships. Hence, they will be required under SSE rules to be registered for at least nine hours of graduate credit until admitted to candidacy to maintain full-time residence status. These nine hours of graduate credit, following SSE standards, may be a combination of course work and research or solely research credit.
- Approved academic graduate electives from other departments can be applied to the degree up to a limit of 12 credit hours. All other courses must originate from RCSE. If a class is not on the approved list, a student may petition the Graduate Advisor for it to be accepted as an elective.
- Note that Ph.D. students must register for credits during the summer due to health insurance reasons
- Unless students have been exposed previously to the material offered, thesis committees will strongly urge students to take two introductory technical course offered by RCSE—the existing RCSE 6800 Introduction to River Science and Engineering, and RCSE 6802 Introduction to Coastal Science and Engineering.

Course ID	Title	Credits
RCSE 6010	Water Resources Engineering II (offered Fall semester)	3
RCSE 6030	Water Resources Engineering III (offered Spring semester, even years)	3
RCSE 6040	Coastal Marine Geology (offered Fall semester, odd years)	3
RCSE 6660	Special Topics (Offered periodically)	1-3
RCSE 6710	Open Channel Flow (offered Spring semester, odd years)	3
RCSE 6800	Intro to River Science & Eng (offered every Spring semester)	3
RCSE 6802	Introduction to Coastal Science and Engineering (offered every Fall semester)	3
RCSE 6810	River and Stream Restoration (offered Fall, even years)	3
RCSE 6820	Introduction to River-Coastal Hydrologic and Hydraulic Modeling (offered Spring semester, even years)	3
RCSE 6830	River Mechanics & Management (offered Spring, even years)	3
RCSE 6840	Methods in River Sampling (offered Spring, odd years)	3
RCSE 6850	Estuarine Processes (offered Spring semester, odd years)	3
RCSE 6900	Independent Study (Every semester)	1-3
RCSE 7100	Seminar in River Coastal Science and Engineering (Every semester)	1
RCSE 9990	Dissertation Research	3

Ph.D. students must enroll in three semesters of the 1 credit Seminar course (RCSE 7100 Seminar in River Coastal Science and Engineering (1 c.h.)). The goal of this is to expose students to state-of-the-art research topics and methodologies in concert with the departmental seminar series. They must also enroll in the 3 credit Technical Writing course (RCSE 7020) that is offered each Fall. Generally students take this class in their third semester.

Additionally, students must enroll in 3 credits of Dissertation Research (RCSE 9990) over two semesters (6 credits total). This is a requirement to advance to candidacy. The student may register for more Dissertation Research credits if desired in previous semesters; however, these credits do not count toward the 48 course credits necessary for the degree. Dissertation Research credits are an additional and different type of credit, and they bring the total credits up to 24+6=30. Note that if all other credit requirements are met, the student can enroll in ONLY 3 hrs of Masters Research to maintain enrollment, i.e. this maintains full time enrollment.

- PhD students must undertake a general (preliminary or qualifying) examination by the beginning of the third academic year of study (5^{th} semester). Following SSE guidelines, a student who fails to take the test within a reasonable length of time will be judged not to be making adequate progress towards the degree and

will be advised by RCSE not to continue graduate study. Prior to scheduling the examination, the student will give an in person preliminary dissertation prospectus presentation to their committee where they outline the proposed topic of original research, a background of the state of knowledge of the topic, and the progress to date in their work.

Following successful completion of the oral qualifying examination, the student will prepare a dissertation prospectus that focuses on the individual novel research projects that will result in dissertation chapters and eventual peer-reviewed publications. This document will be approved by the dissertation committee for submission to SSE, at which point the student will be advanced to candidacy. Preliminary drafts of this prospectus will be produced in the required RCSE 7020 Technical Writing course.

At the time of submission of dissertation for approval by the committee, a Ph.D. student will be required to have submitted at least one, and preferably two manuscripts for peer-reviewed publication as supervised by their dissertation committee.

Interdisciplinary Graduate Degree Programs

Programs

Graduate

- Bioinnovation, PhD (p. 604)
- Interdisciplinary, MS (p. 604)
- Neuroscience, MS (p. 605)
- Neuroscience, PhD (p. 605)

Bioinnovation, PhD

Graduate education in the sciences and engineering rarely offers the training and experiences that fully prepare graduates to enter directly into non-academic research and leadership positions. The Interdisciplinary PhD Program in Bioinnovation at Tulane University challenges this paradigm by cultivating in its students the ability to develop clinically-relevant biomedical technologies that have the potential to evolve into marketable products. Participating fellows benefit from and expand upon an environment of translational research at Tulane that spans the School of Science & Engineering (SSE), School of Medicine (SOM) and School of Public Health and Tropical Medicine (SPHTM). Simultaneous collaborations with the Business and Law Schools, industry partners and the FDA provide fellows with a strong foundation in entrepreneurship and regulation. This program was initiated in 2012 by an NSF Integrative Graduate Education and Research Traineeship (IGERT) award.

Training within this program emphasizes bioinnovation, which we define as the development and progression to the marketplace of clinically relevant biomedical technologies and devices.

Requirements

Course ID	Title	Credits
Quantitative Fundamentals (choose two courses)		
BIOS 6040	Intermediate Biostatistics	3
BIOS 7080	Design of Experiments	3
CENG 6450	Applied Biochemistry I	3
FINE 7140	Venture Capital & Private Equity	3
GBCH 7250	Biomedical Statistics and Data Analysis	2
MATH 6470	Analy Methods Appl Math	3
MATH 7360	Data Analysis	3
Biological Systems (choose two courses)		
BMEN 6030	Anatomy & Physio for Engr	3
BMEN 6070	Quant Physio Lec	3
BMEN 6260	Molec Princ Funct Biomatr	3
BMEN 6400	Biomaterials & Tissue Engineering	3
BMEN 6430	Vascular Bioengineering	3
BMSP 6070	Advanced Cell Biology	3
BMSP 7770	Physiological Basis of Disease	3
CELL 6750	Cell Biology	3
CENG 6770	Advances In Biotechnolog	3
NSCI 6310	Cellular Neuroscience	3
TRMD 6170	Immunology	3
Modeling and Transport Phenomena (choose two courses)		
BMEN 6330	Advanced Biofluid Mech	3
BMEN 6420	Transport in Cells and Organs	3
BMEN 6790	Design Studio	3
BMEN 6820	Math Analysis Bio Systms	3
COSC 6100	Data Visualization	3
COSC 6200	Large Scale Computation	3
COSC 6600	Comput Model Biomed Sys	4
MATH 7350	Scientific Computing I	3
Entrepreneurship (choose three courses)		
4LAW 5410	Intellectual Property	3
MGMT 7210	Management of Technology and Innovation	3
SCEN 6000	Entrepreneurship Eng & Biosci	3
Other Requirements		
SCEN 7010	Bioinnovation Internship	6
SCEN 7020	Bioinnovation Research	3

Interdisciplinary, MS

An interdisciplinary Master of Science degree is a degree granted for a curriculum of graduate study on a coherent and definable field of science and/or engineering. Such fields of study may exist at Tulane at the doctoral level, exist at the MS-level at other major universities, or reflect an emerging discipline (Example: Computer Science).

The M.S. is NOT awarded simply for an accumulation of credits, but for a distinct and definable program of study.

Requirements

An interdisciplinary Master of Science degree is a degree granted for a curriculum of graduate study on a coherent and definable field of science and/or engineering. Such fields of study may exist at Tulane at the doctoral level, exist at the MS-level at other major universities, or reflect an emerging discipline. Examples include Bioinnovation,

Computer Science, Biology, Zoology, and Environmental Biology & Chemistry.

The M.S. is NOT awarded simply for an accumulation of credits, but for a distinct and definable program of study.

Requirements

1. Plan of study including:

- A 25-50 word description of the coherent discipline, which may cite similar programs of study at other universities.
- List of intended courses.
- Endorsement from two regular Tulane SSE faculty members who together represent the interdisciplinary expertise from different departments/programs; for students already enrolled in a PhD program, the dissertation research advisor must approve the plan. One department must agree to monitor the student's progress.

2. A minimum of 30 credit hours of graduate-level course work.

- At least 24 credit hours must be earned in the Tulane School of Science and Engineering (SSE).
- With prior approval, up to 6 relevant graduate credit hours from other Schools of Tulane University may be applied toward the M.S. degree.
- With prior approval, no more than 6 graduate credit hours may be transferred from another university; such credits cannot have been applied to another Masters-level degree.
- With prior approval, students may complete an empirical master's thesis in the defined discipline under the direction of an SSE faculty member. Students who successfully complete a master's thesis may elect to complete only 24 credit hours of graduate-level course work (i.e., the master's thesis substitutes for 6 of the 30 credit hours for the M.S.). In most cases, an interdisciplinary thesis committee will comprise faculty from at least 2 departments or programs.

Neuroscience, MS

Tulane University offers two versions of its Master of Science degree in Neuroscience. One version is for students with baccalaureate degrees from other institutions. The other version is our 4 + 1 program for students who earned their B.S. at Tulane University. The purpose of the 4+1 M.S. Program in Neuroscience is to provide Tulane students with training at the graduate level for one additional year beyond the baccalaureate degree. Completion of an empirical master's thesis under the guidance of an advisor who is a faculty member of the Tulane Brain Institute is optional.

Students in both versions of the M.S. program take courses relevant to their interests in Neuroscience and related fields. The mission of the M.S. program is to prepare students for admission to doctoral programs in the neurosciences, for admission to medical or other professional schools, or the workforce. Completion of the M.S. program does not guarantee acceptance to Tulane's Ph.D. programs or medical school. Students pursuing an advanced degree in Neuroscience benefit from a multidisciplinary education and training in the sciences of the brain and nervous system. In addition, our students develop professional skills such as reading scientific literature, public speaking/presentations, and collaboration/team work.

Students accepted to the Master's in Neuroscience program may follow one of two tracks toward completion of an M.S. in Neuroscience.

For the **Thesis Track option** (24 credit hours of coursework and 6 credits of research), students will take courses relevant to their interests in neuroscience or related fields and complete an empirical master's thesis under the supervision of an adviser who is a member of the Tulane Brain Institute. Because completion of an empirical master's thesis normally requires more than one year, *students who plan to complete a thesis, should already be engaged in research that they can continue during the program.* The thesis adviser will provide guidance in all aspects of the master's thesis. For the **Non-Thesis Track option** (30 credit hours), students will take courses relevant to their interests in neuroscience or related fields, and may participate in research for credit, but are not required to complete an empirical master's thesis.

All MS students will meet with the M.S. program adviser to plan their course schedule.

Requirements

Graduation Requirements

Students must complete 30 credits of coursework if they are pursuing the non-thesis track. If they decide to complete a Master's thesis, 24 credits of coursework, plus six credits of research and an empirical research thesis must be completed.

4+1 Required Courses

Course ID	Title	Credits
NSCI 6030	Brain Institute Seminar	1
NSCI 6040	Trends In Neuroscience	1
NSCI 7110	Graduate Neuroscience I	3
NSCI 6400	Neuroscience Applied	3

M.S. Required Courses

Course ID	Title	Credits
NSCI 6030	Brain Institute Seminar	1
NSCI 6040	Trends In Neuroscience	1
NSCI 6310	Cellular Neuroscience	3
or NSCI 7110	Graduate Neuroscience I	
NSCI 6400	Neuroscience Applied	3

Elective Courses

In addition to the 8 credits of required courses listed above, students should take at least 22 credits of elective graduate courses (https://sse.tulane.edu/neuro/academics/graduate/ms/courses/) to reach the minimum of 30 credits required to graduate. Students may earn up to six credits of independent research.

Neuroscience, PhD

The Neuroscience Doctoral Program is an interdisciplinary graduate program composed of doctoral students and faculty members from departments across five divisions and three campuses of Tulane

University. As an educational branch of the Tulane Brain Institute, the program is administered through the School of Science and Engineering and governed by the Neuroscience Doctoral Training Committee. Appointed by the Director of the Tulane Brain Institute, the Committee is composed of a director and five faculty members representing the Main and Medical School campuses. Contributing divisions include the Schools of Science and Engineering, Liberal Arts, Medicine, Public Health and Tropical Medicine, and Primate Center. Faculty research programs are funded through grants competitively awarded by federal, state, and private agencies under four major themes: *Memory and Cognition*; *Neurodegenerative Disease, Neural Injury and Repair*; *Hormone-Brain Interactions*; and *Brain-Body Health*.

Doctoral students conduct cutting-edge research in modern laboratory environments that foster supportive instruction and intensive training in the neurosciences. The Neuroscience Doctoral Program provides graduate students with a broad education in both the theoretical and applied aspects of basic research in the neurosciences. Through their coursework and research, students receive diversified training in neuroanatomy, neurophysiology, neuropharmacology, neuroendocrinology, molecular and cellular neurobiology, behavioral neuroscience, cognitive neuroscience, and research methods. In addition, students have opportunities to present and publish their research findings, and to gain experience in grant writing and teaching pedagogy. The objective of the Neuroscience Doctoral Program is to prepare graduate students for their future postdoctoral training and careers in academia, industry, and related professions.

All students are guaranteed to receive financial support for five years as long as satisfactory and timely progress is made toward the degree. Financial support includes a full tuition waiver and a stipend paid every other week over twelve months of the year. Students are funded during their first two years by teaching assistantships. After the first two years students are supported by research assistantships arranged though their major advisors in their permanent laboratories.

Requirements

Doctoral Degree Requirements

The pursuit of the Ph.D. degree is a journey with five major milestones. (1) Students must successfully complete a curriculum consisting of core and elective courses taken during the first two years of study. (2) Students complete three rotations in different laboratories, each 6-8 weeks in duration, during the first year of study in order to identify a permanent laboratory. (3) Students must pass written and oral components of a qualifying examination in the third year of study administered by the Qualifying Examination Committees. (4) Students must prepare and defend a dissertation prospectus before their Doctoral Committees in the fourth year of study. (5) Students must complete their dissertation research, prepare a written form of the dissertation, orally defend the dissertation, and receive approval from their Doctoral Committees as the final step toward earning the Ph.D. within five years.

Required Course Work

A minimum of 50 course credits are required for the Ph.D. in Neuroscience. Of these 50 credits, 38 credits are fulfilled by completing core courses (20 credits), research rotations (6 credits), and elective courses (12 credits). Up to 12 additional credits may be satisfied by registration in NSCI 7980 Research In Neuroscience-PhD (1-9 c.h.).

Credits earned in NSCI 9990 Dissertation Research (0 to 3 c.h.) do not count toward the 50 required credits. Course credits taken beyond the 50-credit minimum are included in the tuition waiver. Up to 15 course credits toward the final 50 required credits can be earned in Tulane's Master's Programs in Neuroscience (4+1 and M.S.). However, the following courses taken at the Master's level cannot count toward the Ph.D. degree: (*Brain Institute Seminar*, *Trends in Neuroscience*, *Research in Neuroscience*).

Core Courses

The completion of core courses is required of all doctoral students, which comprise 20 of the 50 total credits required for the Ph.D. in Neuroscience.

NSCI 7110 Graduate Neuroscience I (3 c.h.) – Offered only during fall semesters, this course encompasses the basic principles of neuroscience at the graduate level, focusing on cellular and molecular neurobiology, neurophysiology and plasticity, and developmental neurobiology.

NSCI 7120 Graduate Neuroscience II (3 c.h.) – Offered only during spring semesters, this course encompasses the basic principles of neuroscience at the graduate level, focusing on systems neuroscience and behavioral neuroscience as well as neuroanatomy.

NSCI 6030 Brain Institute Seminar (1 c.h.) – Offered every semester, this seminar series is designed to provide students with exposure to contemporary research conducted by neuroscientists at Tulane and from other local and national institutions. Students are required to take 5 years of Seminar, all S/U graded. Students will receive academic credit during their first two years of Seminar and "0" credit for the remaining 3 years.

NSCI 6040 Trends In Neuroscience (1 c.h.) – Offered every semester, this course is designed to allow students to learn to critically read and interpret scientific literature and to present and discuss research with their peers. Students receive academic credit for *Trends in Neuroscience* during their first four semesters of study in the doctoral program.

PSYC 6090 Univariate I (3 c.h.) – Offered only during fall semesters, this course covers experimental design and statistical analyses used in scientific research. Topics include z-distribution, t-distribution, analysis of variance, post-hoc tests subsequent, correlation, simple and multiple linear regression, and chi-square analysis. Students may petition to substitute other graduate-level statistics courses taught at Tulane for *Univariate Statistics I*.

NSCI 7660 ***Conveying Neuroscience Research (3 c.h)*** – Offered only during spring semesters, this course will cover fundamental principles of scientific communication, specifically focused on neuroscience. The course will be workshop-based, with students creating communication products and receiving peer and instructor feedback. Topics include grant writing, oral presentations, poster presentations, figure making, and public engagement.

INTD 6010 Responsible Conduct of Research (0 c.h.) - Offered during the fall semesters by the Tulane University Research Compliance Office, this course is required by the federal funding agencies for students earning doctoral degrees in a biomedical-related discipline.

Elective Courses

A minimum of 12 course credits (4 elective courses) may be obtained for courses with numbers of 6000 or 7000. A list of some appropriate three-credit elective courses follows. Students should consult other departments and programs for other electives of potential interest, which must be approved by the Director of the Neuroscience Doctoral Program.

Course ID	Title	Credits
Molecular / Cellular		
NSCI 6200	General Endocrinology	3
NSCI 6220	Neural Microengineering	3
NSCI 6350	Developmental Neurobiol	3
NSCI 6370	Molecular Neurobiology	3
NSCI 6450/7450	Genome Biology	3
CELL 6010	Cellular Biochemistry	3
CHEM 6830	Intro To Biochemistry	3
Systems		
NSCI 6060	Behavioral Endocrinology	3
NSCI 6070	Neurobiology of Aging	3
NSCI 6330	Neurobiol Learn & Memory	3
NSCI 6340	Neurobiology of Disease	3
NSCI 6530	Psychopharmacology	3
NSCI 6550	Synaptic Organization of the Brain	3
Skill Courses		
NSCI 7240	College Teaching Pedagogy	3
NSCI 7241	College Teaching Practicum	1-4
NSCI 7260	Graduate Communications	3
PSYC 4090	Univariate II	3

SCHOOL OF SOCIAL WORK

Overview

Mailing Address

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

Administrative Office

Dean: Susan Davies, PhD, MEd

Director of MSW Programs: Kathy Oquelí McGraw, PhD, MPH, LCSW-BACS, LAC, LPP

Interim DSW Program Director: Ngawang Legshe, DSW, LCSW-BACS

Director of DRLA Programs: Reggie Ferreira, PhD

Director of Field Education: Lindsey Fields, DSW, 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. Pearlie 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. 80) 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 (p. 610)

- Registration and Continued Enrollment
  - Academic Calendar
  - Continuous Registration Requirements
  - Add & Drop Policy
  - Transfer Credit
  - Modality
  - Independent Study
  - Course Auditing
- Student Accountability and Standards
  - Grading Policy
  - Attendance Policy
  - Late Assignments
  - Incomplete Coursework
  - APA/Academic Writing
- Academic Code of Conduct and Violations
  - Academic Rights and Responsibilities
  - Prevention of Academic Violations
  - Academic Conduct Violations
  - Who Should Report Academic Violations?
  - Resolution of Academic/APA Violations
  - Academic Alerts
- Student Accountability and Standards Review
  - Student Accountability and Standards Review - Academic
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- Academic Grievances
  - For Course or Assignment Grade Grievances
  - Appeal of the Grade Grievance Committee's Decision
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- Leave of Absence, Medical Withdrawal, Leave and Personal Leave
  - Leave of Absence
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- Student Ambassadors
- Graduation Requirements and Ceremonies
  - Certification of Degree
  - Graduation Ceremony
- TSSW Student Affairs
  - Student Government Association/SGA
  - Discrimination
  - FERPA
  - Tulane's Institutional Equity
  - Goldman Center for Accessibility
- Field Education (MSW)
  - Relationship to the Field Practicum to the Overall Curriculum
  - Prerequisites for Field Practicum
  - Foundation Field Practicum (p. 628)
  - Advanced Field Practicum (p. 628)
  - Field Education Roles and Responsibilities
  - Procedures for Practicum Placement
  - Practicum Policies

- Procedures for Addressing Problems in Field

School of Social Work Policies

Registration and Continued Enrollment

Academic Calendar

The TSSW Academic Calendar is the calendar that should be followed by all TSSW students. The TSSW calendar is different than academic calendars for other programs or for undergraduate schools. The TSSW 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; and
- Final grade due dates

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. Students must provide written documentation informing TSSW if continuous enrollment will be affected. Failure to be continuously registered in the program will be considered a withdrawal. TSSW reserves the right to not allow students to be readmitted to the program.

Add & Drop Policy

Students wishing to adjust their course schedule must consult the TSSW 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 extenuating circumstances as decided by the Associate Dean of Academic Affairs (Director of MSW Programs in lieu of).

Due to the fixed nature of the MSW curriculum, dropping a single course can result in a significant delay in earning the required Field Education hours as well as completion of the program. Students must discuss these changes with their Academic Advisor to fully understand the potential consequences. Information regarding the final date to drop out of a course or withdraw from the program can be found on the TSSW Academic Calendar. Please note, these dates will have an impact on whether a student will receive a grade of “W” or “WF” on a transcript.

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 five (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 as transfer credits by TSSW. Additionally, a maximum number of credits in the below categories will be accepted:

- Any transfer credits regarding Field Education hours will be reviewed on a case-by-case basis.
- A maximum of three (3) courses or nine (9) credit hours (whichever is less) of foundation courses will be accepted. These courses include:
  - SOWK 7120 Social Welfare History & Policy (3 c.h.),
  - SOWK 7211 Human Behavior and the Social Environment I (3 c.h.), and
  - SOWK 7310 Introduction to Direct Social Work Practice (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 nine (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.
- A syllabus must be submitted for review for transfer credits to be applied.
- No credit will be given for partial course completion. Credits will not be considered for transfer to TSSW if the student did not complete the course.
- Any questions surrounding transfer credits should be sent to the TSSW Admissions Office at msw@tulane.edu.

Modality/Curriculum Path

If a student wishes to change their modality (from online to on-campus or vice versa), or curriculum path (full-time to part-time or vice versa) they must meet with their Academic Advisor and/or Program Manager to update their curriculum plan. After this is completed, the Academic Advisor and/or Program Manager will review the request with the Director of MSW Programs. The Director of MSW Programs can grant or deny a student’s request

to switch modalities. A student may make this change only once during the Program.

Independent Study Policy

An "Independent Study" course can promote a student's deeper learning and integration of content relevant to their current field practice or area of specialty. Eligible students must demonstrate academic and personal capacity to perform at the graduate level without close supervision as evaluated by TSSW and are in their third semester full time, second semester advanced standing, third semester, part-time advanced standing, or fifth semester part-time or beyond. Independent Studies are not a part of the standard MSW or MS curriculum plans. The Tulane School of Social Work approves requests for independent studies on a highly selective basis in the following circumstances:

- An "Independent Study" course can 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 perform at the graduate level without close supervision as evaluated by TSSW. 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 replace a core course;
  - Cannot replicate an elective already offered;
  - Cannot be granted without a qualified full-time faculty member to facilitate the Independent Study and approval by the Director of MSW Programs.
- The independent study is limited to one independent study course per degree program.
- An independent study course should be comparable to a regular 3-credit, 16-week course.
- A grade of "Incomplete" cannot be granted for any independent study course.

Procedures to request an Independent Study

1. At least one semester before the Independent Study's intended enrollment term, the student should contact their Program Manager in writing (by email) to review the requirements of completing an independent study.
   - ALL procedural steps must be completed within the first two weeks of the prior semester of the intended enrollment term of the 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 is ultimately responsible for finding an appropriate full-time faculty member to ask them to facilitate an independent study course. A faculty member is under no obligation to facilitate an independent study course.
4. When a faculty member agrees to facilitate the independent study, they will confirm this in writing (by email using TSSW email) with the student and will include the MSW Program Manager in this confirmation email. The course should be comparable to a regular 3-credit, 16-week course.
5. The faculty member will collaborate with the student to develop course information which must include the following:
   - A syllabus for the course that aligns with current CSWE standards and competencies
   - A brief description of the course, learning objectives of the course, course requirements, and assignments.
   - The "Contract for Independent Study" is submitted to the MSW Program Manager who will obtain approval from the Director of MSW Programs who will make the final determination whether a student qualifies for an independent study. If approval is granted, the contract will be signed and dated by the student, faculty member, and the Director of MSW Programs.
6. Course information will be entered into the "Contract for Independent Study" form and submitted to the MSW Program Manager.
7. The Director of MSW Programs will review the Contract for Independent Study and will make the final determination regarding the request. If the approval is granted, the contract will be signed and dated by the student, faculty member, and the Director of MSW Programs.
8. The MSW 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.
9. 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.
10. The faculty member evaluates the resulting coursework to ensure all learning objectives and activities were accomplished and submits a final grade in line with the TSSW Academic Calendar.
11. A grade of "Incomplete "cannot be granted for any independent study course.
12. Placement Practicum courses (SOWK 7520-7540 and 7910-7960) cannot be replaced by any Independent Study course.

Course Auditing

All students must have at least 60 academic credit hours to receive the MSW degree from the Tulane School of Social Work. To receive credit for a course, students must be assigned a letter grade or in the case of Field Practicum & Seminar "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 provided the following provisions are met:

- Approval is granted in writing and signed by the Director of MSW Programs the course instructor, and the student;
- student must pay the current tuition per credit hour for the course
- The number of students in the class is less than the cap set at registration; and
- student audits no more than one course per semester and no more than two courses during the MSW program.

Faculty, in conjunction with the Director of MSW Programs, who have students auditing courses:

- may set expectations for those students regarding 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
- will not allow auditing of the course if the registration cap for a class has been met for that section.

Procedure for course auditing:

1. Students who wish to audit a course should notify the MSW Program Manager.
2. The MSW Program Manager will notify the student that they must obtain approval in writing from the instructor of the course they are requesting to audit.
3. The course instructor must make expectations clearly known in writing to the student. When the student and instructor agree to the audit and conditions of the audit, the student should notify the Program Manager in writing (by email), copying the course instructor in the correspondence.
4. Final approval must be granted in writing by the MSW Director of Programs.

Student Accountability and Standards

The intent of the Academic Standards is to comply with all CSWE (Council on Social Work Education) requirements as the TSSW accrediting body and to best prepare students with the proper social work foundation, education, and tools to begin their career as social workers.

Graduate students must 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 master's level degree and will be required to be retaken. Once a student receives one final grade of "B-" or lower, the student will be placed on academic probation. If a student receives two final grades of "B-" or lower, a Student Accountability and Standards Review will be initiated. The student may be considered for dismissal by the school Faculty Review Committee at the conclusion of the Review. Students may also be dismissed for failure to meet departmental milestones, such as finishing coursework, securing placement and other failed competencies set forth by the Field Education Department or school.

It is crucial that the Tulane School of Social Work upholds the academic standards set forth by Tulane University. All students enrolled in a social work program must also abide by the National Association of (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/)Social Workers (NASW) Code of Ethics. 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 may be identified by faculty, adjunct instructors or staff members. Violation of these standards includes but is not limited to:

- Failure to meet generally accepted standards of professional conduct as outlined in the NASW Code of Ethics may include personal integrity or emotional stability required for professional practice;
- Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to emotional or mental stability;
- 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. Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to inappropriate or disruptive displays of behavior

Grading Policy

TSSW's grading policy complies with Tulane's University policy and students' grades are processed through the Office of the University Registrar. Students may gain access to their previously earned grades throughout the semester and their final grades at the end of the semester through the on-line system known as "Gibson." The 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 reflects the grading system below and specific course requirements and grading weights for each assignment or test. The grading system is as follows:

Points:	%	Letter Grade	
950-1000	(100-95%)	A	Outstanding
900-949	(94 -90%)	A-	Excellent
850-899	(89 - 85%)	B+	Above Expected

800-849 (minimum expectation)	(84 -80%)	B	Expected
750-799 expectation)	(79 -75%)	B-	Marginal (below
700-749 course be retaken	(74 -70%)	C	Requires the
		W	Withdrawal
		WF	Withdrawn/Fail
		WU	Withdrawn/ Unsatisfactory
		I	Incomplete

Please note:

- One grade of "B-" or lower will initiate Academic Probation.
- Two grades of "B-" or lower will initiate a Student Accountability and Standards Review.
- Two grades of "B-" or below is cause for possible dismissal. A grade of "C" is unacceptable and cannot count toward a degree.
- A grade of "C" in any course will require the course to be taken over with passing grade to count toward degree.

For classes that are Satisfactory/Unsatisfactory, students must receive an 80% or higher to pass the class, anything below 80% is considered an Unsatisfactory or a failing grade.

Graduate students at Tulane University must earn a 3.00 cumulative GPA to successfully meet Tulane University's GPA requirement for the MSW degree.

Attendance

Attendance and participation are mandatory for classes. All students will be evaluated on their punctuality, attentiveness, adherence to guideposts and policies on electronic equipment, and participation in meaningful class discussion. Students will be allowed one unexcused absence without points being deducted from the final grade. A second absence must be accompanied by documentation to be excused. Students missing more than two (2) classes will see their final grade lowered by five percent (5%) for each class missed thereafter. At the discretion of the instructor, deductions may also be made for patterns of tardiness or leaving class early. Instructors may take liberty for extenuating circumstances.

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. Two (2) late assignments may warrants an Academic Alert. Please 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 Syllabi/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**."

Incomplete Coursework

A temporary grade of "I" (Incomplete) will only be granted in extenuating circumstances and must be submitted to the MSW Program Manager and approved by the Director of MSW Programs at least three weeks prior to the last day of class and Field Education, per the TSSW academic calendar. Moreover, an incomplete may only be requested within the last four weeks of the semester**.** All grades of "I" related to Field Practicum & Seminar will be handled by the Field Education Department and should be presented to the Field Department Program Manager(s) for Field Department Director approval.

Approval for an incomplete is determined based on:

- The student's grade at the time of the request is a grade of "B" or better in the course.
- Students requesting an incomplete must work with their instructor to outline missing assignments and a timeline to complete and submit all outstanding coursework 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 time-frame, the "I" will turn to an "F" or "Unsatisfactory."
- For all matters related to a grade of "Incomplete" that are associated with Field Practicum & Seminar classes, please refer to the Field Education Appendix section of this Handbook.

Reasons a request for an incomplete grade can be denied:

- If the request is submitted to the MSW Program Manager less than five business days before final grades are due, as listed on the TSSW academic calendar;
- if at the time of the request the student's overall grade is not a grade of "B" or better;
- If there are more than two requests for Incompletes across the student's tenure at TSSW, or there are any outstanding unresolved Incompletes;
- If the student is in their last semester of courses. Incompletes cannot be granted in the student's final term of the degree curriculum.

The student and instructor must complete and sign an "Incomplete Grade Contract (https://acrobat.adobe.com/link/track/?uri=urn:aaid:scds:US:f1485048-547b-3d47-9b45-a96e678b392e)" and submit the document to the MSW Program Manager who will obtain approval from the Director of MSW Programs. The 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 Practicum & Seminar if they have unresolved or outstanding Incompletes. An "I" in any semester could extend the

student's graduation date and may affect student loan eligibility.

- Students will only be granted two grades of "I" during their tenure with TSSW.

If and after all requirements have been resolved within the five-week deadline, the instructor must submit a Grade Change request according to TSSW's established grade change protocol, currently via Gibson, which will automatically be sent to the Associate Dean of Academic Affairs (Dean of TSSW in lieu of) for approval. If the Director of MSW Programs does not have an approved incomplete form, the grade change will not be processed.

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

APA/Academic Writing

All courses at TSSW require written submissions to comply with the most current version of APA writing standards.

Code of Academic Conduct and Violations

The Tulane University Code of Academic Conduct shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree. A violation of the Tulane University Code of 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 Tulane University Code of Academic Conduct shall also apply to a student's academic conduct even if the student withdraws from school while a disciplinary matter is pending.

The Tulane University Unified Code of Academic Conduct can be found at the following link:

https://ogps.tulane.edu/sites/default/files/Unified%20Code%20of%20Graduate%20Student%20Academic%20Conduct%20-%202024%20Final_0.pdf

The Tulane University Unified Code of Academic Conduct states:

"The integrity of Tulane University is based on the absolute honesty of the entire University community in all academic endeavors. As part of the Tulane University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the University Community should tolerate any form of academic dishonesty because the scholarly community of the University depends on the willingness of both instructors and students to uphold this Unified Code of Graduate Student Academic Conduct. When a violation of the Code is observed, it is the duty of every member of the University's academic community who has evidence of the violation to take action. Students should take steps to uphold the Code by reporting any suspected offense to the instructor or the Dean of their School. Students should not, under any circumstances, tolerate any form of academic dishonesty.

In all work submitted, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in their own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words and proper citations). Tools permitted, including but not limited to computer programs, calculators, and artificial intelligence must be noted by the professor in the assignment. This principle applies, but is not limited to, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments."

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 in the Tulane University School of Social Work is responsible for adhering to and upholding the Code of Academic Conduct, as outlined throughout this document. At or before student orientation, every student will sign the Code of Academic Conduct and Student Handbook Pledge and this will be held in their TSSW student file. Students are responsible for becoming familiar with the Code of Academic Conduct and for behaving in a manner consistent with its principles. Lack of familiarity either with the Code of Academic Conduct or with the application of its principles to any specific assignment will not be an acceptable excuse for non-compliance.

The 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 of Academic Conduct and to always conduct themselves in a manner consistent with its principles. As in the case of students, lack of familiarity either with the Code of Academic Conduct 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

The TSSW Administration and larger Tulane community intend to prevent violations of the Code of Academic

Conduct. Academic violations are prevented in the following ways.

Administrative Role in Prevention
Each student will receive the TSSW Student Handbook in electronic format. It is the responsibility of each TSSW student to read the Student Handbook in its entirety as well as participate fully in the provided American Psychological Association (APA) Training course.

Faculty Role in Prevention
Each faculty member will review how the 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 inform of the use of "Turnitin" and how it will apply to all academic work.

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

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 the Code of Academic Conduct. 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 coursework that is "unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own coursework. 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.
- **Cheating:** Unauthorized "giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids, to include generative AI (generative artificial intelligence), in academic coursework, 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".
- **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, or substantively similar 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 of Conduct 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. Instructors should complete the MSW Academic and Professional Code of Conduct Violation Form and send it to the MSW 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 discovery 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 MSW Program Manager in writing preferably within five (5) business days of discovery of the alleged violation.

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 (as outlined in the section "Resolution of Academic Violations") before providing the MSW Program Manager written notification within five business days of the discovery of the suspected violation, preferably within five (5) business days of the discovery of the alleged violation.

Level of severity for academic, as well as professional and ethical violations of the MSW and MS programs are determined by TSSW leadership. The following describes the processes that guide the school when students have not maintained or met any required academic and/or professional and ethical standards.

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

All instructors are encouraged to exercise prudent judgment with APA citation issues. Informal resolution 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 a student cites, but 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

Procedures:

1. The instructor will complete a Code of Academic Conduct Violation Form, for each student and each offense.
2. 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) they will impose including revising of the paper, grading implications and/or further APA training.
3. Even if the violation is informal, instructors ***still*** must complete and submit a MSW Academic and Professional Standards Code of Conduct Violation Form (https://acrobat.adobe.com/link/track/?uri=urn:aaid:scds:US:6e99c426-a91a-3607-9907-1d44b07abe98) for each student and each offense discussing the incident and agreed upon resolution.
4. The form will be signed by the instructor and student(s) to acknowledge the form and discussion that took place.
5. 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.
6. The form should include a clause about the student being informed of the need for further training and their right to a grievance. The student should be notified that the report will be entered in their student file in case of repeated violation.
7. A student's first low level violation will be treated as a warning and therefore, will not be factored if the student has another violation, especially if the violation is in the student's first semester. If the student has several low-level APA violations in the span of two weeks, they will count as one as this is indicative of a pattern that signals the student needs more assistance. TSSW will require the student use Heartful Editor, retake the APA course, and/or complete some other assignment as identified by the faculty member so they can learn how to cite properly. If the student fails to follow through on recommendations, further action and consequences could result.

Academic Alerts

Academic Alert (Class Performance/Grade-Related Concerns)

Criteria for initiating an academic alert includes but is not limited to:

- The total course grade is below a "B" (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 MSW Program Manager or 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 initiated when a student's attendance, academic performance, or other concerns related to academics are observed. When an Academic Alert is initiated by the instructor, an email to the student, the student's assigned Program

Manager, and Academic Success Coach will be generated.

2. The Academic Success Coach will follow-up with the student within five business days to learn of any challenges the student may be experiencing. While gathering information, the Academic Success Coach will gain permission from the student regarding what information can be shared. Student's acknowledge all employees of the Tulane School of Social Work are mandated reporters and there are certain situations that are mandated to be reported by law.
3. The Academic Success Coach may periodically review the student's academic performance via Canvas to determine if additional resources may be required.

Student Accountability and Standards Review

A student will be called to a Student Accountability and Standards Review where the student may be dismissed from the Tulane School of Social Work. Examples of academic and professional performance issues that will result in a Student Accountability and Standards Review include, but are not limited to:

- If the student has a cumulative GPA at or below 3.0 after final grades are posted for any given term;
- If a student earns a GPA at or below 2.5 after final grades are posted for any given term;
- If a student earns the following final grades at any time during their tenure while at TSSW:
  - Two grades of "B-" or below.
  - One "Unsatisfactory" (U) grade and one additional grade of "B-" or below.
- If a student has more than one incomplete in the program;
- When a violation of the Code of Academic Conduct has been reported;
- The faculty member believes that the APA violation's severity (intended plagiarism) merits consideration of an Academic Review;
- 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;
- A field education-related issue. Please follow the Field Education Handbook appendix for guidelines pertaining to field education matters;
- A combination of academic, field, and/or reports regarding behavior in the classroom and/or field setting;
- Professional disrespect of the personal rights and dignity of all persons, including other students, faculty, supervisors, and clients receiving services from the student;
- Discrimination or harassment related to race, sexual orientation, gender, religion, age, etc.;
- Violating the confidentiality of the professional relationship;
- Hostility and disrespect towards other students, faculty, or others at Tulane University, TSSW or while in Field Education or Seminar;
- 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;
- Other code violations not specific outlined here; and/or
- Any other violations of the NASW Code of Ethics; violations of the policies of the Tulane University Code of Student Conduct.

Student Accountability and Standards Review - Academic:

Any violation should be submitted as soon as possible after the complainant becomes aware of academic code violations or any relevant events, within five 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 Code of Academic Conduct Violation form to the MSW Program Manager initiates the formal procedures of the School of Social Work's Accountability and Standards Review process. The steps are as follows:

Academic Violations while semester is in progress:

1. The instructor will complete the MSW Academic and Professional Standards Code of Conduct Violation Form for each student for each offense/violation identified.
2. The instructor will meet with the student(s) involved to discuss the academic code violation, review the MSW Academic and Professional Standards Code of Conduct Violation Form and notify the student that the matter will be referred to the Academic Affairs Team.
3. The Code of Academic Conduct Violation Form must be signed by both the instructor and the student(s) as an indication that the instructor and student met and discussed the violation. A first violation may serve as a warning. Signing the form is not an admission of guilt or an indication that the student agrees with the violation.
4. If the student refuses to sign the form, the instructor will note that on the form. The student will be notified that the report will be entered in their student file. Depending on the violation, the first violation may serve as a warning.
5. The instructor will submit the form to the MSW Program Manager along with any supporting or corroborating documentation.
6. The MSW Program Manager will present all documentation from the professor to the Academic Affairs team in the Academic Affairs weekly meeting. Together, the Program Managers, Success Coaches, Academic Advisors, and Program Directors will review

the information presented and decide on next steps. The Director of MSW Programs will recommend whether a full Student Accountability and Standards Review is warranted. The student's instructor will be informed of this decision.

7. If a formal Student Accountability and Standards Review is recommended, it will be scheduled by the MSW Program Manager. The Student Accountability and Standards Review Committee may include: the Director of the MSW Programs, the Assistant Director of the MSW Programs, the MSW Program Manager, the MSW Academic Advisor, the MSW Student Success Coach , a Field Education Program Manager, or other member of the Field Education Team and three voting Faculty. Please note, the instructor/professor who filed the violation will provide information at the beginning of the Review but will not be part of the formal Commiittee.
8. The Student Accountability and Standards Review Committee will meet 15 minutes before the student arrives to discuss the case and ensure all parties are aware of the Review procedures and understand roles and responsibilities. If the Review is postponed for any reason, the student will be notified. The instructor who submitted the violation will present information on it during the first 15 minutes and will not attend while the student is present. The student will then present to the Review Committee and will answer any questions asked of them regarding the violation that was filed.
9. Once all information is presented, the Review Committee will temporarily excuse the student from the meeting to discuss the information shared and hear recommendations from the Review Committee, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Student Accountability and Standards Review Moderator will call for a deciding vote from the three voting faculty members. Non-voting faculty members may suggest an outcome or provide information but will not have a vote in the final decision. Only the voting faculty members will have a vote.
10. The student will return to the meeting to answer any additional questions and to hear the decision.
11. The MSW Program Manager will complete the Review Outcome Form. The form will be circulated to the voting faculty members to confirm the information included in the form is inclusive and reflects accurately the discussion held and outcomes. The MSW Program Manager will send written communication of the meeting outcome in the form of an email within 5-7 business days of the date of the Review to the student's Tulane email. A certified letter will follow to the address on file in the student's Tulane record. No other written, audio, or video documentation will be provided. This communication will include the following (as applicable):
    a. the Code of Academic Conduct Violation Form;
    b. the Academic Review Outcome Form/ Committee decision;
    c. the re-entry plan for a student being suspended;
    d. the date of exit from the program for a student being dismissed from the program; and
    e. Instructions to information for filing a grievance should the student contest the Committee decision, including the Grievance and Appeals Policy.

Documentation:
The MSW Program Manager will receive all relevant documentation from the instructor prior to the Review. The Committee will meet 15 minutes before the student arrives to review the documentation and decide if a Review is appropriate or if the committee members need more information/documentation to proceed.

Documentation of all Academic Reviews and Professional Standards Review decisions where a student has been judged in violation of the Academic Code of Conduct will be maintained in the student's file in a shared MSW Program folder. The record will include a copy of all documentation submitted to the Review Committee, the Review Outcome Form, and the letter to the student. TSSW will retain 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 Reviews?
Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification or special consideration will be given. At no time are lawyers allowed to attend. If a student makes a request for an attorney to attend or arrives at the Review with an attorney present, the hearing will be cancelled and referred to Tulane University legal department.

Academic Violations during Review of Final Grades:

1. The MSW Program Manager (MSW Academic Affairs) or the MSW Field Program Manager (Field Education) will present all documentation relevant to final grades in the Academic Affairs weekly meeting and decide on final steps based on final grades presented.
2. A formal Student Accountability and Standards Review will be scheduled and the Student Accountability and Standards Review Committee may include: the Director of the MSW Programs, the Assistant Director of the MSW Programs, the MSW Program Manager, the MSW Academic Advisor, the MSW Student Success Coach, a Field Education Team Program Manager, or other member of the Field Education Department and three voting Faculty.
3. The student will receive an email 72 hours before the Review's established date and time.
4. The Review Committee will meet 15 minutes before the student arrives to discuss the case and ensure all parties are aware of the Review procedures and understand roles and responsibilities. If the hearing is postponed for any reason, the student will be notified. The Committee will wait 15 minutes for the student

to arrive. Should the student not attend, the Student Accountability and Standards Review will commence, and a decision will be made. The decision will be communicated to the student by email to the student's Tulane email.

5. The instructor who submitted the violation will present it during the first 15 minutes and will not attend when the student presents. The student will then present to the Student Accountability and Standards Review Committee and will answer any questions asked of them regarding the violation that was filed. Once all information is presented by the student and the instructor, the Review Committee will temporarily excuse the student from the meeting to discuss the information shared and hear recommendations from the Review Committee, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Review Committee member identified as the Moderator will call for a deciding vote from the three voting faculty members. Other Committee members may suggest an outcome or provide information but will not have a vote in the final decision. Only the voting faculty members will have a vote.
6. The student will return to the meeting to answer any additional questions and to hear the decision.
7. The MSW Program Manager will complete the Review Outcome Form. The form will be circulated to the voting faculty members to confirm the information included in the form is inclusive and reflects accurately the discussion held and outcomes. The MSW Program Manager will send written communication of the meeting outcome in the form of an email within five-seven business days of the date of the Review to the student's Tulane email. A certified letter will follow to the address on file in the student's Tulane record. No other written, audio, or video documentation will be provided. This communication will include the following (as applicable):
    a. a Code of Academic Conduct Violation Form;
    b. the Academic Review Outcome Form/ Committee decision;
    c. the re-entry plan for a student being suspended;
    d. the date of exit from the program for a student being dismissed from the program; and
    e. Instructions to information for filing a grievance should the student contest the Committee decision, including the Grievance and Appeals Policy.

Documentation:
The MSW Program Manager will receive all relevant documentation from the instructor prior to the Review.

Documentation of all Academic Reviews and Professional Standards Review decisions where a student has been judged in violation of the Code of Academic Conduct will be maintained in the student's file in a shared MSW Program folder. The record will include a copy of all documentation submitted to the Review Committee, the Review Outcome Form, and the letter to the student. TSSW will retain 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 Reviews?
Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification or special consideration will be given. At no time are lawyers allowed to attend. If a student makes a request for an attorney to attend or arrives at the Student Accountability and Standards Review with an attorney present, the hearing will be cancelled and referred to Tulane University legal department.

Possible Outcome(s) of a Student Accountability and Standards Review:

The Tulane School of Social Work has the authority to determine whether a student will be allowed to continue enrollment in their degree program. A Student Accountability and Standards Review may include but are not limited to the following outcomes:

- Creation of a Personal Success Plan;
    - Mandatory advising with an Academic Success Coach.
- Academic probation;
    - Mandatory advising with an Academic Success Coach.
- Resubmit an assignment in question to receive a possible revised grade.
- Re-enroll in a course where a final grade of "C" or below was earned. A final grade of "B" or higher grade must be earned in the course's re-enrollment before the student can continue with other subsequent curriculum courses. Prerequisite classes MUST be passed for a student to continue matriculate through the Program.
- Suspension for up to one year/three semesters;
- Be asked to participate in other activities as assigned by the committee that could include writing a graduate level paper related to matter at hand, complete a live/ synchronous CEU training related to matter at hand, or other as deemed appropriate by the Committee.
- Dismissal from program.

Personal Success Plan (including but not limited to):

- Mandatory meetings with Academic Success Coach;
- Creating a time management plan with the student success coach;
- Other developmental actions as assigned.

Academic Probation
A final grade of "B-" or below will initiate a student to be placed on academic probation.

Any student placed on academic probation must develop a Personal Success Plan with an Academic Success Coach.

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 requirements, a Student Accountability and Standards Review may be scheduled. The outcomes of the Student Accountability and Standards Review as listed above will apply.

Suspension
The length of an academic suspension from TSSW could range from one to three semesters depending on the outcome of the Student Accountability and Standards Review. A student may only be placed on suspension once during their tenure at TSSW. A student reinstated after their academic suspension shall be placed on academic probation for one semester. Further violations of academic standards may result in dismissal.

Dismissal
TSSW students can be dismissed for any of the reasons outlined in this handbook. Students may reapply to return to TSSW following a dismissal after one calendar year. A student may reapply to the program through the regular admissions process. Students should be aware that all relevant information surrounding the student's dismissal from TSSW will be considered. This will include grades at the time of dismissal if the dismissal was due to academic requirements not being met. All re-applications are reviewed by the faculty. If the application is approved, the start date will be determined in consultation with the student's MSW Academic Advisor. Coursework taken at another college or university during the dismissal period is not transferable to TSSW. Returning to TSSW following a second dismissal is not allowed.

Student Accountability and Standards Review Appeal Process
A student may appeal the decision rendered by a Student Accountability and Standards Review by adhering to the following steps:

1. The student may appeal against the decision of a Student Accountability and Standards Review by responding to the TSSW faculty or staff member identified in the student's outcome letter. The student's appeal must be received, in writing, within five business days of receiving the outcome letter sent via email.

2. The Student Accountability and Standards Review Appellate Committee will review the request.

3. The Student Accountability and Standards Review Appellate Committee determines whether or not the the appeal has merit. The student will be notified of the committee's decision in writing and that decision will be sent to the student's Tulane email account.

4. The student may appeal against the decision rendered by the Student Accountability and Standards Review Committee by submitting a second and final appeal to the Dean of the Tulane School of Social Work.

Student Accountability and Standards - 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 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 may be identified by faculty, adjunct instructors, or staff members. Violation of these standards includes but is not limited to:

- Failure to meet generally accepted standards of professional conduct as outlined in NASW Code of Ethics and may include personal integrity or emotional stability required for professional practice; Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to emotional or mental stability.
- 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. Tulane University's Office of Student Affairs/Case Management may be involved for any matters related to or inappropriate or disruptive displays of behavior*
    - *The Tulane Unified Code of Graduate Student Academic Conduct defines this as "any student behavior that has the effect of interfering with education, the pursuit of knowledge, and/or a fair evaluation of a student's performance is considered a violation of the Code's prescribed academic conduct." (p.5).

Resolution of Professional and Ethical Standards

Informal Resolution (only if it is a minor professional standards violation)
All 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 Filed Practicum & Seminar 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 individual filing the violation must complete and submit the MSW Academic and Professional Standards Code of Conduct Violation Form f (https://acrobat.adobe.com/link/track/?uri=urn:aaid:scds:US:6e99c426-a91a-3607-9907-1d44b07abe98)or 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 student file for documentation and for reference in case of future violations.

3. The first low level ethical standard violation will not count against student(s) should they have another violation, especially if the violation is in the student's first semester.

Possible Outcomes:

1. Mandatory Faculty Advising Session - 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 - 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.
3. Complete Continuing Education (CE), webinar, or other training - The MSW Program Administrative team may require completion of an approved CE training, webinar or other training where the student must provide a written summary of relevance to violation of professional or ethical standard.

Formal Resolution (Major Professional Standards Violations)
A Student Accountability and Standards Review will be called for major professional standards and ethical violations. Examples of professional performance issues that may result in dismissal from the program include, but are not limited to:

- Professional disrespect of the personal rights and dignity of all persons, including students, faculty, supervisors, staff, 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, staff, or others affiliated with Tulane University or within a Field Education placement;
- 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.

Procedure:

1. A Professional and Ethical Standard Form is submitted identifying the concern.
2. Faculty or a member of the MSW Program Team shall meet with the student to discuss the violation and review the MSW Academic and Professional Standards Code of Conduct Violation that delineates the reasons (evidence) detailing the violation. The instructor or other individual filing the form and student will sign it to acknowledge the discussion. If the student refuses to sign the form, the form should reflect accordingly. Signing the form is an indication that the instructor or the person filing the form and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
3. The Professional and Ethical Standard Form will be submitted to the MSW Program Manager along with any supporting or corroborating documentation.
4. The MSW Program Manager will inquire with the student to see if there is any additional information that should be brought to light to ensure that academic affairs team has all relevant information from the instructors, classmates, and/or student's vantage point.
5. The MSW Program Manager will present the reported violation at the weekly academic affairs team meeting.
6. Together, the MSW Program Managers, Academic Advisors, Success Coaches, and Program Directors will discuss and recommend whether a full Academic Review is recommended. If a formal Academic Review is recommended, the Professional Standards Review Committee may include the individual bringing forth the evidence, the Director of the MSW Programs, the Assistant Director of the MSW Programs the Dean of Student Experience, the MSW Program Manager, an Academic Advisor, Academic Success Coach and at least three voting faculty members. Other committee members may include representatives from other University offices and/or program administrators from the Field Education Team.
7. The committee will meet 15 minutes before the student is invited to join to review the documentation relevant to the Review.
8. Once the Review Committee has heard separately from the individual filing the violation and the student, the Committee will excuse the student from the meeting to discuss the evidence and recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Committee will call for a vote by the voting faculty members. Note: Only the voting faculty members will have a vote. Others Committee members may give an opinion or provide information but will not have a vote in the final decision.
9. The student will then join the meeting again to discuss the outcome of the Student Accountability and Standards Review.

10. The MSW Program Manager will complete the Review Outcome Form. The form will be circulated to the voting faculty members to confirm the information included in the form is inclusive and reflects accurately the discussion held and outcomes. The MSW Program Manager will send written communication of the meeting outcome in the form of an email within five-seven business days of the date of the Review to the student's Tulane email. A certified letter will follow to the address on file in the student's Tulane record. No other written, audio, or video documentation will be provided. This communication will include the following (as applicable):
    a. the Academic Code of Conduct Violation Form
    b. the Academic Review Outcome Form/ Committee decision;
    c. the re-entry plan for a student being suspended;
    d. the date of exit from the program for a student being dismissed from the program.
    e. Instructions to information for filing a grievance should the student contest the Committee decision, including the Grievance and Appeals Policy

Documentation

The MSW Program Manager will receive all relevant documentation from the instructor prior to the Review.

Documentation of all Academic Reviews and Professional Standards Review decisions where a student has been judged in violation of the Academic Code of Conduct will be maintained in the student's file in a shared MSW Program folder. The record will include a copy of all documentation submitted to the Review Committee, the Review Outcome Form, and the letter to the student. TSSW will retain 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 Reviews?

Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification or special consideration will be given. At no time are lawyers allowed to attend. If a student makes a request for an attorney to attend or arrives at the Review with an attorney present, the hearing will be cancelled and referred to Tulane University legal department.

Outcomes of a Student Accountability and Standards Review:

The Tulane School of Social Work has the authority to determine whether a student will be allowed to continue enrollment in their degree program. A Student Accountability and Standards Review may include but are not limited to the following outcomes:

1. Creation of a Personal Success Plan;
    a. Mandatory advising with an Academic Success Coach
2. Academic probation
    a. Mandatory advising with an Academic Success Coach.
3. Resubmit an assignment in question to receive a possible revised grade.
4. Re enroll in a course where a final grade of "C" or below was earned. A final grade of "B" or higher grade must be earned in the course's re-enrollment before the student can continue with other subsequent curriculum courses. Prerequisite classes MUST be passed for a student to continue matriculate through the Program.
5. Suspension for up to one year/three semesters;
6. Be asked to participate in other activities as assigned by the committee that could include writing a graduate level paper related to matter at hand, complete a live/ synchronous CEU training related to matter at hand, or other as deemed appropriate by the Committee.
7. Dismissal from program.

Personal Success Plan (including but not limited to)

- Mandatory meetings with Academic Success Coach;
- Creating a time management plan with the student success coach;
- Other developmental actions as assigned.

Academic Probation

- A final grade of "B-" or below will initiate a student to be placed on academic probation;
- Any student placed on academic probation must develop a Personal Success Plan with an Academic Success Coach;
- 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 requirements, a Student Accountability and Standards Review may be scheduled. The outcomes of the Student Accountability and Standards Review as listed above will apply.

Suspension

The length of an academic suspension from TSSW could range from one to three semesters depending on the outcome of the Student Accountability and Standards Review. A student may only be placed on suspension once during their tenure at TSSW. A student reinstated after their academic suspension shall be placed on academic probation for one semester. Further violations of academic standards may result in dismissal.

Dismissal

TSSW students can be dismissed for any of the reasons outlined in this handbook. Students may reapply to return to TSSW following a dismissal after one calendar year. A student may reapply to the program through the regular admissions process. Students should be aware that all relevant information surrounding the student's dismissal from TSSW will be considered. This will include grades at the time of dismissal if the dismissal was due to academic requirements not being met. Faculty review all applications from students who reapply. If the application is approved, the start date will be determined in consultation with the student's MSW Academic Advisor. Coursework taken at another college or university during the

dismissal period is not transferable to TSSW. Returning to TSSW following a second dismissal is not allowed.

Reapplication/Reinstatement
Students will be eligible to reapply after one calendar year. Students will reapply the same way they first applied to TSSW. All academic and professional behavior at TSSW will be factored into the admissions decision.

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

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 grievance should be sent by the student to the MSW Program Manager within ten business days of receiving official notice of the course grade using the Grade Grievance and Appeal Form. To maintain the timeline of the overall processes, the student shall communicate any issues they may have while trying to connect with the instructor.
3. A Grade Grievance and Appeal Committee will be chaired by the Director of the MSW Programs and may also include any of the following: the student, the Dean of Student Experience/Affairs, the MSW Program Manager, a member of the Field Education Team, an Academic Advisor, a Student Success Coach and three 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 15 minutes of the start time, the appeal will be forfeited.
5. The MSW 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 make a formal decision at the end of the meeting and the decision will be communicated to the student. The decision will be followed by written communication, via the student's Tulane University email, within 5-7 business days following the meeting. 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 Associate Dean of Academic Affairs (or the Dean in lieu of) within five (5) business days of receiving the decision.
2. In the appeal to the Associate Dean of Academic Affairs (or the Dean in lieu of), 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 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.
   - Evidence appears to suggest that the finding was arbitrary and capricious.
   - An arbitrary and capricious finding would be one not supported by any evidence.
3. The Associate Dean of Academic Affairs (or the Dean in lieu of) will notify the Program Director, Program Manager, and the student in writing of their decision. The Program Director will notify the committee of the Associate Dean's (or the Dean in lieu of) decision.

Appeal of the Associate Dean's Grade Appeal Decision

1. If the student is dissatisfied with the Associate Dean of Academic Affairs (or the Dean in lieu of) decision, the student may appeal to the Dean within five (5) business days of receiving the 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 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.
   - Evidence appears to suggest that the finding was arbitrary and capricious.
   - An arbitrary and capricious finding would be one not supported by any evidence.
3. The Dean shall seek to settle the matter within five (5) business days and shall notify the Associate Dean of Academic Affairs (or the Dean in lieu of), and the student

in writing of their decision. The Dean will notify the Associate Dean of Academic Affairs, The Director of the MSW Programs, the MSW Program Manager, and the student in writing of their decision.

Student Appeal of Dean's Grade 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 Assistant Vice President & Dean of Students, Student Resources and Support Services

Instructor Appeal of the Grade Appeal

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

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. Per the Office of Graduate and Postdoctoral Studies (OGPS), if the student is not satisfied with the decision reached by the school, they may appeal to the provost or provost's designee. The provost or their designee will review the appeal and the decisions made by the department and school and return a decision within five business days. The decision of the provost is final.

If faculty member who requested the student be brought to a Student Accountability and Standards Review believes that his or her academic freedom or academic responsibilities have been affected by the Dean's ruling, the faculty member may appeal to the Faculty Grievance Committee of the School. The faculty member's appeal must be made within 10 business days of the action provoking the appeal. If the faculty member 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 10 business days of the action provoking it. No review decision may be changed until the teacher's appeal process has been completed.

If 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 the 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 10 business days. All non-academic concerns may be reported to the University Office of Student Affairs.

Leave of Absence, Withdrawal, and Medical Withdrawal/Leave

Leave of Absence

A Leave of Absence (LOA) may be requested by a student before the next term begins in the academic calendar. A LOA implies the student is planning to return to TSSW at a predetermined date. During a Leave of Absence, a student does not attend Field Education Placement.

The maximum amount of time for a LOA 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.

Procedures

1. An email message must be sent to an Academic Advisor outlining general reasons for requesting an LOA. A doctor's statement is not necessary for an LOA. If a student does not inform an Academic Advisor of their intentions to take an LOA from TSSW, they will be in violation of TSSW's Enrollment Policy.
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 must remove the courses from their schedule.
4. For Field Education courses, the student should contact the Field Education Department and alert them of the impending Leave of Absence for guidance.

Returning to Tulane - Deadlines for Submitting Documentation

The deadline to petition to return from a Leave of Absence, will be stated in the "Return to TSSW" email sent by an Academic Advisor.

Next Steps and re-entering TSSW within one year

The student must respond to "The Return to TSSW" email that will be sent from an Academic Advisor. This email will be sent to all students once on a LOA and to the student's Tulane email. The student must read and follow the directions outlined in "the "Return to TSSW" email and adhere to the deadline outlined. The student must attend the live orientation for the semester they intend to return.

The student must complete the APA mini-course, and Asynchronous Orientation for the semester they intend to return

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. Faculty will review all students who reapply to a TSSW degree program.
3. 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 have occurred, or admission policies or other requirements have significantly changed.
4. No credits can be counted after seven (7) years to ensure that current practice information is learned.
5. Each case will be considered carefully by the Dean, Associate Dean of Academic Affairs and The Office of Admissions to assure integrity of the student's education for beginning professional social work.

Withdraw: Voluntary

In the event a student must withdraw from all currently enrolled courses and pursue a Voluntary Withdrawal (VW), the student must contact their Academic Success Coach and Academic Advisor to discuss what a VW entails and how this will impact their respective curriculum path, field placement and date of degree completion. Students must also consult with the Office of Financial Aid to discuss how a VW may affect their financial aid award, if applicable. TSSW will adhere to the dates identified in the TSSW Academic Calendar to determine the grade reflected on the student's transcript. Based on dates within the TSSW Academic Calendar for each individual term, students will receive a grade of "W" (Withdrawal/without academic penalty) if the withdrawal occurs after the last day to receive a 25% tuition refund until the last day identified on the academic calendar as the last day to withdraw without academic penalty. Withdrawals initiated after the last day to withdraw without academic penalty will result in a grade of "WF" (Withdraw/Fail) reflected on their transcript. It is the student's responsibility to familiarize themselves with the dates identified on TSSW's Academic Calendar.

Procedures

1. An email message must be sent to an Academic Advisor outlining general reasons for requesting a voluntary withdrawal. A doctor's statement is not necessary for a voluntary withdrawal. If a student does not inform an Academic Advisor of their intentions to take a voluntary withdrawal from TSSW, they will violate TSSW's Continuous Enrollment Policy.
2. If applicable, the student should contact their financial aid counselor to discuss how a withdrawal may affect financial aid.
3. If the student is registered in courses for the upcoming semester, the student must remove the courses from their schedule.
4. For Field Education courses, the student should contact the Field Education Department and alert them of the impending withdrawal.

Returning to Tulane - Deadlines for Submitting Documentation

The deadline to petition to return from a withdrawal, will be stated in the "Return to TSSW" email sent by an Academic Advisor.

Next Steps and re-entering TSSW within one year

- The student must respond to "The Return to TSSW" email that will be sent from an Academic Advisor. This email will be sent to all students once on withdrawal and to the student's Tulane email.
- The student must read and follow the directions outlined in the "Return to TSSW" email and adhere to the deadline outlined.
- The student must attend the live orientation for the semester they intend to return.
- The student must complete the APA mini-course, and Asynchronous Orientation for the semester they intend to return.

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. Faculty will review all students who reapply to a TSSW degree program.
3. 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 have occurred, or admission policies or other requirements have significantly changed.
4. No credits can be counted after seven (7) years to ensure that current practice information is learned.

Withdrawal: Medical Leaves and Medical Withdrawals

Students may experience physical, psychological, and substance use conditions that may 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 with 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. It is given only when a student is withdrawing from all classes.

The maximum 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 to continue their studies. Medical withdrawals, medical leaves, and returns are initiated through Tulane University Case Management & Victim Support Services (CMVSS). Also, any student who chooses to pursue a medical withdrawal or medical leave cannot enroll in TSSW courses for at least one semester.

Lastly, any student whose medical withdrawal or leave has been approved must adhere to the established TSSW deadlines to resume their studies.

Field hours accrued during the term when a Medical Leave is taken will not be counted toward the total count of field education hours required for the degree.

Returning to Tulane - Deadlines for Submitting Documentation

A student's return to TSSW following a medical withdrawal/ medical leave will be discussed with the Academic Advisor only after a student has been cleared to return to TSSW by Tulane University's Case Management and Victim Services.

Next Steps

- Once the student has been cleared by CMVSS to return to TSSW, they must contact an Academic Advisor to discuss next steps.
- The student must attend the live orientation for the semester they intend to return.
- The student must complete the APA mini-course, and the Asynchronous Orientation for the semester they intend to return to TSSW.

To re-enter within one year - A return to TSSW will solely depend on CMVSS and TSSW will respond accordingly.

1. If the student wishes to return after one year or more, the student must re-apply to the program.
2. Faculty will review all students who reapply to a TSSW degree program.
3. 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 have occurred, or admission policies or other requirements have significantly changed.
4. 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 Faculty Reapplication Committee to assure integrity of the student's education for beginning professional social work.

Student Ambassadors

All students applying to work as a Student Ambassador must have completed their first semester in TSSW and be in good academic standing with the school. Part-time students must have successfully completed their second semester at TSSW and be in good standing with the school. Students are eligible to apply for a Student Ambassador position during their first semester. To apply, students must be in good academic standing.

Graduation Requirements and Ceremonies

Certification of Degree

An MSW or MS degree will not be certifed for conferral until/unless all degree requirements are met for the specified degree.

Certification of a degree refers to the process by which the specific degree requirements are confirmed, and the degree is certified through the Tulane University Registrar.

A student must complete an "Application for Degree" through the student's Gibson page by the communicated deadlines for each graduation cycle. The Academic Affairs Team for the identified degree program will review the students' records to assure that all credit hours, curriculum requirements, and minimum cumulative GPA of 3.00 are completed, with no grade of "Incomplete" pending. For a student to receive their diploma and/or final transcript, all University holds must be cleared. Students must work directly with the appropriate office to address any issues related to any University hold.

Graduation:

Graduation refers to the commencement ceremony that celebrates the successful completion of degree requirements. The Tulane School of Social Work commencement ceremony is held in December of each year. TSSW does not hold a spring or summer graduation ceremony. All graduates within the calendar year (Spring, Summer, & Fall terms) are invited to attend the TSSW Commencement in December. Summer and Fall graduates of the previous year, along with Spring graduates are also welcome to participate in the ceremony in May of each year. For example, a student completing degree requirements in the summer 2023, fall 2023 or spring 2024 is all allowed to participate in the larger May 2024 Tulane Commencement ceremony. Unified Commencement (https://commencement.tulane.edu/) ceremony in May of each year. For example, a student completing degree requirements in the summer 2023, fall 2023 or spring 2024 is all allowed to participate in the larger May 2024 Tulane Commencement ceremony.

Please note, 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. (https://tulane.shopoakhalli.com/purchasewizard/Welcome/) Information related to the Unified Commencement is distributed and communicated by the Graduation office on the uptown campus. TSSW does not have detailed information on those ceremonies.

Student Affairs

Student Government Association (SGA)

The Student Government Association (SGA) represents the concerns and needs of TSSW degree-seeking students to the school's administration. The Student Government Association (SGA) at the Tulane School of Social Work (TSSW) is the official voice of all graduate and professional students at TSSW. The fundamental values of the social work profession, expressing the worth, dignity, and uniqueness indigenous to all persons as well as their rights and opportunities, shall be reflected in the expression of the actions of the organization

The SGA is committed to supporting student development in all systems; promote understanding among students, faculty, administration and alumni; maintain professional standards and ethics; and ensure to the best of its ability the inclusion of all of the student body including full time students, part time students, online students; masters or doctoral level students, advanced standing students, social work students, Disaster Resilience Leadership Academy students, and transfer students for any and all degree-seeking programs.

The TSSW SGA is affiliated with the Associated Student Body (ASB) of Tulane University. All students enrolled at TSSW are eligible for membership in the Student Government Association. All students enrolled in a degree-seeking course of study at TSSW are considered members of the SGA and encouraged to participate in meetings and/ or events. There are no fees required as part of the membership of the TSSW SGA.

The TSSW student body is also a member of GAPSA. The Graduate and Professional Student Association (GAPSA) is the unifying body of the graduate and professional divisions of Tulane University. GAPSA develops and furthers the scholastic, professional, social, and public service interests of all graduate and professional students by promoting an understanding amongst students, faculty, and administrators.

Discrimination

If there is a suggestion of discrimination of race, gender, sexual orientation, religion, disability, age, etc., the situation must be immediately referred to the Tulane Office of Institutional Equity. For more information, please see the Student Affairs Non- Discrimination Policy.

Student Affairs at Tulane School of Social Work is committed to supporting and enhancing the academic experience by facilitating student success, connecting students to opportunities for personal growth, and by providing students with essential skills that allow them to excel as they move through and beyond Tulane.

FERPA

Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), 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. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access**. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will arrange access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official who was responsible for the record request, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the student's right to an appeal.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent**. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if they need to review an education record to fulfill their professional responsibility. Upon request of a post-secondary institution, Tulane discloses education records without the student's consent to officials of another school in which a student seeks to enroll. Tulane will try to notify the student of the records request.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tulane to comply with the requirements of FERPA.** The name and address of the office that administers FERPA:

   Family Policy Compliance Office

   U.S. Department of Education

   600 Independence Avenue

   SW Washington, DC

Institutional Equity

Institutional Equity is dedicated to advancing Tulane's commitment to fair and equitable treatment of all members of the university community in employment and educational opportunities by providing consultative, investigative, and educational services. Increasing diversity on campus and maintaining a harassment free environment are our top priorities.

We have embarked upon a transformational journey to establish a new approach to fostering a diverse and inclusive community for all Tulanians. We will accomplish this through innovative educational programs, by introducing a conflict resolution program, as well as offering a higher level of service as we continuously improve the processes that promote diversity and help ensure our environment is discrimination, harassment and retaliation free.

If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, or any form of harassment or retaliation connected to these issues, the situation must be immediately referred to the Office of Institutional Equity (OIE).

The Institutional Equity Team is dedicated to ensuring that the Tulane community is discrimination, harassment and retaliation free. Tulane enforces a robust policy prohibiting discrimination, harassment, or retaliation. Students, staff, and faculty are strongly encouraged to promptly report concerns or allegations of discrimination, harassment, and/or retaliation so that appropriate action can be taken to address the concern. When a concern is reported, it is thoroughly investigated.For more information regarding Tulane's Office of Institutional Equity please contact (504) 862-8083.

Goldman Center for Accessibility

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and 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.

Tulane University School of Social Work is committed to providing accessible, reasonable accommodations and supportive teaching and learning environment. All students requesting accommodations are required to contact the Goldman Office of Accessibility.

The center is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Through a collaborative relationship, reasonable modifications to the academic or work environment accommodations can be offered.

Title IX

Tulane University is committed to a policy of compliance with Federal laws and regulations administered by Title IX which states, ""No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

For more information regarding Title IX support and reporting policies within the university, Phone: (504) 865-5611

Case Management and Victim Support Services

Tulane's Office of Case Management and Victim Support Services offers problem resolution services, case management services, victim support services, referral services, coordination and follow-up during and after hospitalization and/or medical leave of absence, and crisis management and resolution.

For after-hour support, the Division of Student Affairs has a crisis line with professionals on call for urgent situations and can be reached by calling or texting the Line (504) 264-6074

For 24/7 Student Resources and Support Services: (504) 902-9900

Emergency Reporting

Tulane requires prompt notification to the University of student emergencies on campus or abroad, which can be made by Tulane faculty, staff or students. Please report all student emergencies or issues to http://tulane.edu/concerns (http://tulane.edu/concerns/).

Other helpful numbers: Student Concerns: 504 314-2160

Center for Academic Equity: 504-314-7571

TUPD: 988-5555 (downtown)

Field Education (MSW)

The purpose of the field education practicum is to provide an educationally directed practice experience for the MSW student. Historically, the partnership between social service agencies and social work education has been an essential one. The supervised practice experience provided by social service agencies for the education of social work students may also be known as, "field placement," "field instruction," "practicum" or "internship."

Relationship to the Field Practicum to the Overall Curriculum

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. Some content may receive greater emphasis in the field site or in the classroom, or content may emerge in one and be reinforced in the other. It is in the class/field partnership that integration of theory and practice occurs. The interdependence and complementary nature of the two modes of learning are enhanced through mutual understanding by faculty and field instructors of the theories, content, learning experiences, and assignments offered to students in both environments.

This goal of integration is accomplished in part through the Field Practicum & Seminar course, which provides students the opportunity to discuss, process, and integrate their agency-based field placement experience with classroom learning. Teaching methods and learning activities for the Field Practicum Seminar may include readings, skill building exercises, didactic presentations, case presentations, and role play exercises. Faculty Field Liaisons and Field instructors communicate regularly to ensure students' educational goals are being met. Field instructors are encouraged to review syllabi, bibliographies, and assignments.

Prerequisites for Field Practicum

With the exception of those admitted as Advanced Standing, students must successfully complete one full-time or two part-time semesters prior to starting their field practicum placement. The field practicum experience is in addition to students' non-field courses, allowing for both theoretical and practical learning.

Students must have resolved any "Incomplete" grades prior to starting field practicum, as outlined in the TSSW Student Handbook. **In addition, any student whose GPA falls below 3.0 MUST be evaluated by the Academic/Professional Accountability Review procedures to determine whether or not they will be allowed to enter or continue in field practicum.**

Advanced Standing students begin field practicum placement their first semester full-time or part-time semester.

Foundation Field Practicum

The purpose of the Foundation Practice curriculum is to provide students with experience and instruction in foundation social work practice. It offers students an opportunity to learn the wide range of social work roles and functions (advocate, broker, resource developer, teacher, and counselor) and to become more aware of the needs of vulnerable populations. The foundation practice course, Field Practicum & Seminar I (SOWK 7520), is completed in one semester (during the full-time student's second semester in the MSW program). Part-time students complete the foundation practice Field Practicum & Seminar courses PT1 and PT2 (SOWK 7910 & 7920) in two semesters.

Specialized Field Practicum

The second segment of the field instruction sequence is the Specialized Practice Field Practicum. Its purpose is to promote and focus on the integration of theory and practice skills

in advanced clinical/community social work practice. The Specialized Practice curriculum builds upon the Foundation Practice curriculum. Full-time students take Field Practicum & Seminar II and III (SOWK 7530 and SOWK 7540) during their third and fourth semesters in the MSW program. Part-time students take the Specialized Practicums PT3, PT4, PT5, PT6 (SOWK 7930, 7940, 7950, 7960) during the student's fifth through eighth semesters in the MSW program.

Field Education Roles and Responsibilities

DIRECTOR OF FIELD EDUCATION

The Director of Field Education reports to the Dean of the School of Social Work and works collaboratively with the MSW Programs Director and the Associate Dean of Academic Affairs. The Director of Field Education is responsible for the leadership and management of the Field Education Department within the School's budgetary guidelines.

Role and responsibilities of the Director of Field Education include:

- Provides strategic educational and administrative leadership for the Department of Field Education and School of Social Work;
- Ensures compliance with all CSWE field education accreditation standards;
- Works collaboratively with other program directors, curriculum sequence chairs, and faculty committees;
- Oversees the overall direction of the Field Education Department and coordination of the activities of the Field Education Department;
- Maintains visibility in the community for the purpose of developing relationships with agencies and organizations as well as developing field placement sites and creating nontraditional sites, especially for the most under-resourced communities;
- Manages the practicum placement process; reviews and approves final practicum assignment of all MSW students, or delegates to other Field Education Department staff;
- Manages the administrative functions of the department and Field Education Department staff;
- Appoints new Field Liaisons and evaluates all Field Instructors' performance;
- Orients and prepares students in conjunction with Field Liaisons and Field Education Department Program Managers;
- Mediates escalated field problems encountered by the student and/or instructor;
- Plans programs to support and advance the professional development of agency-based field instructors;
- Provides leadership in developing new field educational pedagogical and andragogical resources, including online resources for students, Field Instructors and Field Liaisons to meet the needs diverse intellectual interests and learning styles;
- Oversees the maintenance of relevant department data systems to ensure coordination with the school's larger information systems;
- Engages in program evaluation and planning that includes utilizing input from faculty, students, and agencies, to design an overall program that address each CSWE competency.

PROGRAM MANAGERS/SENIOR FIELD EDUCATION COORDINATORS

The Program Manager(s)/Senior Field Education Coordinator(s) report to the Director of Field Education and work collaboratively with all TSSW stakeholders. Program Managers/Senior Field Education Coordinators are responsible for coordinating services related to the implementation of CSWE and Field Education Department policies and procedures.

Role and responsibilities of the
Program Managers/Senior Field Education Coordinators include:

- Works with the Director of Field Education in locating, cultivating, assigning students to, and evaluating field sites;
- Supports the development of field placements and helps maintain a positive working relationship with partner agencies;
- Trains and provides ongoing guidance for placement advisors regarding TSSW specific policies, criteria, and procedures for selecting field placement sites;
- Facilitates the approval process of field placement sites for MSW students;
- Provides initial training and ongoing support for Field Liaisons and Field Instructors about the policies and procedures of TSSW's Field Education Department;
- Liaises with community, university groups, and field placement sites as appropriate;
- Serves as a proxy for the Director, when necessary, in the mediation of any field problems encountered by the student, Field Instructor, and/or Field Liaisons.

MSW FIELD EDUCATION PROGRAM COORDINATOR

The MSW Field Education Program Coordinator reports to the Director of Field Education and works collaboratively with all TSSW stakeholders MSW Field Education Program Coordinators are responsible for coordinating administrative duties related to the implementation of the Field Education Department.

Role and responsibilities of MSW Field Education Program Coordinator include:

- Provides support as the first point of contact for the Field Education Department;
- Supports the development of field placements and helps maintain a positive working relationship with community agencies;
- Assists with scheduling meetings and site visits within the department;
- Maintains various system databases; and
- Ensures that necessary processes and procedures for student documentation such as background checks, attestations, and letters of verification are completed.

PLACEMENT ADVISORS

Placement Advisers support the Program Managers/Senior Field Education Coordinators by working directly with online students seeking placement. Placement advisers are the first (but not only) point of contact for online students and provide guidance regarding their field application. The placement advisers present options to the program managers, who complete a vetting process with proposed sites, Field Instructors, and Task Managers to ensure they meet accreditation and TSSW standards.

ROLE OF MSW STUDENT

TSSW's MSW program is an accelerated graduate program designed for adult learners. Students are expected to have the capacity, willingness, and motivation to be responsible learners and active participants in their own professional development.

Students must take active ownership of their education and professional development, including but not limited to:

- Completing the minimum CSWE-prescribed 900 hours of field practicum placement concurrently with the associated Field Practicum & Seminar courses;
- Engaging in mandatory one-hour weekly supervision with the approved Field Instructor;
- Actively participate in planning their own learning, including developing specific, measurable, achievable, relevant, and time-oriented (SMART) learning goals each semester (each semester for full-time and alternating semesters for part-time students) with their approved field instructor;
- Following NASW ethical and professional standards by first addressing any concerns directly with their field supervisors then escalating to the field liaison should those concerns not be resolved;
- Reviewing placement hours with their field instructors and submitting biweekly timesheets in TSSW's online internship tracking program.
- Behaving professionally as both a student and a representative of TSSW and their placement agency in the community. Scheduling a mandatory site visit every semester that includes the student, the field instructor, the field liaison and, if applicable, the task supervisor.

ROLE OF THE FIELD INSTRUCTOR

Potential field instructors come to the attention of the TSSW in various ways. Most often, a continuing relationship over the years between TSSW and agency yields the best results. The TSSW and the agency understand each other, are united in the educational endeavor and have worked productively over time. Often agency staff includes graduates of TSSW who identify with TSSW and its program and, with time and experience, are themselves interested in providing field instruction. Open communication between interested parties reveals names of staff members who are ready for and interested in becoming field instructors.

For those seeking placement outside the greater New Orleans area, agency administrators suggest staff members who they think should take on this assignment as a step in professional development. Often agency social workers themselves take the initiative and contact TSSW to express interest in becoming field instructors.

Readiness, qualification, interest, and supportive administration are the necessary backdrop for successful field instruction. The minimum criteria for consideration as a field instructor are:

- A Master of Social Work degree from an accredited program.
- Two to five years' work experience as a social work practitioner, licensure by the Louisiana State Board of Social Work Examiners (for those students located in Louisiana) or licensure in the state where the services are being provided (where the student and agency reside). Note that the Field Education Department is aware that there are certain states where initial licensure (the LMSW) is not required to practice, such as California.
- A full clinical license (LCSW, LICSW, etc.) is preferred by TSSW and is required if the student will be doing direct clinical work with clients.
- An commitment to participating in the education of students
- Submission of a current curriculum vitae.
- Agreement and commitment to participate in a training program at least annually to enable the staff member to make the transition from the role of practitioner to that of educator, if the prospective appointee is new to field instruction. *A Field Orientation is offered in person for field instructors in the New Orleans area and online for those outside the New Orleans geographic area.
- Agreement to participate in meetings, institutes, and workshops essential to the ongoing operation of field instruction and the continuing development of the field instructor.
- If the field agency is unable to provide an on-site Field Instructor with the required credentials, TSSW may work with the agency to provide an off-site licensed social work supervisor - an external field instructor (EFI) - to provide weekly supervision and collaborate with an approved Task Manager to coordinate the field placement.

Responsibilities of the Field Instructor include:

- Ensuring students have enough opportunities at their agency to complete a minimum of CSWE-prescribed 900 hours of field practicum (generally, 24 hours per week for full-time students and 12 hours a week for part-time students).
- Supporting students in developing their CSWE competency-based learning objectives and supplying corresponding learning experiences (from those available within the agency's services) to ensure student's optimal learning within the practicum.
- Scaffolding assignments and learning experiences so that, as student knowledge and skills develop, they receive increasingly advanced and independent assignments at the agency.
- Engaging in at least one hour of weekly individual regularly scheduled supervision-learning conference with the student they are supervising.
- Providing group supervision when appropriate. This is usually found to be feasible when the field instructor (or the agency)

has more than one student assigned, even if students are from different schools. The power of peer learning is such that this learning potential should be made available whether leadership resides within the group of peer learners or is assumed by a member of the agency staff.

- Providing evaluation of the student's performance with ongoing feedback, identifying student progress (or difficulty) in the learning process.
- Contacting the field liaison with any concerns regarding the student's ability to successfully engage in and/or achieve competency in each of the CSWE Competencies. If a serious problem is recognized, the student and/or field instructor must follow the procedures outlined in this Appendix.
- Participating in a mandatory site visit every semester. attended by the field instructor, the student, the field liaison and, if applicable, the task supervisor.
- Participation in school-planned educational opportunities that are designed to assist the field instructor in enhancing their educational ability. These may include, but are not limited to:
  - New or prospective field instructors are required to attend an orientation seminar designed to support the transition from practitioner to educator.
  - Experienced field instructors benefit from occasional meetings with TSSW faculty and staff to stay current on course content; to be acquainted with curriculum changes; to serve as consultants to classroom teachers on course content with respect to social work practice considerations; and/or to engage with colleagues regarding field instruction ideas, challenges, and other considerations related to student learning needs.
  - Special learning opportunities planned by TSSW for the field instruction group, e.g., a workshop or seminar by a special guest, pertinent continuing education seminars, etc.

TASK SUPERVISOR

In situations in which the agency cannot provide a qualified Master's level social worker or Licensed Clinical Social Worker, a Task Supervisor model may be utilized to reinforce the social work perspective and ensure adequate supervision. Qualifications to be a task supervisor include a master's level degree, have been employed by agency for at least six months, express willingness to act as on-site task supervisor.

The responsibilities of the Task Supervisor include.

- Orienting, training, and day-to-day supervision of the student at the agency, including ensuring the student is knowledgeable of agency mission, vision, values, goals and policies;
- Directing the work of the intern by assigning tasks and responsibilities and ensuring they are aligned with the student's agreed-on learning goals;
- Meeting weekly with the student for supervision;
- Maintaining regular communication with the External Field Instructor and field liaison to ensure student learning goals are being met and to address any questions or concerns.
- Attending a mandatory site visit every semester with the student, the Faculty Liaison and the External Field Instructor (note it is the student's responsibility to ensure proper scheduling of the site visits);
- Completing and submitting an evaluation of the student's progress every semester.

EXTERNAL FIELD INSTRUCTOR (EFI)

When an agency does not have a qualified field instructor, as defined by CSWE and TSSW policies, an external supervisor may be brought onto the student's team to provide the CSWE-prescribed weekly supervision. The external field instructor (EFI) must meet CSWE and TSSW field instructor qualifications and will work closely with the task supervisor and the field liaison to ensure the student's practicum experience reflects CSWE competencies and social work values.

The EFI is responsible for:

- Meeting with the student for a minimum of one hour weekly individual supervision sessions. Group supervision may supplement, but not replace, the weekly sessions;
- Communicating regularly with the student's task supervisor and field liaison to ensure the student's learning needs are met at the practicum site;
- Infuse social work values and ethics into the student's experience;
- Encouraging the development as a professional social worker in the context of the student practicum experience;
- Collaboratively developing the student's learning goals with the task supervisor, the student, and field liaison;
- Attending at least one site visit every semester with the student, task supervisor and field liaison (note it is the student's responsibility to ensure proper scheduling of the site visits);
- Completing and submitting an evaluation of the student's progress every semester as per TSSW procedures;
- Contacting the field liaison with any concerns regarding the student's ability to successfully engage in and/or achieve competency in each of the CSWE Competencies.

The EFI's responsibilities do not include:

- The direct oversight of practice at the agency.
- Addressing the policies or functions of the agency. If a student has questions or discomfort related to these types of issues, they should talk with their task supervisor and field liaison.
- Providing task assignments to students outside what the EFI and task supervisor agree to.
- Being listed on disclosure forms, as they are not the primary clinical supervisor.

FACULTY FIELD LIAISON

The Faculty Field Liaison is a professor or adjunct instructor at Tulane University who teaches a Field Practicum & Seminar course. Faculty field liaisons assume responsibility for field advisement of small groups of students, meeting regularly with

them in Field Seminar and conducting field practicum site visits at least once per semester. The emphasis is on a relationship-centered system that supports students' reflection, critical thinking, and relationship skills. Agencies and their students are assigned to faculty liaisons by the Field Education Department.

Role and responsibilities of the Faculty Field Liaison include:

- Providing support as the first point of contact for the field instructor, external field instructor, and task supervisor;
- Meeting with students in the Field Practicum & Seminar course, and individually as needed, to facilitate peer problem-solving, provide support, and ensure integration of learning;
- Engaging in and documenting a minimum of one site visit per semester with field practicum agencies to maximize effective communication with the students, TSSW, and agencies. Site visits should include the student, the field instructor and, if applicable, the task supervisor and external field instructor. It is the student's responsibility to coordinate the scheduling of the site visits. Field site visits for online students are made using web-based technology;
- Assessing and intervening in concerns with the student field practicum experience and referring, as needed, to the Field Education Department program managers;
- Reviewing and verifying documentation as specified in course syllabus, including, but not limited to, student learning goals, field evaluations, and timesheets;
- Monitor student progress and notify Field Education Department at least one month prior to the end of the semester if the student is unlikely to complete the necessary hours or if, for other reasons, the student could receive an Incomplete or Unsatisfactory;
- Ensuring any Incomplete contracts are turned into the Field Education Department based on the timeline required in the MSW Handbook;
- Enter grades for their students each semester in accordance with the deadline provided by TSSW every semester; and
- Evaluating current agency and field instructor practices to ensure ethical and effective social work practices are modeled and supported and the learning environment is aligned with CSWE and TSSW policies and standards.

Procedures for Practicum Placement

The process of assigning students to the field placement is a prescribed, rigorous, and detailed. The field practicum is the signature pedagogy of social work and the most important learning experience for students. As students engage in the delivery of social work services, classroom content takes on a professional reality. Much care, thought, and attention is focused on the assignment of students to field placements.

The placement of students in agencies where social work practice occurs carries with it a serious professional gate-keeping responsibility. Accordingly, students must be in good academic standing and demonstrate professional behavior for admission to field. This standard is articulated in the TSSW Code of Student Ethics that each student reads, discusses, and agrees to in the first semester, prior to placement. Additionally, students are expected to have read and internalized the NASW Code of Ethics that guides social work professional practice. TSSW reserves the right to deny or delay a student's field placement if these academic or professional standards are not met.

The Field Education Department assigns students to field placements following a substantial amount of preliminary work, outlined in the "Agency Vetting Process" section of this document. This includes assessing how many interns an agency can support, and whether the agency will be able to support students' individualized learning goals and desired field experiences. A final practicum assignment is made only after a student has interviewed with an assigned field placement, and there is mutual agreement that the assignment will be productive. The Field Education Department must provide the final approval for an internship to start.

All students must submit proof of individual student professional liability insurance to the TSSW online internship tracking system before entrance into field placement. They must also furnish proof of current and valid liability insurance upon request by TSSW officials or field instructors.

STUDENTS ARE NOT PERMITTED TO CONTACT PROSPECTIVE FIELD PLACEMENT AGENCIES UNTIL A TENTATIVE ASSIGNMENT HAS BEEN MADE OR THEY HAVE BEEN TOLD TO DO SO BY THE FIELD EDUCATION DEPARTMENT.

Practicum Policies

Required Hours of Internship

The Council on Social Work Education requires that students **complete a minimum of 900 hours of field experience during the MSW program**. Each full-time student must spend three semesters in the field practicum. In general, Full-Time students are at their placement agency, eight hours a day for three days per week or 24 hours per week for the semester. Part-Time students complete six semesters in field placement. On average, this is twelve hours per week for the semester. **Field hours earned which exceed the required minimum per semester do not rollover to the next semester. Students will still need to complete the hour requirements for their field practicum courses each semester - 300 hours for full-time and 150 hours for part-time students.**

Students are concurrently completing field practicum hours while also attending classes. Full-time students attend classes on Tuesdays and Thursdays and are in the field on Mondays, Wednesdays, and Fridays. Part-time students have similar schedules. All students negotiate specific schedules with the agency field instructor, based on the needs of the agency/clients.

Students must remain in the placement agency for the duration of the semester. Accumulating additional hours early, in order to complete the internship sooner, is not permissible. For example, a full-time student who completes 350 hours of field one semester will still be required to complete 300 hours of field the following semester, even if it is their final semester. Hours are not the final determination of the student's fulfillment of practicum requirements and the CSWE-mandated 900 hours are a minimum standard. Students must complete the full-time span allocated –

this is part of the agreement between TSSW, students and partner agencies. 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 must complete a timesheet through the online field tracking software. The timesheet is reviewed by the field instructor during the one-hour weekly supervision. The timesheet is signed by both the student and the field instructor and submitted with the semester field evaluation at the end of each semester. Students must remain in field practicum placement throughout the semester, even if the required hours have been completed so that they have the opportunity to utilize what is learned in class in their field practicum setting. 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 to discuss options as soon as possible. Successful completion of the course is dependent on completion of required hours each semester. 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 extenuating circumstances, with written permission by the field instructor and the Field Education Department, accommodations may be made to ensure completing the required hours. Accommodations and plans for completion of practicum placement hours must be clearly specified in the permission document.

Safety

Social work practice activities sometimes occur in places that may not be safe or may not perceived as safe by 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 are encouraged to discuss any concerns regarding personal safety issues with their field instructor. If, after gathering enough information to realistically assess the situation and learn how to provide appropriate protection, the student does not feel sufficiently safe to carry out assignments, they are encouraged to renegotiate those assignments with the help of the field instructor. Any safety concerns should also be brought to the attention of the Faculty Field Liaison as soon as possible.

Sexual Harassment Policy

Federal law provides that it shall be 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. In order to set a general standard for judging complaints of sexual harassment without infringing upon the freedom of speech if imposing individual standards of propriety upon the community, the Senate Committee on Academic Freedom and Responsibility of Students believes that it is necessary to approach the problem in terms of circumstances and consequences rather than a definition per se. Verbal or physical behavior constitutes sexual harassment under the terms of these complaint procedures only if it:

- Would be regarded by most Tulane faculty members and students as grossly objectionable;
- Is not stopped by what the student considers, and what, under the circumstances, are normal protests;
- Occurs in a relationship in which the person is in a position to influence the student's academic career objectives through grades, recommendations, or job referrals;
- Creates an offensive or intimidating academic environment.

In the absence of any one of these four elements, the behavior would not constitute sexual harassment. Please see the most current Tulane University sexual harassment policy on the University's website at www.tulane.edu (http://www.tulane.edu/).

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 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.

University Holidays

All students are entitled to official University holidays and to vacation periods scheduled between semesters. At the beginning of placement, students should provide their field instructors with a TSSW University calendar that outlines official holidays. 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 plans for coverage of their practicum related tasks with the field instructor. If a student would like to continue practicum placement activities during a TSSW holiday period, approval must be sought and approved from the faculty field liaison and the Field Education Department. Students cannot be COMPELLED by the site to participate in field practicum placement during university holidays. Students must be aware that their student professional liability insurance may not provide coverage during holidays or university breaks.

Sick Leave, Personal Emergencies and Absences

CSWE Accreditation Standards mandate a minimum number of hours for completion of the MSW practicum. Most states require an MSW from a CSWE-accredited school in order to be licensed to engage in social work; therefore, students

must complete a minimum of 900 hours of practicum in order to work as a social worker in most states. To assure students meet these requirements, sick leave or requested time 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. Communication is crucial if/when any days must be missed.

It is important that every effort be made to treat all students equitably in regard to particular requests for an alteration in field time. Field instructors are requested not to make unilateral decisions about unusual requests for time off in the field even though it is understood that the student will have to make it up later. The field instructor should discuss such a request with the faculty field liaison who has a better overview of the total student group. In addition, any longer absence anticipated due to medical issues must be discussed with the faculty field liaison, field instructor, and Field Education Department.

Dual Relationships

The field instructor and student are expected to develop and maintain a friendly but professional relationship. Field instructors are prohibited from becoming romantically or sexually involved with field students. Ethical Standard 2.06 in the NASW Code of Ethics states:

"(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority." (National Association of Social Workers, 2021).

To avoid a conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are 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 student development.

NASW Code of Ethics Standard 3.01(c) states, "Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media." (National Association of Social Workers, 2021). It is the responsibility of the field instructor to prevent these risks from materializing into real or perceived conflicts of interest. The faculty field liaisons are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

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

- Supervision by a family member or friend, whether primary field instructor, secondary field instructor, task supervisor, consultant, or practice consultant;
- Supervision by another student in the MSW program, including task supervision;
- Supervision by current supervisor at 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. 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)

Home Visits

Home visits are a regular part of many placements. Agencies will be expected to take appropriate measures to ensure the safety of students. Students are not permitted to make home visits by themselves during their first semester (full-time) and first two semesters (part-time). Dyads or pairs represent best practice and optimize safety for the student. The same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The Field Liaison and Field Education Department should be consulted immediately if safety is a concern.

Transporting Clients

Students are NEVER permitted to transport clients under any circumstances, whether in their personal vehicles or an agency vehicle, even if accompanied by an agency employee. This is a liability issue for all parties involved. As it is not covered by car or students' liability insurance plans, this could leave a student with a large and unforeseen financial burden, and anything could happen during the transport. **DO NOT TRANSPORT CLIENTS.**

Information Sharing

As with all social work courses, the faculty of TSSW 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 Practicum & Seminar courses whose input is essential to the information sharing process. Access to information is restricted to the students for whom the field instructor is or will be responsible. This information may include, but is not restricted to the following:

- Strengths, knowledge and skills
- Suitability and readiness for field work
- Grades
- Attendance and/or participation in other social work courses
- Identified learning needs and/or areas requiring particular attention during field education courses
- Verification of required background and medical clearances required for internship

Students are notified that information may be shared with field instructors and field sites as part of the field education process and are required to sign a Student Release of Information Form prior to beginning academic courses.

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. An especially salient issue for students during the field practicum is that of confidentiality of case records, process recordings, 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.

Open Identification of Student Status

Students must identify themselves as students or interns in their work with clients and other agency representatives. It is unethical for students to misrepresent themselves as employees of the agency.

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

4.03 "Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." (National Association of Social Workers, 2021).

Students will want to keep this in mind when engaging in social media and consider making any social media accounts private.

Respect

2.01 "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." (National Association of Social Workers, 2021).

Professional Liability and Health Insurance

All students are required to submit proof of their own professional liability insurance prior to entering field practicum placement. **Students cannot be in field practicum placement if proof of liability insurance is not on file in the online placement tracking software system.** Students may be 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.

Social Media Guidelines

As social workers, we must be aware that our private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that students would otherwise limit to friends and families. Section 4.03 of the Code of Ethics states that "social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." (National Association of Social Workers, 2021). It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (including but not limited to Facebook, Instagram, Snapchat, X, blog posts, etc.) no matter how many security settings have been used.

Students should be clear when sharing personal views and should engage in a clear decision-making process before sharing views related to sensitive issues. Students should verify information before posting it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information. Section 4.06(a) of the Code of Ethics states: "Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency." (National Association of Social Workers, 2021).

Social media channels provide an excellent means to build community; however, as students utilize these tools, they should take care to do no harm to themselves, their field sites, their clients, TSSW, their classmates or to the social work profession in the process.

Dress Guidelines

Students must follow the dress code that is required of agency staff. Agency policies including, but not limited to dress, tattoos, and/or piercings must be adhered to by students. This is another factor to consider when choosing placements. Observe how people in the agency are dressed during your interview and ask questions about the agency expectations on dress and presentation
.

PROCEDURES FOR ADDRESSING ISSUES IN FIELD PRACTICUM PLACEMENT

A problem that surfaces in the field placement practicum setting may be identified initially by either the student or the field instructor. Regardless of who identifies the problem, the first step is a 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 meet with both the student and the field instructor to mediate and address the problem. When the field liaison holds the meeting with the student and field instructor, the field liaison will document the meeting, 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 and the Program Managers / Senior Field Education Coordinators for review and then shared with the student and field instructor.

Notwithstanding the process outlined above, both the agency and TSSW have the unfettered discretion to immediately remove a student from the agency setting if either the agency or TSSW 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 Specialized field semesters, they will be capable of providing MSW level practice intervention, as indicated by satisfactory ratings on the Core Competency standards on the Field Performance 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;
- Inappropriate or questionable professional behavior.

POSSIBLE OUTCOMES

A student's failure to meet the minimum number of satisfactory ratings on Core Competency standards on the Field Performance Evaluation could result in:

- The grade of Unsatisfactory "U" can be given in the following situations:
  - If the problem is sufficiently serious or:
  - If the student does not meet expectations on more than 20 percent of the Competency standards on the Performance Evaluation. This grade may require that the student be reviewed and evaluated by the Academic and Professional Standards Review Committee. But, at a minimum, the student will have to repeat the course for which the "U" was earned.
- The grade of Incomplete "I" is used in the following situations:
  - If due to illness or extraordinary circumstances, the student lacks the required time to meet expectations according to the Performance Evaluation and must make up the time and work;
  - An Incomplete must be converted into an "S" or a "U" during the semester following the one in which it was given.
  - **The proposed plan to make up hours must be approved by both the Director of Field Education and the Director of the MSW Program and cannot be issued in a student's final semester.**

REMOVAL OF A STUDENT FROM FIELD: REASONS FOR REMOVAL

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

1. Level of student performance in the placement is below standards. Using the Competency standards on the Field Performance Evaluation for the appropriate level of field practicum (Foundation or Specialized), 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 sub-standard 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 or 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 on the Field Performance Evaluation;
4. Unexpected events in the life of the student or in the agency which prevent the attainment of the Competency standards as defined on the Field Performance Evaluation;
5. The student has demonstrated an inability to work positively and instructively with other students, faculty, staff, clients, and other professionals.
6. The student has attempted to harm him or herself 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 without notification or approval.

PROCEDURES FOR ADDRESSING ISSUES IN 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 Field Education Department 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 worked out 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 Request an Academic and Professional Standards Review to determine the student's standing in the MSW program.
   b. To protect students, agencies and TSSW 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 above-mentioned process.
      - 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 FIELD PLACEMENT MAY RESULT IN AN ACADEMIC AND PROFESSIONAL STANDARDS REVIEW AND COULD RESULT IN IMMEDIATE DISMISSAL FROM THE PROGRAM.

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.

Degree Requirements Certificate (p. 637)

- Disaster Resilience Leadership Studies Certificate (p. 637)

Graduate (p. 638)

- General Graduate School Requirements (p. 638)
- Master of Social Work (p. 638)
- Master of Science in Disaster Resilience Leadership (p. 638)
- Doctor of Social Work (p. 638)

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.

To earn the **Disaster Resilience Leadership** Certificate, 15 credit hours must be earned consisting of the 5 core DRLS 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. 89) 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 consists 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. 639)
- Disaster Resilience Leadership Studies, MS (p. 639)
- Social Work, DSW (p. 640)
- Social Work, MSW (p. 641)

Undergraduate

- Social Work Minor (p. 642)

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: Anne Steinbaugh Morris
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Website: 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 equitable 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, and the social, economic, and political institutions and processes that characterize communities that are vulnerable to disasters. The program applies 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
- justice advocacy (social, climate, and environmental)
- 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. 639)

Graduate

- Disaster Resilience Leadership Studies, MS (p. 639)

Disaster Resilience Leadership Studies Certificate (Graduate)

The Disaster Resilience Leadership Studies Certificate (DRLS) within The Disaster Resilience Leadership Academy (DRLA) trains Disaster Resilience Leaders of tomorrow. The certificate focuses on the five main DRLA core competency courses for a total of15 credit hours. These courses will concentrate on the economics of disaster, human and social factors surrounding disasters and strengthening leadership within disasters. The Disaster Resilience Leadership Certificate is a stand-alone certificate.

Requirements

Course ID	Title	Credits
DRLA Core Competency Courses		
DRLS 6010	Human and Social Factors	3
DRLS 6020	Disaster Operations	3
DRLS 6030	Leadership and Economic Analytics	3
DRLS 6040	Environment and Infrastructure	3
DRLS 6050	Leadership	3
Total Credit Hours		**15**

[1] DRLS 6050 Leadership (3 c.h.) was previously numbered as DRLS 7000 Leadership (3 c.h.).

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	can be from other select graduate level programs at Tulane	9
Total Credit Hours		**36**

Dual-Degree (MSW-MS)

As a dual-degree student, no more than 12 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 7421 Research for Program Evaluation and Evidence Based Social Work (3 c.h.) counts for DRLS 6110 Rsh and Eval Crisis - Disaster (3 c.h.) and SOWK 7431 Data Analysis and Interpretation for Program Evaluation Research (3 c.h.) counts for DRLS 6032 Quantitative Analysis in D. R. (3 c.h.). These two classes count automatically toward both degrees.

Course ID	Title	Credits
DRLA Core		15
DRLA Electives		9
Shared credits between MSW and MS		12
Total Credit Hours		**36**

DRL Certificate

Please see the list of DRLS Core Competency classes listed below. For the DRL Certificate, DRLS 6110 Rsh and Eval Crisis - Disaster (3 c.h.) and DRLS 6032 Quantitative Analysis in D. R. (3 c.h.) 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 6050 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 and Economic Analytics	3
DRLS 6040	Environment and Infrastructure	3
DRLS 6050	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 6042	Integrating Climate Change	3
DRLS 7830	Independent Study	3
DRLS 7500	Continuity of Operations	3
DRLS 6023	Emerging Trends Resilience and Recovery	3
DRLS 6060	Disasters and Social Justice	3
DRLS 6710	Special Topics	3
DRLS 6720	Special Topics	3
DRLS 6730	Special Topics	3

Social Work

Programs

Graduate

- Social Work, DSW (p. 640)
- Social Work, MSW (p. 641)

Undergraduate

- Social Work Minor (p. 642)

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 be 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 Practice	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 Methods & Analysis	4
	Credit Hours	**9**
Year 2		
Fall		
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	Community Advocacy and Participatory Research for Applied Practice	4
SOWK 9310	APP Grant Writing	4
SOWK 9460	Portfolio Seminar VI	1
	Credit Hours	**9**
Year 3		
Fall		
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 Geld, 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	Social Welfare History & Policy	3
SOWK 7130	Diversity and Social Justice	3
SOWK 7211	Human Behavior and the Social Environment I	3
SOWK 7310	Introduction to Direct Social Work Practice	3
Semester 2		
Advanced Standing Starts Here		
SOWK 7421	Research for Program Evaluation and Evidence Based Social Work	3
SOWK 7230	Community Organizing and Policy Advocacy	3
SOWK 7221	Human Behavior and the Social Environment II	3
SOWK 7320	Social Work Practice with Individuals, Groups, and Families	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	Social 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	Introduction to Direct Social Work Practice	3
Semester 3		
Advanced Standing Starts Here		

SOWK 7320	Social Work Practice with Individuals, Groups, and Families	3
SOWK 7230	Community Organizing and 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	
Total Credit Hours		**18**

Tulane University

COURSE DESCRIPTIONS

Use the Search Courses (https://catalog.tulane.edu/course-search/) tool or the menu below to find courses and course information at Tulane University.

I

J

K

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M

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Y

360 Courses (CIRC)

CIRC 3600 360 Special Topics (3)
Special Topics - 360 Courses

CIRC 3601 360 Special Topics (3)
Special Topics - 360 Courses

CIRC 3602 360 Special Topics (3)
Special Topics - 360 Courses

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

Accounting (ACCN)

ACCN 2000 Introduction to Financial Analysis (3)
This single course covers fundamental concepts of financial accounting, managerial accounting, and corporate finance including valuation techniques. The course is designed for students pursuing an Entrepreneurship and Innovation minor but who are not pursuing a BSM major. It does not count towards a BSM degree. BSM students should plan on taking ACCN 2010, ACCN 3010, and FINE 3010.

ACCN 2010 Financial Accounting (3)
This BSM prerequisite introduces concepts, techniques and conventions for measuring and communicating the results of operations and the financial position of a business enterprise. It emphasizes the development and the use of financial information reported to the public.

ACCN 3010 Managerial Accounting (3)
Course examines how managers use accounting information to formulate plans, control operations and make informed managerial decisions. Students will learn cost behavior and how to use cost information in managerial decisions. Students will also learn how to develop a corporate budget and gather feedback to ensure that the budget is either properly executed or adjusted.

Prerequisite(s): ACCN 2010 and INFO 1010.

ACCN 3100 Intermediate Accounting I (3)
Course focuses on understanding how firms' operating, financing and investing activities are recorded and disclosed in the financial statements, with an emphasis on assets and their related accounts. Throughout this course, students develop the skills required to prepare and analyze corporate financial statements, as well as an understanding of how managerial incentives interplay with financial reporting. The course is appropriate for accounting and finance students, as well as students of other majors who are interested in acquiring an in-depth understanding of firms' performance using financial accounting information. (Restriction: Sophomore Standing or above.)

Prerequisite(s): ACCN 2010, FINE 3010* and MGSC 3010.
* May be taken concurrently.

ACCN 3290 Accounting Analytics (3)
This course investigates the use of accounting and related data to provide empirical evidence on business problems. Students focus on the role of the business person rather than the technology person in data analytics. That said, 'technology' is still an important part of the course. This course is taught with a hands-on approach and an emphasis on solving problems. So contributing to the class is critical. The objective is to take advantage of accounting data to solve one or more business problems. Through the course students work on all aspects of the data analytics process, including issue identification, data preparation, data analysis, and the communication of results.

Prerequisite(s): ACCN 2010.

ACCN 4100 Auditing (3)
Course examines the professional auditing function, particularly emphasizing public accounting. The course is recommended for CPA examination candidates only. This course is designed to familiarize students with the public company auditing environment and introduce them to the audit process. We will discuss such concepts as the need for financial statement audits, the current audit regulatory environment, audit reports, audit evidence, audit planning procedures, inherent risk, internal control, analytical procedures, statistical sampling, tests of controls and substantive audit tests.

Prerequisite(s): ACCN 3100.

ACCN 4110 Intermediate Accounting II (3)
Course focuses on understanding how firms' operating, financing, and investing activities are recorded and disclosed in the financial statements, with an emphasis on liabilities, stockholders' equity and their related accounts. Throughout this course, students develop the skills required to prepare and analyze corporate financial statements, as well as an understanding of how managerial incentives interplay with financial reporting. The course is appropriate for accounting and finance students, as well as students of other majors who are interested in acquiring an in-depth understanding of firms' performance using financial accounting information.

Prerequisite(s): ACCN 3100 and FINE 3010.

ACCN 4140 Advanced Managerial Accounting (3)
Course features quantitative and qualitative approaches to collecting, analyzing, and transmitting cost, revenue, and profit data for internal planning and control. The course also explores the use of current data analysis tools and data visualization to communicate by using problems, large datasets and computer-based cases. The course develops students' skills for problem identification, data analysis, conclusion justification and impact recognition.

Prerequisite(s): ACCN 3010.

ACCN 4550 Accounting Internship (1)
Freeman School majors may elect to do a Business Internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The Internship must be related to one of the majors offered through the BSM program, and the Internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the Internship, the student must visit the Career Management Center for instructions. The student receives the final grade for the Internship on a Satisfactory/Unsatisfactory basis upon submitting the paper/evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the "curricular practical training" option for students with F-1 visa status.

ACCN 4570 Risk Management, Complex Contracts and Accounting (3)
This course provides students with a holistic view of how innovative contracts are used by companies to tailor financing to their customized risk management, leverage and cost of capital needs. Students will learn how to identify and measure risks, evaluate risk management strategies and understand the accounting for these complex transactions. The course also features a significant Data Analytics Component to enable students to use Data to measure, quantify, and even predict risk.

Prerequisite(s): FINE 3010 and ACCN 2010.

ACCN 4900 Independent Study (1-4)
Freeman School seniors who demonstrate academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the supervising faculty. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Accounting major requirements for a BSM degree; the independent study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ACCN 4910 Independent Study (1-4)
Freeman School seniors who demonstrate academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the supervising faculty. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Accounting major requirements for a BSM degree; the independent study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ACCN 4920 Independent Study (1-4)
Freeman School seniors who demonstrate academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the supervising faculty. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Accounting major requirements for a BSM degree; the independent study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ACCN 5380 Business Study Abroad - ACCN (1-20)
Study aboard course in Accounting.

ACCN 5390 Business Study Abroad - ACCN (1-20)
Study aboard course in Accounting.

ACCN 6000 Financial Accounting (2)
This course introduces basic concepts underlying the reporting of economic activities to external users. It emphasizes the concepts and relationships underlying the income statement, balance sheet, statement of cash flows, and statement of changes in shareholders' equity. The course also covers ESG accounting standards, and it builds the accounting skills necessary to help understand and value firms, to assess performance, and to effectively engage in the capital markets.

ACCN 6010 Managerial Accounting (2)
In this course, we delve into the complexities of cost management and control within challenging business landscapes, focusing on essential costing methods like cost allocation, CVP analysis, budgeting, and variance analysis. These techniques are vital for effective navigation in intricate business scenarios and for making strategic financial decisions. Through practical case studies and real-world examples, students will gain hands-on experience in applying these cost management techniques, further enhancing their ability to make informed, strategic decisions. We will also examine the current landscape of corporate sustainability reporting. We examine how companies measure the impact of a company's sustainability efforts and judge the reliability of the information.

Prerequisite(s): ACCN 6000.

ACCN 6030 Financial Reporting I (3)
This is a concept-oriented course that introduces the intensive examination of financial reporting issues and financial statement categories, focusing on the asset side of the balance sheet.

ACCN 6040 Financial Reporting II (3)
This is a concept-oriented course that continues the intensive examination of financial reporting issues and financial statement categories begun in Financial Reporting I, focusing on the liability side of the balance sheet. Prerequisite(s): ACCN 6030.

Prerequisite(s): ACCN 6030.

ACCN 6050 Accounting Measurement, Reporting, and Control (3)
This course introduces basic concepts underlying the measurement and reporting of a business's economic activities, how to use this information to inform managerial decisions, and how accounting information is used as part of the managerial control system. The course is loosely divided into three topics: 1) The concepts and relationships underlying the income statement, balance sheet and statement of cash flows; 2) Using accounting information to make decisions about resource allocations and to evaluate the performance of firms, business units and managers; and 3) Using accounting information as part of an overall control system to ensure that the organization is meeting its goals. The course is intended as an introduction for individuals who will make business decisions, evaluate other firms, business units, or managers, or be evaluated themselves via accounting information.

ACCN 7000 Environmental, Social, and Governance (ESG) Reports (3)
This course is a hands-on experiential learning course. Students will work with a local or regional company and review its operations through an ESG lens and develop an ESG report for the company. As part of this exercise, students will learn about metrics and standards of ESG reporting and learn about how firms are thinking about an acting on ESG concerns in practice.

ACCN 7100 Ethics in Accounting and Finance (3)
This course focuses on the practice of accounting and finance and what common sense morality (informed by philosophy, professional expectations, and peer conversation) says is ethical. Current ethical questions and controversies in the fields of accounting and finance are explored. Through class exercises, group discussions, presentations, lectures, and readings, students cultivate their own moral sense and improve their capacity for ethical decisions and conduct.

ACCN 7110 Auditing (3)
This course introduces students to the auditing profession with an emphasis on financial statement audits of public and private companies. Fundamental auditing concepts, including how auditors assess and respond to various types of risks, are studied to provide students with a conceptual understanding of audit procedures used in practice.

Prerequisite(s): (ACCN 3100 and 4110) or ACCN 6040.

ACCN 7120 Advanced Financial Accounting (3)
Advanced and problem areas in financial accounting and reporting are examined. Topics include the equity method of reporting investments, accounting for mergers and acquisitions, consolidated financial statements, accounting for partnerships, foreign currency transactions, and accounting for governmental and other not-for-profit organizations.

Prerequisite(s): ACCN 2010, 6000 or 6050.

ACCN 7130 Financial Statement Analysis (3)
This course provides an overview of the use of financial accounting information for evaluating past performance and predicting future performance of a company or division. Managerial incentives affecting various accounting and reporting policy choices are considered, as well as the related regulatory and ethical issues. While a significant part of the course centers on estimating the value of publicly-traded common stocks, the techniques covered in the course can be used in many other settings, such as credit analysis, management consulting, and auditing.

Prerequisite(s): ACCN 2010, 6000, 6030 or 6050.

ACCN 7140 Advanced Managerial Accounting (3)
This course explores recent developments in managerial accounting theory and practice. The course features quantitative and qualitative approaches to collecting, analyzing, and transmitting cost, revenue, and profit data for internal planning and control, and it uses readings, problems, cases, and computer exercises.

Prerequisite(s): ACCN 3010, 6010, 6030 or 6050.

ACCN 7150 Accounting Information Systems (3)
Concepts of accounting and computer systems are integrated to develop an understanding of accounting information systems. Through extensive use of computer systems, this course emphasizes the development, use, and maintenance of such systems.

Prerequisite(s): ACCN 2010, 6000, 6030 or 6050.

ACCN 7200 Accounting Research (3)
This course employs an experiential case approach to build accounting research skills. Each case presents a complex accounting issue. Students are required to use research sources to reach conclusions regarding the correct accounting treatment for the issue. The primary research sources are (a) the U.S. Accounting Standards Codification (ASC) and the International Financial Reporting Standards (IFRS). Additional sources include FASB concept statements, the AICPA Code of Professional Conduct, AICPA GAAP and Audit Guides, academic articles, and professional articles. AI tools, such as Chat GPT, can also be helpful. For many cases, students will work with a partner to write memorandums to present their conclusions, much as they would in practice. For other cases, students will form teams for in-class competitions. Each case enables students to develop a unique research skill. These skills fall into three main categories: (a) identifying relevant code sections and other research sources, (b) appropriately applying the research sources to the issue at hand, and (c) effectively communicating conclusions.

Prerequisite(s): (ACCN 2010 and 3010) or (ACCN 6000 and 6010) or ACCN 6050.

ACCN 7240 Forensic Accounting (3)
In the context of this course, “forensic” means “suitable for the courts.” The main areas of forensic accounting are the interpretation of financial statements, fraud, business valuation, and economic damages with specific topics including lost profits, personal injury, wrongful death, bankruptcy, divorce, lost value, embezzlement, graft, money laundering, and fraud investigation and prevention. This course will focus on the concepts and tools that extend the material covered in other accounting courses and will touch on many of the areas covered by the CPA exam.

Prerequisite(s): ACCN 7110 or 4100.

ACCN 7270 Advanced Risk Analytics (3)
This course explores concepts of risk and uncertainty applied to the financial management of organizations in achieving business objectives and strategies. Emphasis is placed on the role of data-driven accounting measurement and reporting in the management of such risks.

Prerequisite(s): ACCN 2010, 6000, 6030 or 6050.

ACCN 7280 Operational Risk Management (3)
This course is for students who want to start their own business, manage a department or even a whole firm. In this course, we study operational risk and examine how control systems can guard against these risks. We examine how to establish controls that will provide reasonable assurance that the organization will achieve its overall goals (i.e., strategy) in an effective and efficient manner. We specifically focus on employee control; we will explore different ways to use the control system to motivate employee effort and to direct this effort towards organizational success. In the course, students extensively analyze and discuss cases of real organizations.

ACCN 7290 Accounting Analytics (3)
The use of accounting and related data to provide empirical evidence on business problems is investigated. The course focuses on the role of the business person rather than the technology person in data analytics. That said, technology is still an important part of the course. It is taught with a hands-on approach and an emphasis on solving problems. The objective is to take advantage of accounting data to solve one or more business problems. All aspects of the data analytics process, including issue identification, data preparation, data analysis, and the communication of results are explored.

Prerequisite(s): ACCN 2010, 6000, 6030 or 6050.

ACCN 7420 Government and Not-for-Profit Accounting (3)
This course covers generally accepted accounting principles (GAAP) that govern the reporting of assets, liabilities, revenues, transfers, expenditures, gains, losses, and net assets of governmental and not-for-profit entities. Discussion of the theoretical underpinnings of GAAP, as well as the "disconnects" still present in governmental GAAP vs. "for profit" GAAP, will be included in this course.

Prerequisite(s): ACCN 6030, 6050 or 2010.

ACCN 7550 Public Accounting Internship (3)
The busy season internship is a full-time, paid internship with a major accounting firm in the spring semester. Typically, the internship takes place in the city and state in which the student plans to live and work. Students earn three graduate-level credit hours for the internship, which runs from approximately January 1 through April 15. Because this internship is full-time, students may not take coursework concurrent to the internship. Following completion of the internship, students return to campus for nine credit hours of intensive coursework until mid-May. The busy season internship provides students with a realistic introduction to the accounting profession. Since seniority in most CPA firms is primarily measured by the number of busy seasons worked, graduates who pursue the internship will have a professional advantage over students who graduated the previous May. Students should seek approval for ACCN 7550 from their MACCT faculty adviser.

Prerequisite(s): (ACCN 7110 or 4100) and (TAXN 7100 or 4100).

ACCN 7560 Professional Accounting Internship (1-3)
The corporate accounting internship lasts for at least 10 weeks and includes, but is not limited to, accounting-related functions in industry, banking, hospitals, government, not-for-profit, universities, CPA firms, or service organizations. The corporate internship can be part-time and may sometimes be a paid internship. The internship carries responsibilities above entry-level and involves the same difficulty of work and training that any new full-time hire experiences when entering a firm. The student and the firm agree on the schedule of hours, financial arrangements, and field supervision. Students should seek approval for ACCN 7560 from their MACCT faculty adviser.

ACCN 7900 Independent Study (1-3)
Independent study: Accounting.

Admiralty Law (ADMR)

ADMR 2010 Admiralty I (3)
This course will survey substantive matters, including carriage of goods by sea; charter parties; personal injury and death; collision; towage, pilotage, and salvage. Admiralty I is not a prerequisite for the course in Admiralty II; however, both Admiralty I and II are required for J.D. students prior to enrollment in any other Admiralty courses that are regularly offered. Advanced Admiralty courses may not be taken by J.D. students simultaneously with either Admiralty I or II.

ADMR 2020 Admiralty II (3)
This course deals mostly with jurisdictional and procedural matters, including jurisdiction over maritime claims, considerations of federalism, forum non conveniens, choice of law, special procedures in admiralty cases, limitation of liability, and maritime liens. Admiralty II may be taken prior to Admiralty I. Both courses must be taken by J.D. students as prerequisites to any other regularly offered admiralty courses.

ADMR 6000 Admiralty Seminar (2-3)
The Seminar will have one or more common themes to be selected by the class with some suggestions from the professor. Two possible themes are: (1) the shipping industry's decarbonization efforts and (2) the problem of abandoned seafarers and mistreatment of seafarers, particularly in the fishing industry. Students attending the first class should have given some thought as to what they would like to see the Seminar cover. Admiralty I is a prerequisite. This seminar may be taken to satisfy the upper-class writing requirement.

Prerequisite(s): ADMR 2010.

ADMR 6080 Carriage of Goods By Sea (2)
This course involves the legal problems arising out of damage to cargoes transported between the United States and foreign ports and focusing on the Carriage of Goods by Sea and Harter Acts, as well as under the Rotterdam Rules. There is an emphasis placed on the actual practice of maritime law. Students must participate in an ungraded mock cargo negotiation. Admiralty I and II are prerequisites. The course is taught by Raymond Waid who is a Shareholder in the New Orleans office of Liskow & Lewis, APLC.

Prerequisite(s): ADMR 2010 and 2020.

ADMR 6220 Personal Injury & Death (2)
An advanced course in admiralty law concentrating on rights and liabilities arising out of the personal injury and death of seamen, longshoremen, harbor-workers, and third parties under both federal and state law. Admiralty I an II are prerequisites. The course is taught by Stevan Dittman, Of Counsel with the firm of Gainsburgh, Benjamin, David, Meunier & Warshauer, L.L.C.

ADMR 6350 Collision Law and Limitation of Liability (3)
This course presents the general principles of maritime collision law, including causation, legal presumptions, the effect of statutory violations, apportionment of fault, damages, special evidentiary rules and an overview of navigation Rules of the Road and their interpretation. This course then provides an in-depth study of limitation of liability from a practical point of view. After study of the theory of limitation of liability and governing law, the procedural aspects of asserting this right will be considered in detail, as well as the content of the limitation fund and how it is distributed. This course also covers a basic comparative analysis of limitation of liability laws in the United States against the limitation of liability laws in other areas of the world.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or (ADMR 2010 and 2020).

ADMR 6430 Marine Insurance I (2)
An advanced admiralty course that focuses on the legal problems involved in insurance against physical loss or damage to maritime property (builder's risk and hull), against maritime liabilities (protection and indemnity), and for damage to cargo. JD students must have taken Admiralty I and II. JD students must write the exam, but LLM candidates may write an advanced level paper if they so choose. This course will be taught by Brandon Thibodeaux, an associate with Frilot LLC.

Prerequisite(s): (ADMR 2010 and 2020) or minimum score of PASS in 'Law Graduate Student'.

ADMR 6440 Marine Insurance II (2)
Marine Insurance II is an advanced admiralty course that focuses on the legal problems arising out of marine insurance policies. The course examines hull, cargo, P&I, commercial marine property and liability policies including the liability of agents, brokers, and underwriters, the effect of the insolvency of an insurance company, excess and surplus lines coverage, the duty of defend, reinsurance, and current problems in the law of marine insurance coverage. Admiralty I and II are prerequisites. The course is taught by Richard Cozad who is a Partner at Schouest, Bamdas, Soshea & BenMaier P.L.L.C.

Prerequisite(s): ADMR 2010 and 2020.

ADMR 6540 Personal Injury & Death (2)
An advanced course in admiralty law concentrating on rights and liabilities arising out of the personal injury and death of seamen, longshoremen, harbor-workers, and third parties under both federal and state law. J.D. students must have taken Admiralty I and II. The course is taught by Stevan Dittman, Of Counsel with the firm of Gainsburgh, Benjamin, David, Meunier & Warshauer, L.L.C.

Prerequisite(s): ADMR 2010 and 2020.

ADMR 6730 Regulation of Shipping (2)
This survey course addresses the regulation of domestic shipping and foreign shipping calling at United States ports. Primary emphasis is on the various governmental agencies that regulate shipping and maritime commerce with secondary emphasis on the role of international treaties and conventions. Specifically examined are the activities of agencies such as the Coast Guard, the Army Corps of Engineers, The Federal Maritime Commission, the Maritime Administration, the National Transportation Safety Board and various state agencies. Areas addressed include vessel inspections, pollution regulation, navigation rules, marine casualty investigations, vessel and waterfront facility security, merchant mariner licensing and license revocation, pilotage and ocean shipping regulation. This course is taught by Brian K. McNamara, a Commander and judge advocate with the United States Coast Guard. J.D. Students must have taken Adm. I and II. (2)

ADMR 6800 Towage & Offshore Services (2)
Tugboats, barges, offshore support vessels, and offshore petroleum and renewable energy installations like offshore wind farms provide crucial services in today's global economy, all of which impact towage and offshore services in the admiralty context. This course examines the history, development, and current state of laws – some familiar, some quite specialized – that apply in the context of towage and offshore services. Both casualties and contracts are studied. The course focus is on U.S. law, but the laws of other countries like the U.K. are compared and contrasted when relevant, and internationally recognized contract forms are analyzed. Admiralty I and II are prerequisites. This course is taught by David B. Sharpe who is a Partner at Lugenbuhl, Wheaton, Peck, Rankin & Hubbard.

Prerequisite(s): ADMR 2010 and 2020.

ADMR 6880 Admiralty: Vessel Documentation & Finance (2)
Students in this course work with materials concerning the documentation of vessels and financing from initial decision to construct to permanent financing. A knowledge of maritime law, commercial law and security rights is recommended. The course is conceived of as a practical course, with emphasis on the financial decisions of vessel operators and financiers. Attention is also given to maritime insurance issues affecting financiers. Admiralty I and II are prerequisites.

Prerequisite(s): ADMR 2010 and 2020.

Africana Studies (AFRS)

AFRS 1290 Semester Abroad (1-20)
Semester Abroad.

AFRS 1550 New Orleans Hip Hop I (3)
This course surveys major locations, musical influences, and aesthetic elements of New Orleans hip hop culture, with special emphasis on Bounce and the defining features of local spoken word. The course includes a required service learning component, which guides students through the completion of a public event designed to showcase New Orleans hip hop's educational and entertainment value.

AFRS 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AFRS 1940 Transfer Coursework (0-20)
Transfer coursework at the 1000 level. Departmental approval required.

Maximum Hours: 99

AFRS 2000 Introduction to Africana Studies (3)
This course serves as an introduction to the study of Africa and its Diaspora and is intended to help students understand the complexities of interdisciplinary approaches to area studies. Emphasis will be placed on the complementary nature of such scholarship and a portion of the course is devoted to learning how the same issue or thematic is treated in diverse ways depending on the disciplinary perspective of the scholar.

AFRS 2390 Semester Abroad (1-20)
Semester Abroad.

AFRS 2810 Special Topics (3,4)
Course Limit: 99

AFRS 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

AFRS 3100 Issues in Afro-Atlantic Studies (3)
An exploration of some of the central themes of Afro-Atlantic Studies through the study of selected issues arising out of the Afro-Atlantic moral, cultural, political, and religious experience.

Course Limit: 99

AFRS 3200 Issues in African Studies (3,4)
An exploration of some of the central themes of African studies through the study of selected issues arising out of the African moral, cultural, political, and religious experience.

Course Limit: 99

AFRS 3300 Issues in Africana Diaspora Studies (3,4)
An exploration of some of the central themes of African Diaspora Studies through the study of selected issues arising out of the African Diasporic moral, cultural, political, and religious experience.

Maximum Hours: 99

AFRS 3333 Hip Hop Culture & Theory (3)
This course uses a hip hop centered framework to examine issues of identity formation, economic deprivation, and policing as they impact Black people.

AFRS 3350 Black Music & Performance in New Orleans (3)
This course provides an historically situated introduction to African American music and performance traditions in New Orleans. The course opens with an exploration of the historical currents and racial economies that contributed to the making of New Orleans as a particularly Caribbean-esk site of early colonial North America. The course then considers the ways culture, race, and plays of social power gave rise to early "creolized" forms of cultural practice and artistic expression, foundational to the fashioning of black New Orleanian music and performance traditions. The syllabus then follows this conversation chronologically through a thematic exploration of various African American performance genres and spaces from Congo Square, to jazz, to brass bands and second-lines, to Mardi Gras Indians, through today's hip hop and bounce musics. Additional attention will be given to the social impacts of tourism and the aftermath of hurricane Katrina on black performance traditions, questions of citizenship, and related economies of consumption.

AFRS 3400 Black Cities (3-4)
For centuries, cities have been the primary loci for black social mobility, political activism, and creativity. This course is designed as an interdisciplinary encounter with a specific urban space in Africa or the African Diaspora that engages a wide range of materials, including historical narratives, fiction, cinema, popular music, and visual culture. This course may be repeated two times for credit.

Course Limit: 2

AFRS 3450 Race and Performance in Brazil (3)
This course explores Brazilian afro diasporic performative practices (music, dance, festivals, artistic production). Students will have an opportunity to engage with Brazilian artists, musicians, and activists to learn about samba, candomblé and capoeira. Students will be asked to connect questions of culture with politics, race, nationalism, gender and class. This culturally immersive study abroad course will build understanding of how cultural performances have been at different times celebrated, marginalized or criminalized over the course of Brazil's history. From protest movements to popular music and performance, students will explore how affective and intimate bodies are made political as repositories of national heritage or transgressive communities of dissent.

AFRS 3460 Senegal and New Orleans in the Atlantic World (3)
New Orleans and Senegal are closely linked by culture and history dating from the 18th century Atlantic World to the present. Students in this course will engage in a cultural immersion program that explores the connected and comparative histories and cultural traditions of New Orleans and Senegal. The Republic of Senegal, which achieved independence in 1960 after more than a century of French colonial rule, is arguably one of the most democratic countries in West Africa. Senegal has a population of nearly13.5 million, with 2.5 million living in Dakar, the political and economic capital, and one of West Africa's most vibrant cities. St Louis, a major port and administrative center during French colonization, and New Orleans have often been described as sister cities, and in many ways that's accurate. Students will gain a deeper understanding of the vitality, resilience, and global breadth of contemporary African and African diaspora communities.

AFRS 3470 Migration, Race, and Identity in the Dominican Republic (3)
The history of Hispaniola, currently divided into the countries of Haiti and Dominican Republic, has remained pivotal to the development of the Caribbean and the Atlantic world. The two parts of the island evolved in unique ways, thus creating distinct but interconnected societies. In the east the plantation economy went into decline very early on, thus creating a remarkable rural society, the first in the Caribbean in which free people of African descent predominated; in the west, a brutal plantation regime ended in a spectacular slave revolt (The Haitian Revolution) that shook the foundations of the Atlantic world. Students will explore the Dominican-Haitian relationship from colonial times to present and highlight the ways that the DR and Haiti are interconnected and ways in which they have developed differently.

AFRS 3722 Blackness in Latin America (3)
A principal idea in anthropology regarding identities is that they are created. Individuals and groups construct identities using a variety of forms of representation made available in music, media and various forms of cultural production, and in response to sociohistorical and political happenings. Experiences, both personal and collective, are also fodder for identity construction. Given these bases for understanding identity, Blackness in Latin America will interpret the factors that have undergirded the formation of Black racial identities in different sites of the African Diaspora, and also how Black racial identities are used to redress political, social, and economic exclusion. We will focus on case studies in Latin America including Colombia, Honduras, Cuba, and Costa Rica. The course will additionally give attention to the Caribbean and its diaspora, including Trinidad, Jamaica, and also West Indians and Puerto Ricans in the U.S. Students will examine the ways in which racial identities are communicated looking in part at the transnational flows of information filtered through music, media, art, and literature that provide the "raw materials" for identity construction, and political basis for their mobilization.

AFRS 3750 From Community to Stage (3)
This course introduces students to the story circle methodology as formulated by the Free Southern Theater and Junebug Productions. Students also learn the history of the Free Southern Theater and the Black Arts Movement in the South. Collaboration with local artists will result in the production of an original theatrical performance at the end of the semester.

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

Maximum Hours: 99

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

Maximum Hours: 99

AFRS 4180 African Cinema (3)
This course will provide a critical and interdisciplinary look at the development of African cinema from its inception in the 1960s to the present. In looking at this period, we will move from the sociopolitical upheavals of late colonialism to the recent phase of introspection and diversification. The relationship of cinematic practices to transformation in the social and economic sphere will be examined, as well as the creation of distinctively African film styles based on oral traditions. In pursuing these topics, we will consider the impact of technology, history and culture, ties to the cinema of other developing nations and co-productions.

AFRS 4300 Cultural Politics and Film (3)
This course is designed to explore developments in the cross-cultural use of media from Hollywood feature films to ethnographic documentaries, from Caribbean liberationist literature to African allegories of colonialism, and from indigenous use of film and video to Black Diasporan oppositional film practice. Issues to be addressed include Afrocentrism, Eurocentrism, ethnocentrism, multiculturalism, racism, sexism, gender, and class bias.

AFRS 4400 Afro-Brazilians (3)
Once heralded internationally as a racial democracy, Brazil has been the subject of an ongoing critical re-evaluation that has revealed a vast gap between the national ideal and the social reality. The ideas of race and the various forms of institutional and quotidian racism in Brazil make for compelling contrasts and comparisons with the United States. This course will focus on a wide range of themes, issues, and problems in Afro-Brazilian Studies since the abolition of slavery in 1888. Combining cultural history, anthropology, sociology, literature, and popular music, this course will offer a multidisciplinary approach to black culture and race relations in Brazilian society.

AFRS 4450 Black Diasporic Culture (3)
In this seminar students will look at Black cultural forms as they are created, shared, and participated in across national borders. In this process students will interpret the connections of Black culture shared across the diaspora to belonging, power, and practices of collective, and individual social resistance. We will also investigate the relationships that Black communities have with the nations in which they reside in efforts to understand why the transnational exchange becomes socially and politically important. In consideration of the ways in which Black culture takes shape and is shared transnationally the course will ask: What does it mean to think of Black culture as being transnational or diasporic? What are the political investments in the term "Black"? What does "Black culture" hope to explain? In addressing these questions, the seminar will engage transnational theory and discussions of art, politics, gender, sexuality, performance, and belief. The seminar takes a theoretical approach to understanding diasporic Black culture and incorporates case studies to root theory in everyday practice.

AFRS 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Notes: A maximum of six credits may be earned in one or two courses toward the African and African Diaspora Studies major. See also the college requirements for internships. Pre-requistites: Approval of instructor and director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AFRS 4570 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Notes: A maximum of six credits may be earned in one or two courses toward the African and African Diaspora Studies major. See also the college requirements for internships. Pre-requistites: Approval of instructor and director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AFRS 4600 African American Culture & the Arts (3)
This course provides an introductory historical survey of African American culture and the arts with an emphasis on questions of identity and the social politics of culture. Moving from the "birth" of African American culture on through the rise of black cultural forms, artistic movements and their key figures, attention will be paid to the ways African Americans have historically used realms of culture to negotiate historical conditions in the making of black selves, community and fields of social vision. Whether the Blues, the Harlem Renaissance, or Hip Hop, the central question to be explored is the extent to which "culture" has and continues to serve as a "political" medium in forging of black experience and agency in the U.S. and into the diaspora.

AFRS 4800 Black Women's Health (3)
This course examines intersectional issues of health, wellness, public policy, and identity formation for black women and girls in a variety of texts and historical contexts.

Corequisite(s): AFRS 4890.

AFRS 4810 Special Topics (3,4)
Special topics in African and African Diaspora studies. Notes: May be used to fulfill African and African Diaspora studies distribution requirements in consultation with the program director.

Maximum Hours: 99

AFRS 4811 Special Topics (3,4)

Maximum Hours: 99

AFRS 4812 Special Topics (3,4)
Special topics course as designed by visiting or permanent Africana Studies program faculty. For description, consult with the instructor or program director. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

AFRS 4821 Special Topics (1-4)
Special topics in African and African Diaspora studies. Notes: May be used to fulfill African and African Diaspora studies distribution requirements in consultation with the program director.

AFRS 4830 Special Topics (3,4)
Special topics in African and African Diaspora studies. Notes: May be used to fulfill African and African Diaspora studies distribution requirements in consultation with the program director.

Maximum Hours: 99

AFRS 4831 Special Topics (3)
Special topics in African and African Diaspora studies. Notes: May be used to fulfill African and African Diaspora studies distribution requirements in consultation with the program director.

AFRS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): AFRS 4800.

Maximum Hours: 99

AFRS 4910 Independent Study (1-3)
Open to advanced student with approval of the director and subject to availability of faculty mentor.

AFRS 4920 Independent Study (1-3)
Open to advanced student with approval of the director and subject to availability of faculty mentor.

AFRS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

AFRS 4990 Honors Thesis (3)
For especially qualified juniors and seniors with approval of the director and the Honors Committee. Students must have a minimum of a 3.000 overall grade-point average and a 3.500 grade-point average in the major.

AFRS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): AFRS 4990.

AFRS 5380 Junior Year Abroad (1-20)
Semester Abroad.

AFRS 5390 Junior Year Abroad (1-20)

AFRS 6050 Black Feminism and Social Movement in the United States (3)
This course surveys major thought and development in black feminism to understand its application to political, social, and economic issues relevant to black women's lives.

AFRS 6090 Criminal Justice and African and African Diaspora Studies (3)
This course broadens ADST course offerings at advanced levels; in addition, it enhances the disciplinary range of ADST courses.

AFRS 6875 Special Topics (3,4)

Maximum Hours: 99

AFRS 7450 Black Diasporic Culture (3)
In this seminar students will look at Black cultural forms as they are created, shared, and participated in across national borders. In this process students will interpret the connections of Black culture shared across the diaspora to belonging, power, and practices of collective, and individual social resistance. We will also investigate the relationships that Black communities have with the nations in which they reside in efforts to understand why the transnational exchange becomes socially and politically important. In consideration of the ways in which Black culture takes shape and is shared transnationally the course will ask: What does it mean to think of Black culture as being transnational or diasporic? What are the political investments in the term “Black”? What does “Black culture” hope to explain? In addressing these questions, the seminar will engage transnational theory and discussions of art, politics, gender, sexuality, performance, and belief. The seminar takes a theoretical approach to understanding diasporic Black culture and incorporates case studies to root theory in everyday practice.

AFRS 7810 Special Topics (3)

Maximum Hours: 99

AFRS 7922 Blackness in Latin America (3)
A principal idea in anthropology regarding identities is that they are created. Individuals and groups construct identities using a variety of forms of representation made available in music, media and various forms of cultural production, and in response to sociohistorical and political happenings. Experiences, both personal and collective, are also fodder for identity construction. Given these bases for understanding identity, Blackness in Latin America will interpret the factors that have undergirded the formation of Black racial identities in different sites of the African Diaspora, and also how Black racial identities are used to redress political, social, and economic exclusion. We will focus on case studies in Latin America including Colombia, Honduras, Cuba, and Costa Rica. The course will additionally give attention to the Caribbean and its diaspora, including Trinidad, Jamaica, and also West Indians and Puerto Ricans in the U.S. Students will examine the ways in which racial identities are communicated looking in part at the transnational flows of information filtered through music, media, art, and literature that provide the “raw materials” for identity construction, and political basis for their mobilization.

AFRS 7990 Independent Study (1-4)

Aging Studies (AGST)

AGST 6200 Advanced Research Methods and Design (3)
In this course, students will be introduced to the strengths and limitations of various research techniques using examples based on psychological research. During the semester, we will cover methodologies used in basic, applied, and clinical research contexts.

AGST 6300 Brain and Behavior: Structure, Physiology, and Cognition in Adult and Aging Brains (3)
This course is an introduction to the relations between the brain and behavior with particular emphasis on cognition and changes with aging. It is intended to be an overview and to prepare students to be knowledgeable about the neurobiology and changes associated with aging. After taking this course, students should have a basic understanding of a) the structure and function of nervous systems, b) the mechanisms of sensory input and motor output, c) the neurobiology underlying important higher cognitive functions such as emotion, learning and memory, language and executive function, and 4) neurodegeneration and the use of tools to assess cognitive decline.

AGST 7020 Interdisciplinary Seminar on Aging I (3)
This course is the first in a two-part, team-taught seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal impact of aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

AGST 7040 Interdisciplinary Seminar on Aging II (3)
This course is the continuation of a two-part seminar series designed to introduce students to the behavioral, biological, cognitive, physiological, and societal changes associated with aging. In particular, presenters in this course will focus on the interactive relationships between common and diverse disciplines. Special emphasis will be given to integrating knowledge and practices from across the academic community into a research approach that will serve to expand the general understanding of aging but also translate into applied practices or technologies. This course will also discuss what it means to become older within a community, what a person can expect during the aging process, and what kind of control an older person has over their aging body.

AGST 7060 Topics in Aging Research I (1)
This team-taught course introduces students to aging research topics and methods.

AGST 7080 Topics in Aging Research II (1)
This team-taught course is a treatment of select topics and methods in aging research for advanced students.

AGST 7100 Seminar in Aging (1)
This team-taught course is a treatment of advanced topics and methods in aging research for graduate students.

Course Limit: 99

AGST 7120 Independent Study/Research (0-6)
Independent Study/Research.

Maximum Hours: 99

AGST 7140 Dissertation Research (0-9)
Dissertation Research.

AGST 7160 Internship (1-6)
Internship.

AGST 7200 Advanced Research Methods and Design (3)
In this course, students will be introduced to the strengths and limitations of various research techniques using examples based on psychological research. During the semester, we will cover methodologies used in basic, applied, and clinical research contexts.

AGST 7300 Brain and Behavior: Structure, Physiology, and Cognition in Adult and Aging Brains (3)
This course is an introduction to the relations between the brain and behavior with particular emphasis on cognition and changes with aging. It is intended to be an overview and to prepare students to be knowledgeable about the neurobiology and changes associated with aging. After taking this course, students should have a basic understanding of a) the structure and function of nervous systems, b) the mechanisms of sensory input and motor output, c) the neurobiology underlying important higher cognitive functions such as emotion, learning and memory, language and executive function, and 4) neurodegeneration and the use of tools to assess cognitive decline.

AGST 9990 Dissertation Research (0-9)
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

American Sign Language Studies (ASLS)

ASLS 1010 American Sign Language I (4)
The purpose of this course is to enable students to acquire introductory knowledge of American Sign Language. A linguistic, communicative, and cultural approach will allow students to explore this visual-spatial language used by up to two million people in the United States. Instruction will focus on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar.

ASLS 1020 American Sign Language II (4)
Continuation of American Sign Language I, with focus on the expansion of vocabulary, a deepening of the understanding of grammatical structures, and the further development of communicative skills.

Prerequisite(s): ASLS 1010, LING 1010 or minimum score of PASS in 'ASLS 1020 Placement'.

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

Maximum Hours: 99

ASLS 2030 American Sign Language III (4)
Continuation of intermediate/advanced study in American Sign Language, with focus on the expansion of vocabulary, conversational skills, demonstrative skills, and receptive skills in a seminar setting. Use of grammatical structure in natural and informative settings and the further development of communicative skills. Students may enroll in Optional 20-hour service-learning course ASLS 2890-11. The co-requisite course enrollment is required.

Prerequisite(s): ASLS 1020 or minimum score of PASS in 'ASLS 2030 Placement'.

ASLS 2890 Service Learning (0-1)

Maximum Hours: 99

ASLS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level.

Maximum Hours: 99

ASLS 3050 Introduction to Interpreting ASL to English to ASL (3)
This course offers an overview of the history, philosophy, and theory of interpreting, specifically focusing on American Sign Language to English to American Sign Language. Students will discuss the mandate for equal access required by the ADA as well as agencies' application. We will learn about the market needs, the population served, the schema where interpreting takes place, certifications required, ethical requirements and testing systems.

Prerequisite(s): ASLS 1010 or minimum score of PASS in 'ASLS 3050 Placement'.

ASLS 3890 Service Learning (0-1)
Corequisite(s): ASLS 3050.

Maximum Hours: 99

ASLS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level.

Maximum Hours: 99

Anatomy - Graduate (ANAT)

ANAT 6010 Histology (5)

ANAT 6090 Gross Anatomy/Embryology (11)
Enrollment limited to students in the Anatomy department.

ANAT 7055 Graduate Histology I (3)
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and disease.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7056 Graduate Histology 2 (2)
To acquire knowledge and develop skills in microscopic anatomy and its application and relevance to human physiology, biochemical function and disease.

Prerequisite(s): ANAT 7055.

ANAT 7065 Graduate Anatomy I (7)
Provide students with a fundamental working knowledge of normal human gross, developmental, and radiological anatomy. Understanding of the structure of the human body forms the foundation of basic medical science.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7066 Graduate Anatomy 2 (4)
Provide students with a fundamental working knowledge of normal human gross, developmental, and radiological anatomy. Understanding of the structure of the human body forms the foundation of basic medical science.

Prerequisite(s): ANAT 7065.

ANAT 7090 Select Topics In Anatomy (0-4)
Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7120 Anatomy Research Sem I (1)
To learn and understand recent advances in biomedical sciences; To develop critical thinking, literature search, and presentation skills.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7130 Anatomy Research Sem II (2)
To learn and understand recent advances in biomedical sciences, To develop the skills required for evaluating research presentations and learn how to present professional work

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7240 Advances in Anatomical Sciences I (1)
Students present one original research paper on a current topic in anatomical science research (cell, animal model, human).

ANAT 7250 Advances in Anatomical Sci II (1)
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease. To understand how to develop new ideas for solving old and new clinical science questions

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7350 Anatomical Techniques (3)
To develop an understanding of the knowledge and skills involved in anatomical research and tissue preparation, as well as its application and relevance to human structure, physiology and disease

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7360 Leadership in Healthcare (3)
To confront the challenges facing modern health care , experts and organizations are calling for an increase in leadership· capabilitles. The Association of American Medical Colleges (AAMC) calls for a "focus on organizational leadership in a new era of health care.' The mission statement or the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders. To meet this need, this course, Leadership In Health Care, will engage with leadership topics to intentionally train students in the qualities consistently demonstrated by leaders when performing at their personal best with a focus on topics particularly crucial to healthcare.

ANAT 7410 Grad Intro Functional Anatomy (1)
This course provides an introduction to the physical principles of normal function and physiology in cells and tissues.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7420 Graduate Systems Functional Anatomy (1)
This course provides an analysis of the physical principles of normal function and physiology in organ system.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7510 Teaching Micro Anatomy 1 (1)
To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7520 Teaching Microscopic Anat 2 (2)
To develop the skills required for evaluating and applying teaching skills in microscopic anatomy

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7560 Signal Transduction/Hormone Ac (2)
This course provides in-depth knowledge of cell signaling.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7575 Graduate Neuroscience (6)
To acquire knowledge and develop skills in dissection-oriented neuroanatomy and neuroscience, and its application and relevance to human physiology and clinical disease.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7600 Anatomy Research (1-9)
Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7610 Teaching Techniques in Hlth Sc (2)
To develop the skills required for non-interactive educational formats in health sciences education and the application of these skills in medical and health sciences education

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7620 Interactive Teaching Technique (2)
To develop the skills required for evaluating and applying interactive teaching formats in health sciences education and the application of these skills to medical and health sciences education

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7630 Clinical Grand Rounds Surgery (1)
To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7640 Clinical Grand Rounds Medicine (1)
To learn and understand current advances in clinical management of patients in surgery; To develop the skills required for evaluating patient and case presentations

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7750 Teaching Gross & Deve Anatomy (3)
To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental anatomy.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7760 Teaching Neuroanatomy (1)
To develop the skills required for evaluating and applying teaching skills in dissection-based gross and developmental neuroanatomy.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7790 Adv Surgery based Anat Dissect (5)
Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7810 Research Design & Methods 1 (3)
Students will attend a series of lectures and practical sessions on the principles of centrifugation, tissue preparation for protein extractions, western blotting, RNA isolation and real time PCR, plating and cell culture techniques, and gel doc recording.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7820 Research Design & Methods 2 (3)
Students will attend a series of lectures and practical sessions on the principles of tissue processing for microtomy, tissue microtomy for light microscopy, paraffin types and paraffin embedding of tissue, and histochemistry of tissue staining.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 7830 Research Project Presentation (5)
To develop the skills required for evaluating research, its application and relevance to human structure, physiology and disease.

ANAT 7840 Research Thesis (6)
The student will present research as a written record and present, discuss and defend the research before a thesis committee.

Enrollment limited to students in the Structural Cell Biology (MD) department.

ANAT 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Structural Cell Biology (MD) department.

Maximum Hours: 99

ANAT 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Structural Cell Biology (MD) department.

Maximum Hours: 99

Anthropology (ANTH)

ANTH 1010 Introduction to Biological Anthropology (3)
This course provides an introduction to the study of Homo Sapiens from an evolutionary, biological, behavioral, and biocultural perspective. Topics covered include: the history of evolutionary thought, basic human genetics, the anatomy and behavioral ecology of the living primates, human evolution via the study of fossil hominins, modern human variation and adaptation, and the study of the human skeleton in forensic anthropology and bioarchaeology.

ANTH 1020 Cultural Anthropology (3)
The observed range of variation of ways of life around the world. The cross-cultural investigation of becoming and being human. Comparative treatment of social organization, subsistence activities, values, and religion.

ANTH 1030 Languages of The World (3)
This course aims to equip students with some basic facts about the world's languages, a fundamental prerequisite to understanding the nature of human language. We will be examining: (1) the diversity of languages across space and time, and (2) the fundamental similarities of languages. We will address a range of questions about language through an exploration of the following areas: language families and historical relationships, linguistic typology, language universals, sound and structure features of the world's languages, and writing systems.

ANTH 1040 Ancient Societies (3)
Introduction to key transformations in human history and prehistory as they have been identified and discussed by anthropological archaeologists. Consideration of basic principles of archaeology, human evolution and expansion, origins of agriculture and sedentary village societies, development of archaic states and ancient civilizations. Of interest to majors and prospective majors in anthropology and related fields.

ANTH 1101 Native America: Introduction (3)
Though only 0.9% of the US population, Native Americans have played and continue to play an important part in American society. Largely invisibilized by the foregrounding of other ethnic minority groups, Native Americans in the US struggle for recognition (federal, state, and local), for survival as cultural groups (cf. Ile de Jean Charles evacuation/resettlement), and for basic rights (legal protections, religious freedom, education, health services, and subsistence). While focusing primarily on Native American groups in the US, this course will explore the histories of indigenous peoples. Vignettes of the cultures, languages, philosophies and lifeways of indigenous Americans provide the backdrop for coming to know the modern autochthonous peoples.

ANTH 1103 Great Hoaxes and Fantasies in Archaeology (3)
This course studies popular fantasies, cult theories, and hoaxes in the study of the ancient world to explore the role of archaeology in the development of popular notions versus scientific understandings about the past. Furthermore, this course will explore how archaeology can, in fact, identify unscientific research approaches, determine the validity of these notions, and counteract those modern biases and prejudices that give rise to them.

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

Maximum Hours: 99

ANTH 2030 The Anthropology of Women and Men (3)
A cross-cultural survey of women in society and culture among hunters and gatherers, pastoral nomads and agriculturalists of Oceania, the Near East, Africa, and the New World. Kinship and female symbolism in Africa, women and men in myths in traditional societies. Cross-cultural variability of women's roles and status and the variability of women's and men's language and behavior.

ANTH 2340 Introduction to Archaeology (3)
Introduction to basic principles of archaeological method and theory. Consideration of the history of archaeology, major paradigms in archaeological thought, basic techniques of fieldwork, basic techniques in analyzing archaeological finds, and intellectual frameworks for interpreting patterns in archaeological datasets. Consideration of selected case studies. Of interest to majors and prospective majors in anthropology, and potentially to majors in classical archaeology and related fields.

ANTH 2350 Architecture and Power in the Ancient World (3)
This class will explore how political, religious, ideological and cultural ideas among the world’s earliest urban civilizations were inscribed in the landscape in the form of monumental construction. To achieve these objectives the class will study five different regions of the ancient world with the goal of evaluating how built space (buildings, monuments, and public plazas) helped develop and maintain socio-political hierarchy, i.e., "civilization".

ANTH 2360 Ancient Trade and Commerce (3)
Introduction to the study of regional and interregional trade and exchange in ancient times based on archaeological evidence. This course considers diverse theories and methods developed to make archaeological inferences about ancient trade and exchange and examines how the study of trade and exchange informs us about sociopolitical systems and economic relations and how they vary over time and space. Of interest to majors and prospective majors in anthropology and related fields.

ANTH 2370 Anthropology and Global Health (3)
This course explores how anthropologists study global health as a cultural practice. It also explores how anthropologists and anthropological methods contribute to the creation and current practice of global health. Students examine the globalization of public health, the relationship between culture, health, and development, and the cultural construction of health. Of interest to majors and prospective majors in anthropology, public health, and related disciplines.

ANTH 2810 Special Topics in Anthropology (3-4)
Special topics in Anthropology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

ANTH 3010 Hunters and Gatherers (3)
Comparative study of selected modern and past groups of hunter-gatherers. Anthropological approaches to understanding subsistence practices, social organization, and cultural change in non-agricultural societies. Both ethnographic and archaeological cases will be considered.

ANTH 3020 Ethnobiology (3)
In general, ethnobiology explores relationships between local societies and surrounding biota. Trajectories within the field over time have researched nomenclature, classification, use, and management of natural resources in diverse cultural contexts on several continents. This course investigates the past, present, and future of the field while presenting its applications as it relates to conservation of traditional knowledge, culture, and natural resources. Delving into branches of ethnobiology, namely ethnobotany, anthrozoology, ethnomycology and ethnoecology we will explore the vast human-nature relationships across the globe, while concomitantly interrogating our own relationship with the natural world.

ANTH 3035 Race and Migration (3)
Race and Migration explores how race and culture impact the settlement experiences of migrating people. We will focus primarily on Latinos, West Indians, and Asians and use New York City as a primary sight of investigation, but also examine case studies of migration within the Caribbean and Latin America. Questions the course will address include: how do people go from having diverse national and cultural identities to being people with a "race?" How does becoming a "raced" person shape identity, economic mobility, and social and cultural belonging? How are people differently affected by being placed in social categories in adoptive homes? How do migrants both preserve and create new culture? How do they remain connected to their countries of origin? Where do they find power? In pursuit of these questions, we will consider theories on race, culture, diaspora, nation, transnationalism, exclusion, and belonging.

ANTH 3060 Ethnology of South America (3)
Ethnology of the indigenous peoples of lowland South America and adjacent southern Central America. The course examines cultural developments from prehistory to the present. Models for the classification of indigenous cultures, societies, and languages are critically reviewed.

ANTH 3090 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3091 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3092 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3093 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3094 Selected Cultural Systems (3)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3095 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3096 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3097 Selected Cultural Systems (3,4)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3098 Selected Cultural Systems (3)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3099 Selected Cutural Systems (3)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 3110 Cultures of Sub-Saharan Africa (3)
A survey of the cultures of sub-Saharan Africa from the time of European contact to the present. A detailed study of selected African cultures, identifying, and explaining cultural diversity and unity of African cultures, and comparing African cultures with cultures of other geographic areas. Inequality, development, the family, gender roles, kinship systems, and world view are considered.

ANTH 3120 Anthropology of Sex and Reproduction (3)
An exploration of the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Current issues, such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, will be examined from within an evolutionary framework and/or using a cross-cultural approach.

ANTH 3140 Primate Ecology and Behavior (3,4)
An introduction to the social and physical diversity of the Order Primates, emphasizing the biology, ecology, and behavior of living nonhuman primates. Social structure will be explored from an evolutionary perspective, and the ecological and social constraints on behavioral flexibility will be examined. Examples will cover both field and laboratory investigations of nonhuman primates.

ANTH 3160 Peoples of The Pacific (3)
Introduction to the cultures of Polynesia, Micronesia, Melanesia, and Australia from the first settlement to the emergence of modern nation-states.

ANTH 3190 Economic Anthropology (3)
The study of economic behavior in band, tribal, and peasant societies. Emphasis on the impact of culture and environment on economic decision-making in the Third World. Competing theoretical approaches, particularly evolutionary, ecological, substantivist and Marxist are critically reviewed.

ANTH 3195 Financial Lives (3,4)
This course focuses on the expansion of financial services on daily life in both U.S. and non-U.S societies. We will use ethnographic case-studies to explore different institutions and mechanisms by which people organize their debt and credit relations. The first part of the course will be an overview of anthropological concepts and frameworks for understanding debt and sociality. The second part will focus on the diverse meanings of homeownership in U.S. society, Brazil, and China.

ANTH 3200 Magic, Witchcraft and Religion (3)
This course is an exploration into religion and the occult. We will examine a wide range of topics, such as hauntings, spirit possession, the role of evil in the moral imagination, and the construction of symbols as well as various practices associated healing, witchcraft (or sorcery) accusations, and the experience of suffering and death. Anthropological approaches challenge the categories of "religion" and "witchcraft", which stem from Western conceptions of reality, Christianity, and ethnocentric views of the "other".

ANTH 3240 Ancient Civilizations of Mesoamerica (3)
Survey of the ancient civilizations of Mexico and Central America. Overview of culture history from the first settled villages through the Spanish conquest. Special emphasis on the cultural developments of the Olmec, Zapotec, Maya, Toltec, and Aztec societies of highland Mexico, Gulf coast, and lowland Central America. Although the course stresses archaeological data, it will also include pre-Columbian aesthetic achievements, social organization, values, written records, and adaptation to varying environments.

ANTH 3290 The Nature of Language (3)
Language as a reflection of the human mind and the role of language in defining the essence of humanity. Language and the expression of social values. Emphasis on analysis of primary linguistic data. Critical examination of theories of linguistic structure.

ANTH 3300 History of Writing (3,4)
This course looks at the different systems of writing which have been used in various cultures through time with attention to the materials and purpose in relation to the cultures. Orientation to and practice in decipherment are included. Finally, the issues of modern script development are introduced.

ANTH 3310 Historical Linguistics (3,4)
Survey of the field of paleopathology, the study of health and disease in ancient populations. Topics include methods for identifying evidence of injury and disease in bones, teeth, and mummified tissue; ancient medicine and surgery; chemical approaches to reconstructing diet; and human health trends through time.

ANTH 3320 Archaeology of Gender (3)
Gender refers to the cultural norms, ideals, expectations, and rules that shape the relationships and activities of men, women, and children. People in the present and recent past have conceptualized gender in many different ways, and there is great diversity in the range of gender roles and gender relations seen in different cultures. With ethnographic and historic evidence as interpretive guides, archaeologists can offer insights into the nature of gender roles and gender relations in past societies, and into the ways that gender norms have contributed to major trends in the history and prehistory of humankind. This course is an introduction to the archaeological study of the roles of men, women, and children in past societies; the relationships among women, men, and children in past communities; and the ideologies that have legitimized and naturalized those gender roles and gender relations. Case studies covered in the course are drawn from the archaeology of the Americas, Africa, Asia, and Europe.

ANTH 3330 Anthropology of Gender (3)
A theoretical and ethnographical examination of how gender is constructed across cultures. Topics include sex and gender, gender identity, bodily experiences, masculinity and femininity, gender roles, kinship and gender, gender stratification, and gender equality, as well as gender, ethnicity, and class.

ANTH 3350 Culture and Religion (3)
Religions, ideas, ritual, and organization of primitive peoples; nativistic and messianic movements; function of religion in social systems.

ANTH 3360 Anthropology of Cities (3)
This course focuses on anthropological approaches to cities and urban life. Topics include the cultural meanings of public space and the built environment, processes of social differentiation and class formation, the role of capital, and the emergence of social movements. The second half of the course is organized around a comparison of four ethnographic case-studies of cities outside the United States and Europe. Throughout the semester, studies will also discuss how anthropological approaches may be applied to New Orleans.

ANTH 3365 The Anthropology of Sex Work (3)
This course examines sex work as a form of labor in different sites around the world. More specifically it explores what compels people to become involved in the industry, who its participants are, who seeks sex workers and why. It also considers the factors that impact the differing ways sex work is practiced and how it affects families. Tourism and its implications for sex work is an important focus of the course as well. The class proceeds as a survey of literature that will introduce students to relevant theories regarding sex work and ethnographic information that will help understand debates on its regulation and legalization. The latter part of the course will focus on these debates and moral, health, and human rights concerns. The case studies examined in the course take place primarily in the Caribbean and Latin America. As such, the course will ask important questions regarding the intersections of race, class, and sexual orientation with sex work and consider how these intersecting dynamics shape the experiences and decision making processes of both sex workers and their clientele.

ANTH 3370 Locating Southeast Asia (3,4)
This course examines contemporary Southeast Asia. As one of the most diverse regions in the world, the region confounds easy characterization. The first part of the course provides students with a broad overview of the social, cultural, and political institutions of the region with a focus on Indonesia, Thailand, the Philippines, and Vietnam. The second part turns to contemporary issues including political and economic development, religious change, and cultural constructions of identity. Readings include academic essays, short stories, and full-length ethnographies.

ANTH 3380 Stone Age Europe (3)
Europe's history is widely studied, but in terms of years, the continent's written record represents far less than 1% of the total time humans have lived there. In this course we explore the bulk of that vast (pre)history via the investigation of the Paleolithic ("Old Stone Age") Mesolithic ("Middle Stone Age") and Neolithic ("New Stone Age"). We begin with the first Homo erectus-like hominins who expanded into Europe as early as 1.7 million years ago, and examine the lifeways of European Neandertals and their presumed ancestors ca. 600,000 to 40,000 years ago. We then cover the arrival of our own species, Homo sapiens, around 54,000 years ago and explore interactions between them and the Neandertals. Around 20,000 years ago, the icy cold of the Last Glacial Maximum leads to the abandonment of northern Europe, while the end of the Last Ice Age ca. 11,700 BCE reforests the continent (bringing new challenges to the continent's Mesolithic inhabitants). The rapid spread of domestication from the Near East (the Neolithic) follows shortly thereafter, and in the Middle Neolithic megalithic monuments are built across the continent.

ANTH 3385 Creoles & Creolization (3)
Overview of theory and ethnography of current and historic processes of sociocultural contact and comingling primarily in the New World African-European-Indigenous societies that result in emergent shared group identifications. The course examines how creolization allows for cultural continuity and creativity in such new social orders where a Creole language and/or identity may be formed. Admission: anthropology and linguistics majors at level of Jr. or above; graduate students; others by permission of instructor

ANTH 3395 Ethnography of Performance and Identity in New Orleans and French Louisiana (3)
This course focuses on symbolic meaning in the vernacular expressive culture or folkloric forms of community groups in New Orleans, French Louisiana, the Gulf South region and selected out migrant locations. It addresses differential identities of tribal, ethnic, regional, religious, linguistic, occupational, class and gender affiliations--and examines aesthetic forms as a primary means to do so. Some of these are largely intangible such as music and dance, ritual and festival, narrative and jokes; others are tangible or material culture to varying degrees such as the built environment (houses, boats, landscape use), crafts, costumes and cuisine. All are examined via ethnographic and historical writing, oral histories and documentary media as to how shared cultural knowledge is performed in an array of contexts. These include dancehalls, Carnival parades, second lines, work settings, festivals, neighborhood museums, sacred spaces and so on.

ANTH 3400 Language and Culture (3)
Language is created by people and is constantly changing as the people who speak it change and adapt to new ways of being. Culture likewise is a creation of the interaction of people. Language indexes the values, beliefs, practices, power relationships and social identities of its speakers. This course will examine these facets of language use across a variety of cultures.

ANTH 3420 Semantics: Linguistic Approaches to Meaning (3)
Semantics is the study of meaning in language. As humans use language they produce meaning in any number of ways: through intonation, through body language, through contextual (in)congruities, and through the linguistic structures used. Semanticians try to limit their study to the last of these, while always aware of other meaning-creating tools. In this course, we begin with the study of logic-based theories of meaning, examining propositional meanings. At each stage in this initial investigation, we will keep in mind how this carefully restricted corpus compares with situated language use. In the second part of the course, we will systematically build in context to approach an understanding of natural semantics, the way human beings mean.

ANTH 3430 Archaeology of Cultural Landscapes (3)
Landscapes are outcomes of natural and cultural activity. Natural landscapes are formed by geological processes and climatic patterns. Cultural landscapes are shaped by the intentional and unintentional effects of human activity on the environment. The archaeological study of cultural landscapes, therefore, concerns both the social and symbolic dimensions of local and regional environments as well as anthropogenic effects on environments at local, regional, and global scales. Archaeologists interested in cultural landscapes study features such as earthen mounds, embankments, monumental architecture, ritual places and cemeteries, the built environment of human settlements, canals, ditches, fields, and signs of human impacts on natural environments. Archaeologists typically study specific sites, but the archaeological study of landscapes emphasizes the significance of specific sites within broader regional contexts. An archaeological perspective benefits the study of landscapes because archaeologists are inherently interested in the effects of both long-term trends and short-term changes on the ways that groups of people interact with each other and with their environment. In this course, emphasis is placed on selected case studies from Europe, the North Atlantic, the South Pacific, and the Americas, although selected comparative cases and examples shall also be drawn from Africa and Asia.

ANTH 3435 Disasters and Past Societies (3)
Consideration of case studies in how past societies have prepared for or responded to disasters, critical reflection on "natural" and "cultural" forces that contribute to catastrophic events and that shape the aftermath of disasters, comparative assessment of relationships between culture and environment, and application of resilience theory and models of cultural collapse towards understanding the effects of disasters on past societies.

ANTH 3440 Dialect in America (3)
Introduction to language variation both geographically and socially. The course looks at the development of dialects, the methods for studying language variation, and the ways language may be a tool for both personal expression and reinforcing social structures.

ANTH 3441 Lexicography (3)
Lexicography is the making of dictionaries. Dictionaries take many forms and fulfill many functions. Dictionaries have evolved new formats; professional lexicographers share word gleaning with internet users. Dictionaries may be monolingual, di-, tri-, or multi-lingual, etymological or encyclopedic, synchronic or diachronic, prescriptive or descriptive, terminological or generic. Dictionary construction requires a number of skills which co-vary with the type of dictionary to be produced. This course provides an overview of dictionaries, their forms, formats and histories, while fostering a basic skill set for harvesting words and compiling lexicons. Dictionaries provide a cognitive map to communities of speakers, both past and present.

ANTH 3450 Methods of Observation in Behavioral Research (3)
This course focuses on the development, design, analysis, and presentation of research on behavior using observational methods. While these methods can be used on captive populations (zoo, research center) they are also appropriate for studies of free-ranging animals, including human beings. The student will be exposed to the specific challenges of observational research, and learn appropriate levels of analysis.

ANTH 3470 Many Faces of Islam (3)
Islam is a fundamental human experience in diverse socio-historic and cultural milieux. Ethnographies of Muslim communities highlight the heterogenity of Islamic perspectives and traditions. Focus on culturally situated Islamic practices and belief systems fosters a critical understanding of the emergent Islamic identities and their historico-cultural underpinnings.

ANTH 3480 African Modernities (3)
This course focuses on the problem of conceptualizing modernity in Africa. Examining cases from throughout the continent, we will consider cultural developments such as romantic love, fashion, and consumption as well as new forms of religiosity and novel developments in established religions, economic change, state corruption, and violence.

ANTH 3490 Ancient Ireland (3)
This class explores the “history before history” of Ireland as revealed through the field of archaeology. Archaeologists reconstruct prehistoric “lifeways” via the examination of artifacts (tools as well as food remains [both animal and plant]), humanly-created features on the landscape such as dwellings, burials and tombs, and even entire settlements. For this course, we will cover the original peopling of Ireland by Mesolithic hunter-gatherers at the end of the last Ice Age ca. 11,700 years ago, through the introduction of agriculture to the island (the Neolithic), and the Bronze Age through the Iron Age. We finish by discussing Medieval Ireland, including Viking settlements.

ANTH 3495 In Sickness and in Health: Disease, Death, and the Living in Ireland (3)
This class provides a bioanthropological perspective on health in Ireland from prehistory to today. We begin by introducing key concepts in medical anthropology. We then discuss epidemics, followed by an examination of infectious and metabolic diseases associated with urbanization and industrialization, the Great Famine, and health of marginalized people in nineteenth century to present-day Ireland. We next use paleopathology, the study of ancient disease, to look at specific cases of morbidity from Irish prehistory, including so-called “bog people.”

ANTH 3520 Diaspora Yoruba (3)
Familiarizes students with the fundamentals of Yoruba language and culture; shows students how Diaspora dynamics have changed Yoruba language and culture; uses Diaspora Yoruba to teach students the principles of language death and innovation involving tones, vowels, nasalization, word formation, and sentence structure.

ANTH 3535 Native American Language and Linguistics (3)
This course will explore the richness of the linguistic diversity still preserved in the Native American languages of this hemisphere. Two thirds of the Native American languages spoken at time of European immigration have perished. Today even languages with large communities of fluent speakers face heavy assimilatory pressures. Language loss and simplification are rapidly changing the wordscape of the Americas.

ANTH 3545 Urban Music: Race Class and Sexuality (3)
Urban Music: Race, Class, and Sexuality will examine how hip-hop and dancehall reggae music cultures are informed by racial and class identities, are used as tools to express these identities, and are mediums through which people address marginalization. The course will also consider how these music cultures are tied to representations of gender and sexuality, and the meaning that can be made from their connections. Through this exploration, students will analyze how music and performance can impact listeners in contradicting ways. For example: providing a sense of esteem and empowerment, but perhaps also perpetuating racial and gender stereotypes, and violence. As an overarching theme, the course will consider the ways in which popular cultural forms are political, and are reflections of society at large, therefore serving as important microcosms through which to interpret it.

ANTH 3550 Social Change, Sustainability, and Postcolonial Identity in the Caribbean (3)
The St. Martin Program is an intensive, immersive service-learning program that combines a 3-credit class (ANTH 3550: Social Change, Sustainability, and Postcolonial Identity in the Caribbean) with community engagement. The course is based in the small binational island of St. Martin (Lesser Antilles). It includes a mandatory, zero-credit service-learning component, which will satisfy one tier of the public service graduation requirement. The primary purpose of the program is for students to meaningfully engage with locals, work and meet with community members committed to cultural, food, and economic sustainability, as well as gain an in-depth understanding of anthropological concepts and research methodology, especially as they relate to postcolonial contexts and the shaping of cultural/linguistic identities and socio- economic/political systems.

ANTH 3560 Environmental Archaeology (3)
This course examines the fundamentally important relationship between human behavior and environmental change in the past. It looks at both the ways in which humans have responded to their environmental circumstances and the ways in which human activities have influenced environmental conditions at various scales. The course explores methods for learning about environmental conditions in the past and the nature of human interaction with the environment. The course also presents basic information on some particularly important topics concerning past human/environment interactions, including (1) causes of global climate change, (2) human roles in Pleistocene megafauna, (3) post-Pleistocene adaptation, (4) the origins of agriculture and animal domestication, (5) agricultural landscape modification and environmental over-exploitation, and (6) Holocene changes in human health, including the origins of modern disease epidemics.

ANTH 3570 Indigenous Movements in Latin America (3)
This course will give an overview of indigenous movements in Latin America and reflect on the advantages and shortcomings of these movements' recent approaches to rights discourses in the face of legal and extrajudicial forms of state violence. By comparing cases from Mexico, Guatemala, and Bolivia, we will analyze the connections between colonialism, the implementation of neoliberal policies, institutional racism, and states' recognition and application of indigenous rights.

ANTH 3580 The Politics of Fieldwork (3)
This course will give an overview of some of the main discussions in anthropology around the theories, methods, and politics of ethnographic fieldwork. Students will engage with critical perspectives on issues of positionality, reflexivity, representation, and embodiment, which are essential aspects in designing a research project, engaging in fieldwork, interpreting and analyzing data, and disseminating the research products. Throughout the course, we will analyze how each one of these issues and phases is enmeshed in interlocking power dynamics involving race, gender, class, ethnicity, sexuality, and nationality. We will interrogate the objectivity paradigm, learn about activist, collaborative, decolonizing, and Indigenous methodologies, their multiple challenges and critiques, and discuss anthropologists' reflections on their own fieldwork experiences. The main goal of the course is to guide students in the process of developing a creative, ethical approach to fieldwork.

ANTH 3590 Introduction To Syntax (3)
Introduction of transformational generative syntax, with examples from selected areas of English grammar. Formal models in grammatical description. Emphasis on the logic of linguistic argumentation.

ANTH 3630 Linguistic Phonetics (3)
The course offers an overview of articulatory and acoustic phonetics with emphasis on matching acoustic cues closely with the articulatory gestures. The first part of the course will study the articulatory and acoustic cues to range of English and non-English speech sounds with information about the normal range of variation. The second part will focus on collecting and interpreting acoustic data, and using such data as evidence to solve phonological problems in normal and pathological speech.

ANTH 3640 Phonology (3)
This course provides an introduction to phonological analysis and theory, with strong emphasis on description and analysis of data from a wide variety of languages. Major issues to be addressed include universal principles of human phonological systems, language-specific variation, constraints on representation of rules, the relationship of phonology to morphological and syntactic components of the grammar, and the historical underpinnings of current theoretical models.

ANTH 3650 Morphology (3)
This course provides an introduction to prosodic and non-prosodic morphology with emphasis on data analysis and argumentation. With data from a variety of languages, the first part of the course will examine non-prosodic morphological processes to highlight the typology of word structure across languages. The second part will examine morphological processes conditioned by prosody, and consider the various frameworks for analyzing the data; eventually, the course will work toward a dormal model like that of McCarth and Prince's Theory of Prosodic Morphology". The main objectives of the course are: (1) to learn to analyze morphological data; (2) to learn to compare alternative analysis for a given set of data and to find evidence to choose between the alternative, and (3) to learn to present linguistic analysis and argumentation in a coherent essay.

ANTH 3660 Discourse Analysis (3,4)
Study of written and spoken texts from a variety of languages and language use contexts. Focus on structural aspects of language (noun phrase construction and anaphora, topicalization, focus constructions, word order, deictics, and definite reference) as they relate to the situated use of language.

ANTH 3670 Language & Acquisition (3)
This course provides an introduction to issues such as the genetic basis of language ability and acquisition; neurological aspects of linguistic knowledge; first language acquisition. Emphasis will be laid on child language data collection, description and analysis. Other issues covered are: (1) language acquisition in special populations (deaf children, blind children, children with mental retardation, children with autism and children with specific language impairment); (2) childhood bilingualism.

Prerequisite(s): ANTH 1030 or 3290.

ANTH 3680 Language and Power (3)
Exploration of the ways that language indexes, reflects, and constructs power. Cross-cultural study of the interrelationship of social ascriptions, attitudes toward groups and their members, and the speech patterns of in-group/out-group members. Examination of the manipulation of power and its linguistic correlates in the domains of medicine, the media, education, and the law. Effects of language policy, especially officialization and standardization, on speakers of minority languages or codes.

ANTH 3690 Language and Gender (3,4)
An exploration of the structures of language, phonological, morphological, syntactic, semantic, and pragmatic, as they index, inter-relate with, and construct gender identities cross-culturally.

ANTH 3700 Environmental Anthropology (3)
Critically reviews case studies of ecosystemic and energetic relations between human populations, cultures, and the environment in diverse ethnographic settings of the world, such as Amazonia, the Great Basin, New Guinea, and Southeast Asia. Examines the historical emergence of ecological paradigms in anthropology. Compares the modern contributions of cultural ecology, evolutionary ecology, ethnoecology, and historical ecology. Evaluates potential contributions of ecological anthropology to general ecology.

ANTH 3710 Historical Ecology of Amazonia (3)
Interactions between local peoples and Amazonian landscapes from prehistory to the present. Amazonian landscapes as an analytic unit will be examined from the interdisciplinary perspective of historical ecology. Changes and development of forests and savannas since the arrival of human beings. Historical, ecological, cultural forces involved in biological and edaphic diversity in modern forests. Long-term effects of prehistoric and historic human occupations and manipulation of landscapes. Implications for conservation and development.

ANTH 3720 Adaptation and Human Variability (3)
Biological adaptations of living human populations to their environments, and the interaction of these adaptations with cultural patterns. Relationships of body size, form, and composition to climatic and nutritional factors in various geographical groups of modern man. Major adaptive problems facing the human species are discussed and implications for the future explored.

ANTH 3725 Menstruation: Biology and Culture (3)
This is a 3-credit course designed for upper-level undergraduates and graduate students from any discipline who are interested in learning about menstruation as a biological and cultural phenomenon. As part of this course, you'll practice talking about and writing about menstruation in ways that are inclusive and respectful of individual experience. We'll also develop a deeper understanding of underlying physiology, past and present theoretical approaches to studying menstruation, and the role science and technology plays in our ongoing interaction with and interpretation of menstruation. Equivalent graduate course: ANTH 6725.

ANTH 3730 Principles of Forensic Anthropology (3)
Introduction to forensic anthropology, a subdiscipline of physical anthropology concerned with the identification of human skeletal remains in medico-legal contexts. Surveys the history of the field and the techniques used to determine age, sex, and physical characteristics of an individual from skeletonized remains, as well as methods used for positive identification, estimating time since death, and determining cause and manner of death.

ANTH 3735 Bioarchaeology of Human Sacrifice (3)
This course will examine the literary, archaeological, and skeletal evidence of human sacrifice in past societies. It will critically review written accounts and physical evidence of the offering of human lives in ritual contexts, with a focus on archaeological sites that show convincing evidence of such activities. Case studies will be used to explore the question of why human lives were offered in particular places and times, while critically evaluating the evidence used to document and interpret such practices.

ANTH 3745 Bioarchaeology of Mummies (3,4)
Mummified human remains open a fragile window into the past. They provide unique information about the physical characteristics, health and diet of ancient peoples, as well as information on cultural modification of the body (head shaping, piercing, tattooing, hair styles), funerary practices, and cultural concepts of death and the afterlife. Mummies can be investigated from various perspectives (textual, iconographic, biomedical, ethnographical, archaeological), but are studied most effectively using a multidisciplinary approach involving archaeologists, biological anthropologists, conservators, and specialists in medical imaging, paleogenetics and geochemistry. Bioarchaeology, the application of biological anthropology to archaeological research questions, is a term commonly used today to describe this multidisciplinary approach to studying the dead. This course will examine preserved human bodies from around the world, with an emphasis on scientific studies that seek to reconstruct their life histories and postmortem treatment.

ANTH 3750 Bones, Bodies and Disease (3)
Survey of the field of paleopathology, the study of health and disease in ancient populations. Topics include methods for identifying evidence of injury and disease in bones, teeth, and mummified tissue; ancient medicine and surgery; chemical approaches to reconstructing diet; and human health trends through time.

ANTH 3755 Human Osteology (3)
The objective of this course is to learn the anatomy of the human skeleton and dentition and the techniques physical anthropologists use to excavate, identify, and analyze human skeletal remains. You will learn how to identify the various bones of the skeleton, how to distinguish human from non-human bone, how to determine sex and estimate age at death; and how to measure bones in order to reconstruct living stature and physical characteristics from skeletal remains. Examples from archaeological excavations and forensic cases will be used to illustrate the kinds of information human skeletons can provide about ancient and modern populations. Practical and written exams and laboratory exercises hone your skills at recognizing anatomical landmarks, identifying fragmentary osteological material. measuring bones, and conducting a detailed skeletal inventory.

ANTH 3760 Primate Evolution and Adaptation (3)
This course will focus on the anatomy, evolution and adaptive radiation of the Order Primates. Basic information on living primates and detailed investigation of the primate fossil record will be presented. The dynamic nature of the field will be the subject of class discussion and investigative essays.

ANTH 3770 Global Vietnam (3,4)
In this class, we draw on a variety of resources—historical essays, short stories, ethnographic essays, memoirs, and videos—in order to gain a better understanding of how refugees, migrants, and their children are forging their sense of self in order to become Vietnamese anew in places far from their presumed geographic home. We will use global Vietnamese communities as case-studies to explore theoretical concepts around critical refugee studies, diaspora, and transnationalism.

ANTH 3780 Language Death (3)
Every fortnight a human language dies. Half the languages spoken in the Western Hemisphere at the turn of the 19th century have died. This course examines the forces that lead to language death, strategies that speakers whose linguistic heritage is endangered may deploy to revitalize their languages, and tools that linguists have used to preserve the knowledges of human speech communities.

ANTH 3850 The Four-Field Model (3)
Philosophical underpinnings of general anthropology. Epistemological ramifications of four anthropological fields (subdisciplines) as complete coverage of the subject matter. Contingency vs. rationale in the amalgamation of the four fields, as distinctive and definitive of the holistic study of Homosapiens. Initial development of the model in the British Isles; institutionalization in 20th century North America. Connections to study of natives of the New World and salvage ethnography. Growth and specialization in subdisciplines. Debates over the logic and practicality in continuing cohesion of the model. May be taken as capstone, with ANTH 5110. Students who sign up for the capstone, will have an extra class session, times listed under ANTH 7850.

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

Maximum Hours: 99

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

Corequisite(s): ANTH 3770.

Maximum Hours: 99

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

Maximum Hours: 99

ANTH 3899 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

ANTH 4060 Anthropology Proseminar (3)
It is a four-field seminar course, covering archaeology, linguistics, physical anthropology and socio-cultural anthropology. Topics vary with the current research interests of the faculty presenting the course. Students do primary and secondary research, present their findings orally and in writing. This course draws together the four subdisciplines of anthropology, integrating them in the approach to a body of theory, an array of methods and an emerging set of data congruent with the topical theme.

ANTH 4120 Conquest and Colonialism (3)
Comparative and global perspectives on the archaeology of culture contact and colonialism.

ANTH 4130 North American Prehistory (3)
A survey of the archaeology of Canada and the United States from the appearance of man in the New World to the arrival of the Europeans.

ANTH 4150 African Prehistory (3)
Survey of African prehistory from the earliest tool-makers (Olduvai Gorge, etc.) to protohistoric times. Emphasis on Africa south of the Sahara for later prehistory. Africa's role in human origins, development and spread of food-producing economies, the African Iron Age, early contacts with Arabic and European peoples.

ANTH 4210 Seminar in Historical Ecology (3)
The scientific and philosophical basis of the research program of historical ecology. Comparisons with cultural ecology, cultural materialism, evolutionary biology, landscape ecology. Distinctions and convergences between evolution and history. Hard-core postulates. Case studies from Amazonia, tropical Africa, Europe, Southeast Asia, East Asia (especially the Japanese archipelago and adjoining Pacific Rim).

ANTH 4410 Olmec and Maya Civilization (3)
Examines the development of highly advanced cultures and societies in one of the centers of native American civilization. Although the presentation stresses archaeological data, the course considers pre-Hispanic aesthetic achievements, social organization, values, written records, and adaptation to varying environments.

ANTH 4510 Species Concepts in Human Paleontology (3)
The number of proposed fossil hominid/hominin species has mushroomed in recent years yet the recognition of species in the human fossil record remains a daunting task. However, in order to reconstruct the phylogenetic (ancestor-descendent) relationships among humans, our ancestors, and close collateral relatives, we must group hominin fossils into meaningful taxonomic categories, ones that likely reflect truly monophyletic (shared common ancestor) descent patterns. This course explores different evolutionary species concepts and their applicability to human paleontology. Current approaches to the reconstruction of phylogenetic relationships are then discussed, and the taxonomic status of hominin species is assessed.

ANTH 4560 Internship Studies (1-3)
Internships in anthropology are available to qualified juniors and seniors on a limited basis for individual projects conducted in association with various private firms, public and private organizations, or governmental institutions in New Orleans. Students will work under professional supervision at these sites, and consult with a faculty sponsor. Requirements include a written report on the experience, and an evaluation by the supervisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 4570 Internship (1-3)
Internships in anthropology are available to qualified juniors and seniors on a limited basis for individual projects conducted in association with various private firms, public and private organizations, or governmental institutions in New Orleans. Students will work under professional supervision at these sites, and consult with a faculty sponsor. Requirements include a written report on the experience, and an evaluation by the supervisor.

Maximum Hours: 99

ANTH 4610 Ceramic Analysis (3)
A laboratory course dealing with the descriptive analysis of archaeological ceramics. Introduction to aspects of ceramic technology, classification, description, and the use of ceramics in archaeological research. Emphasis will be on practical methods and techniques for analyzing, describing, reporting, and graphically representing ceramic artifacts.

ANTH 4620 Lithic Analysis (3)
A laboratory course dealing with the technological analysis of lithic artifacts. Introduction to fracture mechanics and flint napping, debitage analysis and classification. Application of principles and methods of technological classification, description, and graphical representation to archaeological specimens and modern replicates.

ANTH 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 4910 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 4920 Independent Study (1-3)
By arrangement.

Maximum Hours: 99

ANTH 4930 Languages of Louisiana (3,4)
Examines the current and historical linguistic situation in Louisiana, from indigenous languages spoken at the time of contact with Europeans to the present. Covers basic features of the languages as well as their social settings. Students will further conduct independent field research projects, alone or in small groups, focusing on languages spoken in southern Louisiana, in particular in the city of New Orleans.

ANTH 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

ANTH 4950 Special Projects (3)
By arrangement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 4960 Special Projects (3)
By arrangement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 4990 Honors Thesis (3)
Honors Thesis.

ANTH 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ANTH 4990.

ANTH 5190 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

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

Maximum Hours: 99

ANTH 6001 Introduction to Anthropology (1)
Anthropology is the scientific study of humankind. This course provides a broad overview of the different sub-disciplinary approaches to knowledge of humans and our close relatives. Anthropological archaeology examines artifacts and other physical remains to construct a picture of lifeways. Biological Anthropology collates evidence from primatology, paleoanthropology, bioarchaeology, forensic science and biology. Linguistics studies natural human communication, aural-oral, gestural, and written, as well as exploring constructed languages, codes and analogous animal systems. Sociocultural anthropology encompasses both the specific and comparative study of contemporary human societies and cultures.

ANTH 6010 Quantitative Methods in ANTH (3)
An introduction to mathematical methods relevant to anthropology.

ANTH 6020 The Neandertal Enigma (3)
The Neandertals are the best-understood group of non-modern fossil hominids, having been known to science since 1856. Yet even today they inspire many provocative questions. Who were the Neandertals? How were they different from us? Did they have language? How and why did they disappear? Were they our ancestors, or did our ancestors out compete them? And if the Neandertals were not our ancestors, then who were? These are some of the questions we will explore in this class on the classic cavemen.

ANTH 6060 Ethnology of South America (3)
Ethnology of the indigenous peoples of lowland South America and adjacent southern Central America. The course examines cultural developments from prehistory to the present. Models for the classification of indigenous cultures, societies, and languages are critically reviewed.

ANTH 6090 Selected Cultural Systms (3)
Selected Cultural Systems. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

ANTH 6091 Selected Cultural Systems (3)
Selected Cultural Systems. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 6092 Selected Cultural Systems (3)
Selected Cultural Systems. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 6093 Selected Cultural Systems (3)
Selected Cultural Systems.

ANTH 6094 Selected Cultural Systems (3-4)
Selected Cultural Systems.

ANTH 6095 Selected Cultural Systems (3-4)
Selected Cultural Systems. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 6096 Selected Cultural Systems (3,4)
Selected Cultural Systems. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 6097 Selected Cultural Systems (3)
Selected Cultural Systems.

ANTH 6100 South American Archaeology (3)
Survey of South American archaeology with primary focus on the Andean area. Overview of culture history from the Paleoindian period through the Spanish conquest.

ANTH 6120 Anthropology of Sex and Reproduction (3)
An exploration of the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Current issues, such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, will be examined from within an evolutionary framework and/or using a cross-cultural approach.

ANTH 6130 Southeastern U.S. Prehistory (3)
Survey of the various problems of archaeology of the Southeastern United States.

ANTH 6140 Primate Ecology and Behavior (3,4)
This course will familiarize students with the Order Primates, with an emphasis on the rules" of and constraints on nonhuman primate social structure

ANTH 6210 Development of Anthropological Theory (3)
Origin and development of anthropology since the Renaissance.

ANTH 6220 Material Culture (3)
This course considers how objects embody social relationships and cultural meanings from a variety of perspectives. The major goal of the course is to enhance our understanding of the diversity of people's engagement with the material world to shape social relations. This course is also an attempt to re-connect sub-disciplines of anthropology (socio-cultural anthropology, archaeology, physical anthropology, and linguistics) and to build a general anthropology" of material culture. The course is also relevant to students in related disciplines such as art history

ANTH 6230 Archaeological Theory (3,4)
An introduction to theoretical basis of modern archaeology. The implications of theory for excavation, analysis, and interpretation.

ANTH 6240 Technical Analyses for Archaeology (3)
A survey of scientific analytic techniques that have been adapted for application to common archaeological problems such as site discovery, dating, site formation processes, artifact source and function, and subsistence and diet. Examination of methodological literature and case studies.

ANTH 6340 Medical Anthropology (3)
Survey of the relationships among disease, curing, culture and environment. Topics include problems of adapting modern medicines to diverse cultures; explication of the social and cultural correlates of physical and mental health and disease (social epidemiology); cross-cultural variation in disease concepts, medical practices, role of patients, and mental health; health and nutritional implications of planned culture change; contributions of anthropology to health-policy decisions of development organizations.

ANTH 6350 Culture and Religion (3)
Religions, ideas, ritual, and organization of primitive peoples; nativistic and messianic movements; function of religion in social systems.

ANTH 6370 Locating Southeast Asia (3)
As one of the most diverse regions in the world, Southeast Asia confounds easy characterization. This course introduces students to the extraordinary diversity of Southeast Asian peoples, cultures, and political economy. We will locate the region through a comparative survey as well as through interdisciplinary and ethnographic inquiries that explore key elements of the region, including livelihoods, family ties, middle class aspirations, literature and music, rapid urbanization, economic transformations, and ecological challenges.

ANTH 6380 Stone Age Europe (3)
Europe's history is widely studied, but in terms of years, the continent's written record represents far less than 1% of the total time humans have lived there. In this course we explore the bulk of that vast (pre)history via the investigation of the Paleolithic ("Old Stone Age") Mesolithic ("Middle Stone Age") andNeolithic ("New Stone Age"). We begin with the first Homo erectus-like hominins who expanded into Europe as early as1.7 million years ago, and examine the lifeways of European Neandertals and their presumed ancestors ca. 600,000 to40,000 years ago. We then cover the arrival of our own species, Homo sapiens, around 54,000 years ago and explore interactions between them and the Neandertals. Around 20,000 years ago, the icy cold of the Last Glacial Maximum leads to the abandonment of northern Europe, while the end of the Last Ice Age ca. 11,700 BCE reforests the continent(bringing new challenges to the continent's Mesolithic inhabitants). The rapid spread of domestication from the Near East(the Neolithic) follows shortly thereafter, and in the Middle Neolithic megalithic monuments are built across the continent.

ANTH 6385 Creoles & Creolization (3)
Overview of theory and ethnography of current and historic processes of sociocultural contact and comingling primarily in the New World African-European-Indigenous societies that result in emergent shared group identifications. The course examines how creolization allows for cultural continuity and creativity in such new social orders where a Creole language and/or identity may be formed. Admission: anthropology and linguistics majors at level of Jr. or above; graduate students; others by permission of instructor

ANTH 6395 Ethnography of Performance and Identity in New Orleans and French Louisiana (3)
This course focuses on symbolic meaning in the vernacular expressive culture or folkloric forms of community groups in New Orleans, French Louisiana, the Gulf South region and selected out migrant locations. It addresses differential identities of tribal, ethnic, regional, religious, linguistic, occupational, class and gender affiliations--and examines aesthetic forms as a primary means to do so. Some of these are largely intangible such as music and dance, ritual and festival, narrative and jokes; others are tangible or material culture to varying degrees such as the built environment (houses, boats, landscape use), crafts, costumes and cuisine. All are examined via ethnographic and historical writing, oral histories and documentary media as to how shared cultural knowledge is performed in an array of contexts. These include dancehalls, Carnival parades, second lines, work settings, festivals, neighborhood museums, sacred spaces and so on.

ANTH 6400 Language and Culture (3)
Language is created by people and is constantly changing as the people who speak it change and adapt to new ways of being. Culture likewise is a creation of the interaction of people. Language indexes the values, beliefs, practices, power relationships and social identities of its speakers. This course will examine these facets of language use across a variety of cultures.

ANTH 6415 Pidgins and Creoles (3)
An overview of the world's pidgin and creole languages and a survey of the theories of their origins. Capstone in Linguistics and Anthropology.

ANTH 6420 Linguistic Field Methods (3)
Acquiring and using techniques for conducting linguistic field work. Investigation of one or more languages by working with native speakers. Emphasis on defining problems, developing and testing hypotheses.

ANTH 6430 Archaeology of Cultural Landscapes (3)
Landscapes are outcomes of natural and cultural activity. Natural landscapes are formed by geological processes and climatic patterns. Cultural landscapes are shaped by the intentional and unintentional effects of human activity on the environment. The archaeological study of cultural landscapes, therefore, concerns both the social and symbolic dimensions of local and regional environments as well as anthropogenic effects on environments at local, regional, and global scales. Archaeologists interested in cultural landscapes study features such as earthen mounds, embankments, monumental architecture, ritual places and cemeteries, the built environment of human settlements, canals, ditches, fields, and signs of human impacts on natural environments. Archaeologists typically study specific sites, but the archaeological study of landscapes emphasizes the significance of specific sites within broader regional contexts. An archaeological perspective benefits the study of landscapes because archaeologists are inherently interested in the effects of both long-term trends and short-term changes on the ways that groups of people interact with each other and with their environment. In this course, emphasis is placed on selected case studies from Europe, the North Atlantic, the South Pacific, and the Americas, although selected comparative cases and examples shall also be drawn from Africa and Asia.

ANTH 6435 Disasters and Past Societies (3)
Consideration of case studies in how past societies have prepared for or responded to disasters, critical reflection on "natural" and "cultural" forces that contribute to catastrophic events and that shape the aftermath of disasters, comparative assessment of relationships between culture and environment, and application of resilience theory and models of cultural collapse towards understanding the effects of disasters on past societies.

ANTH 6480 Human Functional Morphology (3)
This course covers the functional anatomy of the human body, with emphasis on the structure, function, evolution, and development of the musculo-skeletal and nervous systems. The principle of biological uniformitarianism is used to correlate hard tissue (i.e., teeth and bone) structure with soft tissue function, since soft tissues are only rarely recovered in archaeological or paleontological settings.

ANTH 6500 Human Evolution (3)
An investigation into the evolution of modern Homo sapiens (italics) over the last ten million years. Emphasis will be placed on the fossil record of human and nonhuman primates, the role of changing environments, and migration patterns. Models from technologically simple cultures and modern nonhuman primates will be included in the consideration of developing social organizations.

ANTH 6520 Ethnographic Methods (3)
Theory and techniques involved in collecting, analyzing, and reporting ethnographic data. Validity, reliability, and precision of participant observation: probes and free lists; sampling frames and types of samples appropriate to the unit of analysis; surveys and questionnaires; selection of key informants; interdisciplinary methods; research design. Consideration of ethical issues, potential conflicts of interest, and university review board procedures and policies. Classroom exercises and field projects.

ANTH 6545 Urban Music: Race Class and Sexuality (3)
Urban Music: Race, Class, and Sexuality will examine how hip-hop and dancehall reggae music cultures are informed by racial and class identities, are used as tools to express these identities, and are mediums through which people address marginalization. The course will also consider how these music cultures are tied to representations of gender and sexuality, and the meaning that can be made from their connections. Through this exploration, students will analyze how music and performance can impact listeners in contradicting ways. For example: providing a sense of esteem and empowerment, but perhaps also perpetuating racial and gender stereotypes, and violence. As an overarching theme, the course will consider the ways in which popular cultural forms are political, and are reflections of society at large, therefore serving as important microcosms through which to interpret it.

ANTH 6570 Indigenous Movements in Latin America (3)
This course will give an overview of indigenous movements in Latin America and reflect on the advantages and shortcomings of these movements' recent approaches to rights discourses in the face of legal and extrajudicial forms of state violence. By comparing cases from Mexico, Guatemala, and Bolivia, we will analyze the connections between colonialism, the implementation of neoliberal policies, institutional racism, and states' recognition and application of indigenous rights.

ANTH 6580 The Politics of Fieldwork (3)
This course will give an overview of some of the main discussions in anthropology around the theories, methods, and politics of ethnographic fieldwork. Students will engage with critical perspectives on issues of positionality, reflexivity, representation, and embodiment, which are essential aspects in designing a research project, engaging in fieldwork, interpreting and analyzing data, and disseminating the research products. Throughout the course, we will analyze how each one of these issues and phases is enmeshed in interlocking power dynamics involving race, gender, class, ethnicity, sexuality, and nationality. We will interrogate the objectivity paradigm, learn about activist, collaborative, decolonizing, and Indigenous methodologies, their multiple challenges and critiques, and discuss anthropologists' reflections on their own fieldwork experiences. The main goal of the course is to guide students in the process of developing a creative, ethical approach to fieldwork.

ANTH 6700 Spoken Nahuatl (3)
The essentials of Nahuatl phonology, morphology, and syntax. Conversational practice and laboratory sessions along with emphasis on linguistic analysis of the language.

ANTH 6710 Historical Ecology of Amazonia (3)
Interactions between local peoples and Amazonian landscapes from prehistory to the present. Amazonian landscapes as an analytic unit will be examined from the interdisciplinary perspective of historical ecology. Changes and development of forests and savannas since the arrival of human beings. Historical, ecological, cultural forces involved in biological and edaphic diversity in modern forests. Long-term effects of prehistoric and historic human occupations and manipulation of landscapes. Implications for conservation and development.

ANTH 6720 Spoken Yoruba (3)
This course provides an introduction to the Yoruba language. Emphasis on grammar and vocabulary development, listening, speaking, reading, and writing skills. Practice in oral discussion will be enhanced by weekly dramatical presentations, poetry recitals, and story-telling.

ANTH 6725 Menstruation: Biology and Culture (3)
This is a 3-credit course designed for upper-level undergraduates and graduate students from any discipline who are interested in learning about menstruation as a biological and cultural phenomenon. As part of this course, you'll practice talking about and writing about menstruation in ways that are inclusive and respectful of individual experience. We'll also develop a deeper understanding of underlying physiology, past and present theoretical approaches to studying menstruation, and the role science and technology plays in our ongoing interaction with and interpretation of menstruation. Equivalent undergraduate course: ANTH 3725.

ANTH 6745 Bioarchaeology of Mummies (3)
Mummified human remains open a fragile window into the past. They provide unique information about the physical characteristics, health and diet of ancient peoples, as well as information on cultural modification of the body (head shaping, piercing, tattooing, hair styles), funerary practices, and cultural concepts of death and the afterlife. Mummies can be investigated from various perspectives (textual, iconographic, biomedical, ethnographical, archaeological), but are studied most effectively using a multidisciplinary approach involving archaeologists, biological anthropologists, conservators, and specialists in medical imaging, paleogenetics and geochemistry. Bioarchaeology, the application of biological anthropology to archaeological research questions, is a term commonly used today to describe this multidisciplinary approach to studying the dead. This course will examine preserved human bodies from around the world, with an emphasis on scientific studies that seek to reconstruct their life histories and postmortem treatment.

ANTH 6770 Global Vietnam (3)
In this class, we draw on a variety of resources—historical essays, short stories, ethnographic essays, memoirs, and videos—in order to gain a better understanding of how refugees, migrants, and their children are forging their sense of self in order to become Vietnamese anew in places far from their presumed geographic home. We will use global Vietnamese communities as case-studies to explore theoretical concepts around critical refugee studies, diaspora, and transnationalism.

ANTH 6800 Spoken Yucatecan Maya (3)
The essentials of Yucatecan Maya phonology, morphology, and syntax. Oral/aural exercises and conversational practice with a native speaker.

ANTH 6810 Introduction to Maya Hieroglyphs (3)
A survey of present knowledge about the nature of the pre-Columbian Maya writing system, including calendrical notation, astronomical calculations, the structure and content of phoneticism, and its relationship to other Mesoamerican writing systems.

ANTH 6840 Beginning Kaqchikel (Maya) Language (3,4)
Kaqchikel is one of the four largest Mayan groups in Guatemala, having over a million self-identified members, about half of whom speak their native mother tongue. Taught in three Kaqchikel communities in Guatemala, this six week course enables students to achieve conversational fluency and elementary reading/writing skills.

ANTH 6845 Beginning K'iche' Language (3)
K'iche' is the largest Mayan language spoken in Guatemala, with about 2.5 million speakers. Situated in Highland Guatemala, it is second only to Spanish in number of speakers. This six week summer course is taught primarily in Nahualá, a town of about 90,000 in the Department of Sololá. Students acquire basic oral and written proficiency in the language.

ANTH 6850 Intermediate K'iche' Language (3)
K'iche' is the largest Mayan language spoken in Guatemala, with about 2.5 million speakers. Situated in Highland Guatemala, it is second only to Spanish in number of speakers. This six week summer course is taught primarily in Nahualá, a town of about 90,000 in the Department of Sololá. Students acquire basic oral and written proficiency in the language.

Prerequisite(s): ANTH 6845.

ANTH 6855 Advanced K'iche' Language (3)
K'iche' is the largest Mayan language spoken in Guatemala, with about 2.5 million speakers. Situated in Highland Guatemala, it is second only to Spanish in number of speakers. This six week summer course is taught primarily in Nahualá, a town of about 90,000 in the Department of Sololá. Students acquire basic oral and written proficiency in the language.

Prerequisite(s): ANTH 6850.

ANTH 6860 Introduction to K'iche' Culture (3)
This course in an introduction to K'iche' (Maya) culture for students participating in the Mayan Language Institute realized in Guatemala in the municipalities of Antigua and Nahualá. The course will cover basic issues in K'iche' culture and society and present hands-on workshops dealing with specific aspects of the culture. Topics will include kinship patterns and relationships, social interactions, gender roles, religious practices, arts and crafts, and economic structures. Students will have direct experience learning about K'iche' cuisine, milpa agriculture, weaving, religious ceremonies, calendrical practices, and ceremonial and ritual observances. In addition, students will study examples of contemporary art, music, and literature, including the work of K'iche' poets such as Humberto Ak'abal and Pablo Garcia.

ANTH 6870 Kaqchikel Maya Culture (3)
Contemporary culture practices of the Kaqchikel in four communities of Guatemala will be examined as exemplary of the processes of cultural revitalization, integration into national and local political arenas, participation in world markets, and interaction with world religions. Culture practitioners will participate as facilitators and guest speakers.

ANTH 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 6950 Special Topics in Anthropology (3)
This special topics course in anthropology is designed to explore cutting-edge research and emerging themes across the four fields of anthropology, including cultural anthropology, biological anthropology, archaeology, and linguistic anthropology. The course is tailored to a small class size, allowing for in-depth discussions and personalized research opportunities. Students will critically engage with contemporary issues and debates within the discipline, offering a deeper understanding of the dynamic nature of anthropological research and practice.

Course Limit: 3

ANTH 7010 Readings (3)
Readings.

ANTH 7020 Readings (3)

ANTH 7031 Special Readings (1-3)

ANTH 7032 Special Readings (1-3)

ANTH 7033 Special Readings (1-3)

ANTH 7035 Race and Migration (3)
Race and Migration explores how race and culture impact the settlement experiences of migrating people. We will focus primarily on Latinos, West Indians, and Asians and use New York City as a primary sight of investigation, but also examine case studies of migration within the Caribbean and Latin America. Questions the course will address include: how do people go from having diverse national and cultural identities to being people with a "race?" How does becoming a "raced" person shape identity, economic mobility, and social and cultural belonging? How are people differently affected by being placed in social categories in adoptive homes? How do migrants both preserve and create new culture? How do they remain connected to their countries of origin? Where do they find power? In pursuit of these questions, we will consider theories on race, culture, diaspora, nation, transnationalism, exclusion, and belonging.

ANTH 7040 Special Readings (1-3)
Special Readings. Course may be repeated 3 times for credit.

Course Limit: 3

ANTH 7041 Special Readings (1-3)
Special Readings.

ANTH 7042 Special Readings (1-3)
Special Readings.

ANTH 7043 Special Readings (1-3)
Special Readings.

ANTH 7090 Selected Cultural Systms (3)
Selected Cultural Systems. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 7091 Selected Cultural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7092 Selected Cultural Systems (3)
Selected Cultural Systems.

ANTH 7093 Selected Cultural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7094 Selected Cultural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7095 Selected Cutural Systems (3)
Selected Cultural Systems. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 7096 Selected Cultural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7097 Selected Cultural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7098 Selected Cutural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7099 Selected Cultural Systems (3)
Selected Cultural Systems.

Maximum Hours: 99

ANTH 7100 Quantitative Methods Arc (3)

ANTH 7110 Cultures of Sub-Saharan Africa (3)
A survey of the cultures of sub-Saharan Africa from the time of European contact to the present. A detailed study of selected African cultures, identifying, and explaining cultural diversity and unity of African cultures, and comparing African cultures with cultures of other geographic areas. Inequality, development, the family, gender roles, kinship systems, and world view are considered.

ANTH 7120 Conquest & Colonialism (3)
Comparative and global perspectives on the archaeology of culture contact and colonialism.

ANTH 7130 North American Prehistory (3)
A survey of the archaeology of Canada and the United States from the appearance of man in the New World to the arrival of the Europeans.

ANTH 7170 Seminar In Archaeology (3)
Graduate seminar on selected topics of contemporary interest and emphasis in anthropological archaeology. Offered irregularly. Seminar topics identified by archaeology faculty members.

ANTH 7180 Adv Middle American Arch Adv Middle American Arch Advanced Middle American Archaeology (3)
Graduate seminar on selected topics of contemporary interest and emphasis in Middle American archaeology. Offered irregularly. Seminar topics identified by archaeology faculty members.

ANTH 7190 Economic Anthropology (3)
The study of economic behavior in band, tribal, and peasant societies. Emphasis on the impact of culture and environment on economic decision-making in the Third World. Competing theoretical approaches, particularly evolutionary, ecological, substantivist and Marxist are critically reviewed.

ANTH 7215 Sem. Historical Ecology (4)
The scientific and philosophical basis of the research program. Comparisons with cultural ecology, cultural materialism, evolutionary biology, landscape ecology. Distinctions and convergences between evolution and history. Hard-core postulates. Case studies from Amazonia, tropical Africa, Europe (especially France) Southeast Asia, East Asia (especially the Japanese archipelago and the adjoining Pacific Rim).

ANTH 7230 Research Design and Grant Writing (3)
This seminar for advanced graduate students considers strategies for designing and conducting theoretically driven research in anthropology, and it considers the principal characteristics of major paradigms and theoretical perspectives that shape anthropology in its contemporary forms. Designing research plans and making linkages between theory, strategies of inquiry, specific methodologies, and empirical datasets is both challenging and rewarding, and research design can take considerable amounts of time and effort. Crafting research proposals can also be both challenging and rewarding, especially given the need to communicate research plans to specialists in particular disciplines and proposal reviewers from fields of study and practice other than our own. Each student in this course will develop theoretical perspectives and methodological approaches that form the basis for the research she or he plans to conduct as a dissertation project. Each student will write a draft a proposal for dissertation research. Some discussion throughout the course will be devoted to professional development and to specific funding programs that support doctoral and postdoctoral research in anthropology and related fields of study.

ANTH 7240 Ancient Civilizations of Mesoamerica (3)
Survey of the ancient civilizations of Mexico and Central America. Overview of culture history from the first settled villages through the Spanish conquest. Special emphasis on the cultural developments of the Olmec, Zapotec, Maya, Toltec, and Aztec societies of highland Mexico, Gulf coast, and lowland Central America. Although the course stresses archaeological data, it will also include pre-Columbian aesthetic achievements, social organization, values, written records, and adaptation to varying environments.

ANTH 7250 Selected Research Topics (3)
Selected Research Topics.

ANTH 7290 Linguistic Analysis (3)
Language as a reflection of the human mind and the role of language in defining the essence of humanity. Language and the expression of social values. Emphasis on analysis of primary linguistic data. Critical examination of theories of linguistic structure.

ANTH 7300 History of Writing (3)
This course looks at the different systems of writing which have been used in various cultures through time with attention to the materials and purpose in relation to the cultures. Orientation to and practice in decipherment are included. Finally, the issues of modern script development are introduced.

ANTH 7310 Prehistory of Languages (3)
Historical Linguistics traces language change over time. Reconstruction through comparative method and internal paradigm examination is used to retro-project earlier stages of a language or a language family, elucidating interrelationships among languages, paths of migration, spheres of influence, and varieties of contact. Reconstructed vocabulary yields inferences about ancient homelands, social organization, and culture constructs. The processes observed in language change yield insights into human cognition and the language faculty.

ANTH 7320 Archaeology of Gender (3)
Gender refers to the cultural norms, ideals, expectations, and rules that shape the relationships and activities of men, women, and children. People in the present and recent past have conceptualized gender in many different ways, and there is great diversity in the range of gender roles and gender relations seen in different cultures. With ethnographic and historic evidence as interpretive guides, archaeologists can offer insights into the nature of gender roles and gender relations in past societies, and into the ways that gender norms have contributed to major trends in the history and prehistory of humankind. This course is an introduction to the archaeological study of the roles of men, women, and children in past societies; the relationships among women, men, and children in past communities; and the ideologies that have legitimized and naturalized those gender roles and gender relations. Case studies covered in the course are drawn from the archaeology of the Americas, Africa, Asia, and Europe.

ANTH 7330 Anthropology of Gender (3)
Introduction to forensic anthropology, a subdiscipline of physical anthropology concerned with the identification of human skeletal remains in medico-legal contexts. Surveys the history of the field and the techniques used to determine age, sex, and physical characteristics of an individual from skeletonized remains, as well as methods used for positive identification, estimating time since death, and determining cause and manner of death.

ANTH 7340 Dialectology (3)
Introduction to language variation both geographically and socially. The course looks at the history and methods of dialectology as well as the ways speakers demonstrate identity through speech patterns.

ANTH 7360 Anthropology of Cities (3)
This course focuses on anthropological approaches to cities and urban life. Topics include the cultural meanings of public space and the built environment, processes of social differentiation and class formation, the role of capital, and the emergence of social movements. The second half of the course is organized around a comparison of four ethnographic case-studies of cities outside the United States and Europe. Throughout the semester, studies will also discuss how anthropological approaches may be applied to New Orleans.

ANTH 7365 The Anthropology of Sex Work (3)
This course examines sex work as a form of labor in different sites around the world. More specifically it explores what compels people to become involved in the industry, who its participants are, who seeks sex workers and why. It also considers the factors that impact the differing ways sex work is practiced and how it affects families. Tourism and its implications for sex work is an important focus of the course as well. The class proceeds as a survey of literature that will introduce students to relevant theories regarding sex work and ethnographic information that will help understand debates on its regulation and legalization. The latter part of the course will focus on these debates and moral, health, and human rights concerns. The case studies examined in the course take place primarily in the Caribbean and Latin America. As such, the course will ask important questions regarding the intersections of race, class, and sexual orientation with sex work and consider how these intersecting dynamics shape the experiences and decision making processes of both sex workers and their clientele.

ANTH 7370 Locating Southeast Asia (3)
This course examines contemporary Southeast Asia. As one of the most diverse regions in the world, the region confounds easy characterization. The first part of the course provides students with a broad overview of the social, cultural, and political institutions of the region with a focus on Indonesia, Thailand, the Philippines, and Vietnam. The second part turns to contemporary issues including political and economic development, religious change, and cultural constructions of identity. Readings include academic essays, short stories, and full-length ethnographies.

ANTH 7400 Language & Culture (3)
Language is created by people and is constantly changing as the people who speak it change and adapt to new ways of being. Culture likewise is a creation of the interaction of people. Language indexes the values, beliefs, practices, power relationships and social identities of its speakers. This course will examine these facets of language use across a variety of cultures.

ANTH 7410 Prehistory of Eastern Mesoamerica (3)
Examines the development of highly advanced cultures and societies in one of the centers of native American civilization. Although the presentation stresses archaeological data, the course considers pre-Hispanic aesthetic achievements, social organization, values, written records, and adaptation to varying environments.

ANTH 7420 Semantics: Linguistic Approaches to Meaning (3)
Semantics is the study of meaning in language. As humans use language they produce meaning in any number of ways: through intonation, through body language, through contextual (in)congruities, and through the linguistic structures used. Semanticians try to limit their study to the last of these, while always aware of other meaning-creating tools. In this course, we begin with the study of logic-based theories of meaning, examining propositional meanings. At each stage in this initial investigation, we will keep in mind how this carefully restricted corpus compares with situated language use. In the second part of the course, we will systematically build in context to approach an understanding of natural semantics, the way human beings mean.

ANTH 7441 Lexicography: Dictionaries (3)
Lexicography is the making of dictionaries. Dictionaries take many forms and fulfill many functions. Dictionaries have evolved new formats; professional lexicographers share word gleaning with internet users. Dictionaries may be monolingual, di-, tri-, or multi-lingual, etymological or encyclopedic, synchronic or diachronic, prescriptive or descriptive, terminological or generic. Dictionary construction requires a number of skills which co-vary with the type of dictionary to be produced. This course provides an overview of dictionaries, their forms, formats and histories, while fostering a basic skill set for harvesting words and compiling lexicons. Dictionaries provide a cognitive map to communities of speakers, both past and present.

ANTH 7450 Methods of Observation in Behavioral Research (3)
This course focuses on the development, design, analysis, and presentation of research on behavior using observational methods. While these methods can be used on captive populations (zoo, research center) they are also appropriate for studies of free-ranging animals, including human beings. The student will be exposed to the specific challenges of observational research, and learn appropriate levels of analysis.

ANTH 7470 Many Faces of Islam (3)
Islam is a fundamental human experience in diverse socio-historic and cultural milieux. Ethnographies of Muslim communities highlight the heterogenity of Islamic perspectives and traditions. Focus on culturally situated Islamic practices and belief systems fosters a critical understanding of the emergent Islamic identities and their historico-cultural underpinnings.

ANTH 7510 Fossil Hominin Taxonomy and Systematics (3)
The number of proposed fossil hominid/hominin species has mushroomed in recent years yet the recognition of species in the human fossil record remains a daunting task. However, in order to reconstruct the phylogenetic (ancestor-descendent) relationships among humans, our ancestors, and close collateral relatives, we must group hominin fossils into meaningful taxonomic categories, ones that likely reflect truly monophyletic (shared common ancestor) descent patterns. This course explores different evolutionary species concepts and their applicability to human paleontology. Current approaches to the reconstruction of phylogenetic relationships are then discussed, and the taxonomic status of hominin species is assessed.

ANTH 7535 Native American Language and Linguistics (3)
This course will explore the richness of the linguistic diversity still preserved in the Native American languages of this hemisphere. Two thirds of the Native American languages spoken at time of European immigration have perished. Today even languages with large communities of fluent speakers face heavy assimilatory pressures. Language loss and simplification are rapidly changing the wordscape of the Americas.

ANTH 7560 Environmental Archaeology (3)
This course examines the fundamentally important relationship between human behavior and environmental change in the past. It looks at both the ways in which humans have responded to their environmental circumstances and the ways in which human activities have influenced environmental conditions at various scales. The course explores methods for learning about environmental conditions in the past and the nature of human interaction with the environment. The course also presents basic information on some particularly important topics concerning past human/environment interactions, including (1) causes of global climate change, (2) human roles in Pleistocene megafauna, (3) post-Pleistocene adaptation, (4) the origins of agriculture and animal domestication, (5) agricultural landscape modification and environmental over-exploitation, and (6) Holocene changes in human health, including the origins of modern disease epidemics.

ANTH 7570 Intermediate Kaqchikel Language (3)
Kaqchikel is one of the four largest Mayan groups in Guatemala, having over a million self-identified members, about half of whom speak their native mother tongue. Taught in three Kaqchikel communities in Guatemala, this six week course enables students to achieve conversational fluency and elementary reading/writing skills.

ANTH 7580 Advanced Kaqchikel Language (3)
Kaqchikel is one of the four largest Mayan groups in Guatemala, having over a million self-identified members, about half of whom speak their native mother tongue. Taught in three Kaqchikel communities in Guatemala, this six week course enables students to achieve conversational fluency and elementary reading/writing skills.

ANTH 7590 Syntactic Theory (3)
Introduction of transformational generative syntax, with examples from selected areas of English grammar. Formal models in grammatical description. Emphasis on the logic of linguistic argumentation.

ANTH 7610 Ceramic Analysis (3)
A laboratory course dealing with the descriptive analysis of archaeological ceramics. Introduction to aspects of ceramic technology, classification, description, and the use of ceramics in archaeological research. Emphasis will be on practical methods and techniques for analyzing, describing, reporting, and graphically representing ceramic artifacts.

ANTH 7620 Lithic Analysis (3)
A laboratory course dealing with the technological analysis of lithic artifacts. Introduction to fracture mechanics and flint napping, debitage analysis and classification. Application of principles and methods of technological classification, description, and graphical representation to archaeological specimens and modern replicates.

ANTH 7630 Linguistic Phonetics (3)
The course offers an overview of articulatory and acoustic phonetics with emphasis on matching acoustic cues closely with the articulatory gestures. The first part of the course will study the articulatory and acoustic cues to range of English and non-English speech sounds with information about the normal range of variation. The second part will focus on collecting and interpreting acoustic data, and using such data as evidence to solve phonological problems in normal and pathological speech.

ANTH 7640 Phonology (3)
This course provides an introduction to phonological analysis and theory, with strong emphasis on description and analysis of data from a wide variety of languages. Major issues to be addressed include universal principles of human phonological systems, language-specific variation, constraints on representation of rules, the relationship of phonology to morphological and syntactic components of the grammar, and the historical underpinnings of current theoretical models.

ANTH 7650 Morphology (3)
This course provides an introduction to prosodic and non-prosodic morphology with emphasis on data analysis and argumentation. With data from a variety of languages, the first part of the course will examine non-prosodic morphological processes to highlight the typology of word structure across languages. The second part will examine morphological processes conditioned by prosody, and consider the various frameworks for analyzing the data; eventually, the course will work toward a dormal model like that of McCarth and Prince's "Theory of Prosodic Morphology". The main objectives of the course are: (1) to learn to analyze morphological data; (2) to learn to compare alternative analysis for a given set of data and to find evidence to choose between the alternative, and (3) to learn to present linguistic analysis and argumentation in a coherent essay.

ANTH 7660 Discourse Analysis (3)
Study of written and spoken texts from a variety of languages and language use contexts. Focus on structural aspects of language (noun phrase construction and anaphora, topicalization, focus constructions, word order, deictics, and definite reference) as they relate to the situated use of language.

ANTH 7670 Language & Acquisition (3)
This course provides an introduction to issues such as the genetic basis of language ability and acquisition; neurological aspects of linguistic knowledge; first language acquisition; childhood bilingualism; language acquisition in special populations (deaf children, blind children, children with mental retardation, children with autism and children with specific language impairment). Emphasis will be on child language data collection, description, and analysis.

ANTH 7680 Language and Power (3)
Exploration of the ways that language indexes, reflects, and constructs power. Cross-cultural study of the interrelationship of social ascriptions, attitudes toward groups and their members, and the speech patterns of in-group/out-group members. Examination of the manipulation of power and its linguistic correlates in the domains of medicine, the media, education, and the law. Effects of language policy, especially officialization and standardization, on speakers of minority languages or codes.

ANTH 7690 Language and Gender (3)
An exploration of the structures of language, phonological, morphological, syntactic, semantic, and pragmatic, as they index, inter-relate with, and construct gender identities cross-culturally.

ANTH 7700 Ecological Anthropology (3)
Critically reviews case studies of ecosystemic and energetic relations between human populations, cultures, and the environment in diverse ethnographic settings of the world, such as Amazonia, the Great Basin, New Guinea, and Southeast Asia. Examines the historical emergence of ecological paradigms in anthropology. Compares the modern contributions of cultural ecology, evolutionary ecology, ethnoecology, and historical ecology. Evaluates potential contributions of ecological anthropology to general ecology.

ANTH 7720 Bioanthropology of Modern Humans (3)
Biological adaptations of living human populations to their environments, and the interaction of these adaptations with cultural patterns. Relationships of body size, form, and composition to climatic and nutritional factors in various geographical groups of modern man. Major adaptive problems facing the human species are discussed and implications for the future explored.

ANTH 7730 Forensic Anthropology (3)
Introduction to forensic anthropology, a subdiscipline of physical anthropology concerned with the identification of human skeletal remains in medico-legal contexts. Surveys the history of the field and the techniques used to determine age, sex, and physical characteristics of an individual from skeletonized remains, as well as methods used for positive identification, estimating time since death, and determining cause and manner of death.

ANTH 7735 Bioarcheology of Human Sacrifice (3)
This course will examine the literary, archaeological, and skeletal evidence of human sacrifice in past societies. It will critically review written accounts and physical evidence of the offering of human lives in ritual contexts, with a focus on archaeological sites that show convincing evidence of such activities. Case studies will be used to explore the question of why human lives were offered in particular places and times, while critically evaluating the evidence used to document and interpret such practices.

ANTH 7750 Human Paleopathology (3)
Survey of the field of paleopathology, the study of health and disease in ancient populations. Topics include methods for identifying evidence of injury and disease in bones, teeth, and mummified tissue; ancient medicine and surgery; chemical approaches to reconstructing diet; and human health trends through time.

ANTH 7780 Language Death (3)
Every fortnight a human language dies. Half the languages spoken in the Western Hemisphere at the turn of the 19th century have died. This course examines the forces that lead to language death, strategies that speakers whose linguistic heritage is endangered may deploy to revitalize their languages, and tools that linguists have used to preserve the knowledges of human speech communities.

ANTH 7850 The Four-Field Model (3)
Philosophical underpinnings of general anthropology. Epistemological ramifications of four anthropological fields (subdisciplines) as complete coverage of the subject matter. Contingency vs. rationale in the amalgamation of the four fields, as distinctive and definitive of the holistic study of Homosapiens. Initial development of the model in the British Isles; institutionalization in 20th century North America. Connections to study of natives of the New World and salvage ethnography. Growth and specialization in subdisciplines. Debates over the logic and practicality in continuing cohesion of the model.

ANTH 7930 Languages of Louisiana (3)
Examines the current and historical linguistic situation in Louisiana, from indigenous languages spoken at the time of contact with Europeans to the present. Covers basic features of the languages as well as their social settings. Students will further conduct independent field research projects, alone or in small groups, focusing on languages spoken in southern Louisiana, in particular in the city of New Orleans.

ANTH 7950 Special Projects (3)
Special Projects. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 7960 Special Projects (3)
Special Projects. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 7961 Special Projects (3)
Special Projects.

ANTH 7980 Thesis Research (3)
Two semester course for students writing an MA thesis in Anthropology 4+1 program.

Maximum Hours: 6

ANTH 9980 Masters Research (0)
Masters Research. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

ANTH 9990 Dissertation Research (0)
Dissertation Research. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

Anthropology (PAAN)

PAAN 2100 Land of the Pharaohs: An Introduction to Ancient Egypt (3)
In Land of the Pharaohs, we will use a combination of reading, writing, lecture, and discussion to address some of the most common questions people have about ancient Egypt and about how we are able to reconstruct parts of its history and culture, including (but not limited to): What motivated the ancient Egyptians to invest so much effort and wealth into their tombs and temples? What was life like for most ancient Egyptians? What was expected of members of society? How did this differ if one was a man or a women? How do Egyptian hieroglyphs work? Are they "picture writing"? What do we really know about ancient Egypt and how do we know it? The primary sources that we will use to answer these and other questions include: literature, letters, and administrative records; mythological stories about ancient Egyptian gods and goddesses and about creation; material culture/archaeological remains, such as artifacts found in graves; and art and architecture.

PAAN 2110 Ancient Egyptian Religion & Magic (3)
In Ancient Egyptian Religion and Magic, we will use a combination of reading, writing, lecture, and discussion to address some of the most common questions people have about ancient Egypt and about its religion, including (but not limited to): Why and how were the Great Pyramids of Giza built? What motivated the ancient Egyptians to invest so much effort and wealth into their tombs and temples? What practices in ancient Egypt should we consider part of religion? Which should we call magic? Should we even differentiate between the two? Can religion be separated from other aspects of life in ancient Egypt? Were the ancient Egyptians "religious to excess" as the historian Herodotus said? The sources that we will use to answer these and other questions include: literature, prayers, employment records, and letters; mythological stories about ancient Egyptian gods and goddesses and about creation; archaeological materials, and art and architecture.

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

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

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

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

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

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

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

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

PAAN 3200 Anthropology of Healing & Ritual (3)
This course engages a cross-cultural study of healing rituals, emphasizing how social relations and power shape the experiences, roles, practices, and interactions of patients and healers. How is healing—and its related concepts of suffering and illness— defined, managed, and understood in different social and cultural contexts? What is the relationship between healer and patient/client and the public? How are rituals, as social performances, transformative ? How do rituals designed to help manage suffering, enforce, reproduce or challenge cultural ideas about power, gender, and social order? Students will critically examine these questions through reading ethnographies, critical theory and historical essays in order to gain a deeper understanding of healing modalities throughout the world and over time. Readings for this course will examine a wide array of healing rituals and modalities including shamanism, curanderismo, Vodou/Voodoo, western biomedicine and others. Specific aspects of healing rituals will also be analyzed, including symbolism, the role of music and soundscapes, altered states of consciousness, as well as the socio-economic and political dimensions of healing. Because this course zeroes in on anthropological inquiry around the social performance of healing, it is an excellent complement to courses in health and medicine which focus on health systems. Lastly, students will reflect on what healing means in their own local communities, by composing their own research project on a healing ritual including an (optional) auto-ethnographic component.

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

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

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

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

PAAN 3912 Special Topics (3)
Special Topics in Anthropology.

PAAN 3913 Special Topics (3)
Special Topics in Anthropology.

PAAN 3914 Special Topics (3)
Special Topics in Anthropology.

PAAN 3915 Special Topics (3)
Special Topics in Anthropology.

Arabic (ARBC)

ARBC 1010 Elementary Arabic I (4)
Basic introduction to the Arabic language. Emphasis on listening, speaking, reading, and writing.

ARBC 1020 Elementary Arabic II (4)
Second semester of Arabic language.

Prerequisite(s): ARBC 1010 or minimum score of PASS in 'ARBC 1020 Placement'.

ARBC 1290 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARBC 1940 Transfer Coursework (1-4)
Transfer coursework at the 1000 level.

Course Limit: 99

ARBC 2030 Intermediate Arabic (4)
Third semester of Arabic language. Continues development of reading and writing Arabic, but emphasis is placed on oral performance.

Prerequisite(s): minimum score of PASS in 'ARBC 2030 Placement' or ARBC 1020.

ARBC 2810 Special Topics (1-4)
Special Topics

Maximum Hours: 99

ARBC 2910 Independent Study (1-3)
Independent study in Arabic.Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARBC 3010 Special Topics (3)
Special topics in language, literature, and culture of the Arab world. Course may be repeated 3 times for credit.

Course Limit: 3

ARBC 3060 Business Arabic (3)
Introduction to the vocabulary and topics related to business in the Arabic speaking world.

Prerequisite(s): ARBC 3150.

ARBC 3150 Advanced Arabic (3)
A continuation of skills developed in ARBC 2030, which is a prerequisite for ARBC 3150. The Arabic language is used as the medium of instruction, and in addition to the further development of reading, writing, listening, and speaking skills, a greater emphasis is placed on culture.

Prerequisite(s): minimum score of PASS in 'ARBC 3150 Placement' or ARBC 2030.

ARBC 3170 Media Arabic (3)
This course will introduce students to vocabulary and topics related to contemporary Arabic media.

Prerequisite(s): ARBC 3150.

ARBC 3220 Introduction to Arabic Literature (3)
A general survey of modern Arabic literature. Major trends and genres such as romanticism and realism. Focus on modern Arabic fiction, especially post-colonial period. Sample authors studied include, among others: Hanan Al-Shaykh, Baha' Tahir.

Prerequisite(s): minimum score of PASS in 'ARBC 3000 Placement', minimum score of PASS in 'ARBC 3150 Placement' or ARBC 3150.

ARBC 3250 Arab Modern Culture (3)
Intensive language and culture training and a "hands on" learning experience. May combine academic instruction on Contemporary Arab social and cultural issues with community service focusing on critical, reflective thinking and personal and civic responsibility.

Prerequisite(s): ARBC 3150.

ARBC 3300 Arabic for International Relations and Diplomacy (3)
Introduction to vocabulary and topics related to contemporary politics, foreign service, international relations and diplomacy through Arabic media. Lexical knowledge and structures related to the topics above through authentic materials, including broadcast media.

Prerequisite(s): ARBC 3150.

ARBC 3810 Special Topics (1-4)
Special Topics

Maximum Hours: 99

ARBC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ARBC 3250.

Maximum Hours: 99

ARBC 4910 Independent Study (1-4)
Independent Study in Arabic. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARBC 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARBC 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Architecture (ARCH)

ARCH 1001 Tactile Design in Architecture (3)
At the root of the architecture discipline is the study of design. In this two-week course, students will focus on analog techniques of design utilizing hand drawing, mixed media exploration, and physical model making. The course will allow students to embrace the tactile facets of the creative process as a foundation of Architecture and its allied fields. You will explore the city of New Orleans with your sketchbook, experiencing the spatial, environmental, and cultural context of New Orleans, while creating beautiful work that will be digitally archived for your professional portfolio.

ARCH 1002 Digital Design in Architecture (3)
This two-week course will focus on visual and spatial communication through digital media. Students will learn the Adobe Creative Suite (Photoshop, Illustrator, InDesign) as well as 3d modeling software to express their design ideas. We will explore the realms of digital design, representation, and production as a means of communicating information in a visual and compelling way. Students will have also the opportunity to create within our digital laboratory that includes laser cutters, 3d printers, a CNC router, and 3d scanner. You will work with innovative digital tools to compile a portfolio of work that is lively, relevant and professional.

ARCH 1003 Architecture: Real Estate (3)
Real Estate will introduce students to the fundamentals of real estate development, focusing on the complex forces and relationships that shape the built environment. In addition to class time and field trips, students will spend 15-hours of the curriculum collaborating on the Urban Land Institute's (ULI) Urban Plan project, which is a nationally recognized case assignment requiring students to form development teams to respond to a "request for proposals" for the redevelopment of a blighted site in a fictional community. The UrbanPlan project is conducted nationally at the high school, undergraduate, and graduate levels.

ARCH 1011 Architecture Studio (6)
As an introduction to the basic fundamental methods and principles of architectural design, students are given an immediate experience of the design process, developing their capacity to conceive, manipulate and analyze architectural form and space. An emphasis on verbal skills, and graphic and material techniques for architectural representation, enable students to express and communicate their ideas. The studio develops the students' capacity for critical thinking through constructive evaluation.

ARCH 1012 Architecture Studio (6)
As an introduction to the basic fundamental methods and principles of architectural design, students are given an immediate experience of the design process, developing their capacity to conceive, manipulate and analyze architectural form and space. An emphasis on verbal skills, and graphic and material techniques for architectural representation, enable students to express and communicate their ideas. The studio develops the students' capacity for critical thinking through constructive evaluation.

Prerequisite(s): ARCH 1011.

ARCH 1110 Intro to Architecture (3)
As a broad introduction to architecture, this course stresses the diversity of architectural discourse historically and presents the principle works and issues of the architectural profession today. The course serves as both a required foundation for architecture majors/minors and as a general introduction to architectural thought for non-majors. Architecture is a notoriously vast subject with many areas of consensus and a few areas of serious contention. This course will present a generalized framework of architectural thought and help to understand works of architecture and design in the larger cultures they serve.

ARCH 1111 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses.

Corequisite(s): ARCH 1112.

ARCH 1112 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses.

Corequisite(s): ARCH 1111.

ARCH 1121 History and Theory of Architecture and Urbanism I (3)
Discover the foundation and evolution of architectural tradition in this survey course, starting with prehistoric developments in Europe and continuing through the medieval period. This course is global in focus, including both Western and non-Western developments. The survey highlights a variety of aspects of the built environment such as architecture, urban settlements and landscapes. Coursework investigates monumental civic architecture, religious structures, as well as domestic buildings, the urban form, and architectural theory.

ARCH 1901 Special Topics (1-3)
Special Topics in Career Explorations. These are special workshops for pre-college students. Title and content may vary by summer term. See the Schedule of Classes or Summer School website for specific offerings.

Course Limit: 99

ARCH 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ARCH 2021 Architecture Studio (6)
Second year studio concentrates on developed architectural form and design methodologies through processes of analysis, synthesis and transformation. Students work on the conceptual frameworks for their designs, with emphasis on issues of environmental context, urban design, and cultural and technological systems and their impact on architectural form. Different approaches to the making of form are investigated, along with principles of organization, such as spatial hierarchy, circulation, structure, and site relationships. Second semester will emphasize the relationship of design to cultural precedents, site conditions, programs, and material tectonics through the study of housing. Second year studios will be fully integrated with digital media classes to ensure that students gain fluency in computer aided design processes, drawing, spatial modeling and digital design techniques.

Prerequisite(s): ARCH 1012.

ARCH 2022 Architecture Studio (6)
Second year studio concentrates on developed architectural form and design methodologies through processes of analysis, synthesis and transformation. Students work on the conceptual frameworks for their designs, with emphasis on issues of environmental context, urban design, and cultural and technological systems and their impact on architectural form. Different approaches to the making of form are investigated, along with principles of organization, such as spatial hierarchy, circulation, structure, and site relationships. Second semester will emphasize the relationship of design to cultural precedents, site conditions, programs, and material tectonics through the study of housing. Second year studios will be fully integrated with digital media classes to ensure that students gain fluency in computer aided design processes, drawing, spatial modeling and digital design techniques.

Prerequisite(s): ARCH 2021.

ARCH 2113 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses. Corequisite(s): ARCH 2114.

Corequisite(s): ARCH 2114.

ARCH 2114 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses. Corequisite(s): ARCH 2113.

Corequisite(s): ARCH 2113.

ARCH 2122 History and Theory of Architecture and Urbanism II (3)
The course covers the period from the Enlightenment through the early-Modern and high-Modern periods. While the course will emphasize the late-eighteenth (Enlightenment) creation of canonical pedagogies and strategies as foundational texts, it will also include nineteenth-century urbanism and landscapes, both of which condition the formation of material culture in the early- and mid-twentieth centuries. The course is written expressly for students of architecture; we will concentrate not only on the identification and formation of urban artifacts, buildings, architects, and movements, but also on the social, political, and historical context surrounding their genesis and development. The course material is presented according to successive themes, thereby facilitating not only an emphasis on the artifacts and their context, but also on the discourse that supports architecture as a discipline. These themes provide insight into the various motivations and ideas, upon which the history of Modern Architecture rests. In presenting the material in this manner, it is hoped that students will understand that history--in particular the history embedded in the material of architecture--indeed resonates through time, becoming relevant and vital to the genesis and formation of current and future architectural discourse.

Prerequisite(s): ARCH 1121 or AHST 3010.

ARCH 2211 Site Strategies (3)
Site Strategies is designed to prepare students of Architecture for site analysis prior to placing architectural projects in urban and non-urban contexts. Architects need to be aware of the complexities of a site in order to place a structure, understand the impacts of that placement, and to positively contribute to mitigating climate change. This class also teaches a few key skills for understanding a site: first, to understand drawing as a mode of inquiry and as a disciplinary tool to dissect the reality; and two, to develop the 'ecological view' of the reality.

ARCH 2212 Materials and Methods (3)
This course introduces the basic materials, types, and systems of building construction. After completing the course, students will be able to choose the appropriate construction materials and system for a building project and will be able to develop the preliminary structural design for a building.

ARCH 2213 Building, Climate, Comfort (4)
Creating energy-efficient homes is becoming increasingly crucial for our environment and for the wellbeing of individuals and communities. This course looks at efficiency through the strategic implementation of both passive and active systems. Students will learn about a series of building design strategies including active systems for Heating, Ventilating, and Cooling as well as passive strategies such as thermal insulation, high-performance glazing, outdoor solar shading, the use of thermal mass, and night ventilation passive.

Prerequisite(s): PHYS 1050, 1210 or 1310.

ARCH 2223 Building, Climate, Comfort Lab (0)
Building, Climate, Comfort Lab

Corequisite(s): ARCH 2213.

ARCH 2311 Digital Media (3)
An introductory course to 3D digital media concepts and techniques with a focus on the fundamental aspects of the Computer Aided Design process. Framed by a general introduction to digital media theory, students will gain fluency in a variety of software applications for the purpose of expanding the architectural design process. Specific emphasis is placed on the role of the computer as a tool for analysis, spatial investigation, and representation. Basic 3D modeling software such as AutoCad, Form.z and Rhino, will constitute the majority of course content.

ARCH 2322 Digital Media Workshop I (1)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

Corequisite(s): ARCH 2022.

ARCH 2327 Intro to Spatial Painting (3)

ARCH 2710 The City I (3)
City I is the first semester of a two-semester-long survey introduction to the multi-disciplinary field of Urban Studies. Three broad substantive themes are explored: (1) History and Morphology of Cities and City Systems; (2) Urban Ecology and Demographics; and (3) Urban Design/ Aesthetics/ Land Use /Planning. Attention is given to historically, geographically, and culturally diverse cases in order to provide a comparative framework and backdrop to contemporary practices.

ARCH 2720 The City II (3)
City II is the second semester of a two-semester-long survey introduction to the multi-disciplinary field of Urban Studies. Four broad substantive themes are examined: (1) Urban Political Economy; (2) the Social Psychology of Cities; (3) Urban Culture and Expressive Arts; and (4) Urbanism and Urban Issues. Course employs a modular focus and historical-comparative framework, but primary emphasis will be on the contemporary era.

ARCH 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 2892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 2930 Special Topics (0-6)

Maximum Hours: 99

ARCH 2931 Special Topics (3,4)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

ARCH 3031 Architecture Studio (6)
The first semester of third year will introduce students to urbanism and the city, focusing on the larger environmental context for architectural design. The second semester of third year is the culmination of the required studio sequence and is fully integrated with coursework in history/theory, technology, visual/digital media and professional concerns. Architecture 320 provides an opportunity for the student to synthesize the skills and ideas developed through two and a half years of work and apply these to the comprehensive development of a design project. Students will engage in a complex architectural project situated within an urban environment. The studio will include analysis and design at the scale of the neighborhood or the city, as well as thorough and detailed design of a large building with a complex program. Emphasis is placed on a comprehensive process including the thorough analysis of site issues and architectural precedents, detailed design development of the project, and the coordination and integration of structural, environmental and material systems in the design-work. Students will also develop skills in programming, building information modeling and management, digital fabrication methods and the production of complex digital models and working drawings through fully integrated coursework which will act as a support for the design process.

Prerequisite(s): ARCH 2022.

ARCH 3032 Architecture Studio (6)
The first semester of third year will introduce students to urbanism and the city, focusing on the larger environmental context for architectural design. The second semester of third year is the culmination of the required studio sequence and is fully integrated with coursework in history/theory, technology, visual/digital media and professional concerns. The studio provides an opportunity for the student to synthesize the skills and ideas developed through two and a half years of work and apply these to the comprehensive development of a design project. Students will engage in a complex architectural project situated within an urban environment. The studio will include analysis and design at the scale of the neighborhood or the city, as well as thorough and detailed design of a large building with a complex program. Emphasis is placed on a comprehensive process including the thorough analysis of site issues and architectural precedents, detailed design development of the project, and the coordination and integration of structural, environmental and material systems in the design-work. Students will also develop skills in programming, building information modeling and management, digital fabrication methods and the production of complex digital models and working drawings through fully integrated coursework which will act as a support for the design process.

Prerequisite(s): ARCH 3031*.
* May be taken concurrently.

ARCH 3130 Architectural Research Methods (3)
This course introduces students to various research paradigms to engage and produce architectural scholarship. Architectural Research Methods will include weekly readings and written responses, a literature review of relevant texts, and a proposal for a research topic. Students will develop skills necessary to support their work in research-based Option Studios and other courses with expectations of scholarly outputs.

ARCH 3142 Contemporary Swiss Architecture (3)
This seminar will explore significant achievements in contemporary Swiss architecture focusing on the work of Peter Zumthor, Herzog & de Meuron, and Gion Caminada. By studying a relatively limited number of key buildings and architects, the seminar will engage broader discussions regarding contemporary architectural practice in general. Where helpful or relevant, works of architecture from various global settings and time periods will be referenced.

Prerequisite(s): ARCH 2113, 2114 or 2122.

ARCH 3144 Philosophies of Architecture (3)
This seminar begins with a consideration of philosophy as a foundation for the development of an architectural theory. After a discussion of some basic concepts and terms we sketch a broad outline of the categories and organization of the discipline of philosophy. We then study the rationalist and empiricist positions in architectural theory, the emergence of Kantian critical philosophy, the shift in emphasis in 20th century philosophy from epistemology to ontology that is characteristic of Existentialism, and the late 20th century attack on traditional epistemology characteristic of poststructuralism. We then discuss the emergence of literary theory as a paradigmatic discipline in the last 30 years as well as the expansion of western philosophy to include aspects of Zen Buddhism, Taoism, and eastern mystical traditions. With this foundation, the course focuses more specifically on theories of architecture and aesthetics and their relationships to various philosophical positions.

Prerequisite(s): ARCH 1111, 1112, 2113 or 2114.

ARCH 3150 Identity & Agency in Architecture (3)
This course confronts the simple fact that the practice of architecture has a substantial diversity deficit among its professionals and argues that this has negative impacts for design of our built environment. Winston Churchill famously said, "We shape our buildings. Thereafter, they shape us." So what is the impact when our built environment is shaped through the lens of only one part of our population? How does the result shape the rest of us? This course delves into the interplay between identity and the built environment in the United States, both in the historical context and today. It focuses on how underrepresented people have and have not had voice and agency in the shaping of the American built environment and explores future potentials for a built environment that is more reflective of, and improved by, a multiplicity of identities. This is a seminar and a service learning course in which we will use both the readings and discussion of a traditional seminar and the outside-of-the-classroom engagement of service learning to understand the paradigm that we are studying and attempt to change the narrative. By bringing architectural studies to 11-13 year-old students who might not otherwise have direct access to them, we will shift the potential of identity and agency in the built environment of tomorrow. At the same time, we will learn about the built environment through the perspectives of our younger co-learners. Together, we will reshape our own experiences of the built environment and how we envision its creators. Twenty hours of service learning working with our partners in architectural studies, fieldtrips, and an exhibit installation is required. Students do not need to be architecture majors to take this course, but they must possess a seriousness of interest and intent to contribute meaningfully to both the academic and service aspects of the course.

ARCH 3214 Structural Systems (4)
This course teaches students about the performance of structural framing systems in buildings. Students gain an understanding of the relationships amongst parameters of structural framing systems and their impact on design decisions. The course covers the effects of gravitational and lateral structural loads on framing members, connections and foundation, investigated through quantitative analysis.

Prerequisite(s): PHYS 1050, 1210 or 1310.

ARCH 3215 Integrated Building Systems (4)
This course will explore the integration of building systems – structure, circulation, environmental systems and building envelope in the architectural design process. Using the knowledge of systems gained from previous Technology Systems courses, we will develop a greater understanding of the critical interrelations of these systems, their requisite calibration to environmental concerns, and the essential role they play in supporting design intent.

Prerequisite(s): ARCH 2211*, 2212*, 2213* and 3214*.
* May be taken concurrently.

ARCH 3233 Energy Modeling (3)
The application of building modeling using computer simulation tools plays an integral role in the design and evaluation of energy efficient and sustainable buildings. Architects use these simulation to understand and assess building performance at various stages of the design process. A basic understanding of energy systems, and the ability to design and manipulate them, will be especially important as we move into a future where climate change has become a reality, and environmental regulations on the built environment will tighten.

ARCH 3234 Tectonics of Anisotropic Material Properties (3)
This seminar focuses on the tectonic characteristics of component assembly through the lens of anisotropic material properties. Our goal is to gain insight into how the visual intention and the material execution are reconciled through the design and construction process, informing the tectonics of the assembly as a whole.

ARCH 3239 Space Arch/Walking Cities/Fut. (3)

ARCH 3312 Advanced Digital Media (3)
The second course of the digital media sequence covers advance techniques for digital drawing, modeling, and image production. Students will continue to explore techniques for orthographic, axonometric, and perspective projection drawing. Advanced topics will include representation techniques such as texture mapping, rendering (raytracing, global illumination, high dynamic range images, etc.), animation, procedural modeling, and parametric modeling. Software covered in the course will include Rhino, Grasshopper, V Ray, and 3DS Max.

Prerequisite(s): ARCH 2311.

ARCH 3331 Digital Media Workshop II (1)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

Corequisite(s): ARCH 3031.

ARCH 3332 Digital Media Workshop III (1)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year design studio course.

Corequisite(s): ARCH 3032.

ARCH 3335 Computional Design (3)
Prerequisite(s): ARCH 2311.

Prerequisite(s): ARCH 2311.

ARCH 3351 Digital Fabrication (3)
Prerequisite(s): ARCH 2311 or ADGM 3100.

Prerequisite(s): ARCH 2311 or ADGM 3100.

ARCH 3360 Cinematic Architecture (3)

ARCH 3363 Theories In Digital Media (3)
Prerequisite(s): ARCH 2311 or ADGM 3100.

Prerequisite(s): ARCH 2311 or ADGM 3100.

ARCH 3511 Professional Concerns I (3)
This course provides an overview of professional concerns involving Professional Practice & Ethics. The course focuses on an examination of the history of the profession and the activities, services, markets, clients, culture, and organization of professional firms. Issues relating to project management, marketing, and the economic base of architectural practice, as well as ethical issues confronting individual practitioners and the profession at large.

ARCH 3530 Ethics, Efficacy & Arch (3)

ARCH 3620 CONTEXT: Dsgn & Existing Bldgs (3)
Prerequisite(s): AHST 1121 or 3010.

Prerequisite(s): AHST 1121 or 3010.

ARCH 3630 Housing and the City (3)
Prerequisite(s): ARCH 1121 or AHST 3010.

Prerequisite(s): ARCH 1121 or AHST 3010.

ARCH 3640 Contemporary Swiss Arch (3)
Prerequisite(s): ARCH 2122 or AHST 3020.

Prerequisite(s): ARCH 2122 or AHST 3020.

ARCH 3644 Philosophies of Architecture (3)
This seminar begins with a consideration of philosophy as a foundation for the development of an architectural theory. After a discussion of some basic concepts and terms we sketch a broad outline of the categories and organization of the discipline of philosophy. We then study the rationalist and empiricist positions in architectural theory, the emergence of Kantian critical philosophy, the shift in emphasis in 20th century philosophy from epistemology to ontology that is characteristic of Existentialism, and the late 20th century attack on traditional epistemology characteristic of poststructuralism. We then discuss the emergence of literary theory as a paradigmatic discipline in the last 30 years as well as the expansion of western philosophy to include aspects of Zen Buddhism, Taoism, and eastern mystical traditions. With this foundation, the course focuses more specifically on theories of architecture and aesthetics and their relationships to various philosophical positions.

Prerequisite(s): ARCH 2122 or AHST 3020.

ARCH 3731 Urban Geography and New Orleans as a Case Study (4)
Open to everyone, this fall-semester class introduces students to the sub-discipline of urban geography by using greater New Orleans as our study area. We will explore the spatial dimensions of urbanization, investigating the underlying physical geography of cities, why they form where they do, where and how they expand, how they alter their environment, and how neighborhoods form in various demographic configurations. Through illustrated lectures and nine hours of field trips, students will come away with an expanded vocabulary and knowledge of urbanism, geography, and of New Orleans.

ARCH 3742 Design in the Public Interest (3)
Design in the Public Interest invites students to critically reflect on the role of designers, methodologies of design practice, and how we might expand our capacities to engage more diverse communities. Through lectures, readings, discussions, workshops, and local trips, students will explore the interplay between societal factors and the built environment, develop skills to explore the relationships between space, mind, and body in our environments, and merge community engagement principles with design practice to effect real-world change. Past semesters have included planning level studies, storytelling projects, design proposals for public spaces, and ideas for making interactive exhibitions. This seminar is open to all majors, offering opportunities for interdisciplinary learning in addition to interactions with community partners, practicing artists, and guest scholars.

Prerequisite(s): ARCH 1110.
Corequisite(s): ARCH 3890.

ARCH 3764 NOLA Geography for Architects (3)
This spring-semester class uses greater New Orleans to focus on the intersection between the discipline of geography and the profession of architecture. While it is particularly relevant to those in the School of Architecture, all students are welcome to enroll. Through 15+ hours of field trips and illustrated lectures on architecture, geography, and the built environment, students will come away with research skills based on an enriched understanding of both fields, and of greater New Orleans.

ARCH 3771 Latin Amer. Urban Experience (3)

ARCH 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ARCH 3742.

Maximum Hours: 99

ARCH 3891 Service Learning (0-1)

Maximum Hours: 99

ARCH 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

ARCH 4041 Advanced Studio Elective / Research (6)
Upon completion of ARCH 3032, Bachelor of Architecture students are encouraged to engage research, and research-based design opportunities. Research studios, taught by both fulltime and visiting faculty, offer a range of topics and projects which explore a variety of architectural issues and areas of research. Students choose elective studios that suit their interests, needs and goals, through focused, faculty led research topics. Advanced Studio Electives develop areas of knowledge depth as well as experience within a broader cultural and disciplinary field. Recently, research studios have ranged in focus from urban design and landscape issues to housing, materials, and design-build (through URBANbuild and Small Center). Some research studios include international travel funded by Mintz Global Travel Studio funding. Travel abroad programs (refer to section on International Study) are also available to students at this point in their education. Prerequisite(s): ARCH 3032 if pursuing a B.Arch. ARCH 2022 if pursuing a BSA.

Prerequisite(s): ARCH 2022 or 3032.

ARCH 4042 Advanced Studio Elective / Research (6)
Upon completion of ARCH 3032, Bachelor of Architecture students are encouraged to engage research, and research-based design opportunities. Research studios, taught by both fulltime and visiting faculty, offer a range of topics and projects which explore a variety of architectural issues and areas of research. Students choose elective studios that suit their interests, needs and goals, through focused, faculty led research topics. Advanced Studio Electives develop areas of knowledge depth as well as experience within a broader cultural and disciplinary field. Recently, research studios have ranged in focus from urban design and landscape issues to housing, materials, and design-build (through URBANbuild and Small Center). Some research studios include international travel funded by Mintz Global Travel Studio funding. Travel abroad programs (refer to section on International Study) are also available to students at this point in their education. Prerequisite(s): ARCH 3032 if pursuing a B.Arch. ARCH 2022 if pursuing a BSA.

Prerequisite(s): ARCH 2022 or 3032.

ARCH 4133 Museums: History, Design, Culture (3)
This seminar-style course investigates museums as preeminent cultural institutions of the 21st century. It is developed in weekly modules through substantive readings and case studies that range across architectural and programmatic typologies, sites and contexts, functional requirements, and theories and practices of display. The geographic reach of the course is international. Selected readings focus on the institutional development of museums, the roles that museums play in the construction of individual and communal identities, and the contributions that museums make particularly to urban cultural economies. Readings also address current research concerning the development of new museum publics through the application of cutting-edge digital technologies and web-based applications.

ARCH 4140 Sectional Strategies (3)
The seminar explores spatial and social themes that are revealed and explored through the vertical cut of the section. Lectures, readings and student presentations will look at both historic and contemporary projects for buildings, cities and landscapes.

Prerequisite(s): ARCH 1110 and 1012.

ARCH 4225 Engaged Urban Design (3)
Urban design includes everything from the visionary to the mundane; from the shape and endless possibilities of the public commons to the rules and regulations of equine stabling. Tulane's Small Center for Collaborative Design has long worked with cities and towns both globally and here at home, engaging with mayors, neighborhood groups, and businesses to help them envision the future of their neighborhoods and cities. In the Gulf South, Small Center has aided cities in reimagining public spaces after disaster, preserving cultural landmarks, engaging residents around public art, and more. This seminar centers around real-time, engaged projects in collaboration with local residents, neighborhoods, and cities. Students will work directly with local residents, business owners, city officials, and others working to make the City of New Orleans more engaging and equitable. Student research and design will directly support local businesses and non-profits in promoting their work through pedestrian-friendly urban design, wayfinding, parks, community gardens, zoning changes, and more.

Prerequisite(s): ARCH 1012.

ARCH 4252 Urbanbuild Technology (3)
The activities in this course, along with ARCH 4552, URBANbuild Professionalism, will require each student to demonstrate a range of abilities, and an awareness of important issues and knowledge. The research will allow students to address and solve problems of coordination and construction at varying scales. At the same time, events will continue to emphasize considerations that transcend practicality, such as spatial definition and hierarchy, formal composition, massing, proportion, and other aesthetic and psychological issues. As a continuation of research and developments initiated in the URBANbuild design studio, design/build activities are carefully coordinated in effort to satisfy the requirements of two courses: (1) ARCH 4552 URBANbuild Professionalism and (2) ARCH 4252 URBANbuild Technology

ARCH 4253 Advanced Tech Fabrication (3)

ARCH 4335 Computational Design (3)
Prerequisite(s): ARCH 2311 or ADGM 3100.

Prerequisite(s): ARCH 2311 or ADGM 3100.

ARCH 4345 The Architecture of Observation (3)
This course articulates the power of in situ sketching for recording both the logos and pathos of place. More than observation, this pattern of documen- tation will be taught as a method of field work, or on-site data collection. The sketchbook is your arsenal for observation. Composition, catalog and collage will be employed to not only articulate tangi- bles but to perhaps also capture an ethos. The media by which the explorations will occur will be largely graphite, ink and watercolor and at a scale commen- surate with field work, the sketchbook. Precedent research will occur through analysis of the field work of notable architects. As the course instructs in the cataloging of place and less in the fundamentals of sketching, some freehand drawing aptitude is expected.

Prerequisite(s): ARCH 1011.

ARCH 4347 Spatial Painting (3)
Prerequisite(s): ARCH 2327.

Prerequisite(s): ARCH 2327.

ARCH 4352 Advanced Digital Fabrication (3)

ARCH 4512 Professional Concerns II (3)
This course exams the role BIM [Building Information Modeling] takes in defining and shaping the way we imagine and construct buildings in contemporary architectural thinking and practice. The course is structured around the idea that BIM is not truly a program for modeling: it is a medium for the communication and dissemination of information to different stakeholders in a project – and as such is a tool for practice. The semester will use one BIM software, Autodesk Revit, as a case study, and through and by developing proficiency in this software and questioning its place in the discourse students will be equipped to enter the field of practice with the skills and critical thinking required to be thought leaders.

ARCH 4522 Ethics in the Built Environment (3)
Ethics is fundamentally a system of shared principles, and as such requires active discussion. These discussions can happen at the scale of a profession, an industry association, or an individual firm–but too often we are more comfortable using only the language of business or economics in a business setting, and so avoid ethical or values-based discussions. And yet, any group of professionals is hired both for their skill and for their judgment. This course will evaluate ethical and public policy dilemmas in the built environment, building a fluency with this language in a professional context. We will identify genuine moral dilemmas in current professional practice and connect them to underlying professional values. In doing so, we will consider the effects of decisions nominally made by senior practitioners and principals; but we will also emphasize opportunities for more junior professionals to instigate a discussion of professional ethics in their own firm or professional setting.

ARCH 4550 Career Development Lab (1)

ARCH 4552 Urbanbuild Professionalism (3)
The activities in this course, along with ARCH 4252, URBANbuild Technology, will require each student to demonstrate a range of abilities, and an awareness of important issues and knowledge. The research will allow students to address and solve problems of coordination and construction at varying scales. At the same time, events will continue to emphasize considerations that transcend practicality, such as spatial definition and hierarchy, formal composition, massing, proportion, and other aesthetic and psychological issues. As a continuation of research and developments initiated in the URBANbuild design studio, design/build activities are carefully coordinated in effort to satisfy the requirements of two courses: (1) ARCH 4552 URBANbuild Professionalism and (2) ARCH 4252 URBANbuild Technology

ARCH 4560 Architecture Internship (3)

Maximum Hours: 99

ARCH 4570 Architecture CPS Internship (3)

ARCH 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours

Maximum Hours: 99

ARCH 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 4905 Teaching Practicum (1-6)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a teaching assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration. This course may be repeated 2 times for credit.

Course Limit: 2

ARCH 4910 Independent Study (1-6)

ARCH 4915 Research Practicum (1-6)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a research assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration. This course may be repeated 2 times for credit.

Course Limit: 2

ARCH 4920 Independent Study Abroad (1-6)

ARCH 4930 Special Topics (3,4)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4931 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4932 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4933 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4934 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4935 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4936 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4937 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4938 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 4939 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Prerequisite(s): ARCH 2122 or AHST 3020.
Course Limit: 99

ARCH 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

ARCH 4950 Special Topics (3)
Special Topics in Architecture.

Maximum Hours: 6

ARCH 4990 Honors Thesis (3)

ARCH 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

ARCH 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ARCH 4990.

ARCH 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): ARCH 4991.

ARCH 5051 Advanced Studio Elective / Research (6)
Upon completion of ARCH 3032, Bachelor of Architecture students are encouraged to engage research, and research-based design opportunities. Research studios, taught by both fulltime and visiting faculty, offer a range of topics and projects which explore a variety of architectural issues and areas of research. Students choose elective studios that suit their interests, needs and goals, through focused, faculty led research topics. Advanced Studio Electives develop areas of knowledge depth as well as experience within a broader cultural and disciplinary field. Recently, research studios have ranged in focus from urban design and landscape issues to housing, materials, and design-build (through URBANbuild and Small Center). Some research studios include international travel funded by Mintz Global Travel Studio funding. Travel abroad programs (refer to section on International Study) are also available to students at this point in their education. Prerequisite(s): ARCH 4042 if pursuing a B.Arch. ARCH 4041 or 4042 if pursuing a BSA.

Prerequisite(s): ARCH 4041 or 4042.

ARCH 5380 Junior Year Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 5390 Junior Year Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 5580 Architecture Preceptorship (6)

Maximum Hours: 12

ARCH 5891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

ARCH 5980 Thesis Preparation (3-4)
A thesis at Tulane School of Architecture is the pursuit of innovation in the field of architecture, by connecting architectural topics, societal concerns, and personal lines of inquiry. It is developed by first investigating an architectural topic and developing a position on it (a hypothesis), then developing a design proposal through which that topic is explored, and the position is “demonstrated” (a thesis). In the fall semester students conduct investigations and process work that explores the concept of an architectural thesis. The goal is to grasp the societal concerns to which the thesis responds and to identify a personal take both through a precedent study and through the analysis of one’s personal trajectory. At the end of the fall semester, students state their hypothesis and the “vehicle” (project) for its development.

Prerequisite(s): ARCH 3130.

ARCH 5990 Thesis Studio (6)
The final architectural thesis project is the culmination of the architectural design curriculum and the capstone project for architecture students. Thesis is a course that asks student to synthesize their architectural knowledge and education - making design decisions within a complex project while demonstrating broad integration and consideration of architectural history and theory, environmental stewardship, technical documentation, accessibility, site context, life safety, structural systems, materials, and assemblies. Students should have prepared a thesis proposal by the beginning of the fall semester, and have approval for this proposal by the thesis directors which they develop in the fall in Thesis Research and then expand in a design studio context in the spring semester.

Prerequisite(s): ARCH 5980.

ARCH 6011 Architecture Studio (6)
ARCH 6011 is the first studio in our 3.5 year MArch degree program, and as such is an introduction to architectural culture. This studio is an intensive summer course that builds foundational skills and a spoken and visual architectural vocabulary through an iterative project-based design studio. The class covers methods of representation, the analysis of existing architectural projects and asks students to transform their ideas and programmatic requirements into spatial organizations. Starting from a case study, each student goes through a process of extraction, abstraction, exploration, relocation and re-programming, to arrive at their proposal integrated into the urban fabric of New Orleans. The use of diagrams, catalogs, 2D orthogonal representation (plans, sections, elevations), axonometric projections and perspectives of each student’s design proposal help underscore the main representation strategies and form a core set of skills and strategies that students will draw from in their subsequent studios.

ARCH 6012 Architecture Studio (6)
ARCH 6012 is the second half of a two-studio sequence for our 3.5-year graduate students during their initial summer. This studio expands on the lessons learned in 6011 and introduces construction systems, material properties, and multiple scales of design. Case study projects ground this second studio project and asks students to think critically about the components and materials of a project and how they might be re-deployed in different climates with sustainable strategies in mind. During this course, the students explore different representational scales: the territory scale, to analyze and understand the problems and challenges of the placement through mapping, and the small scale to explore the structural systems and construction details.

ARCH 6015 Architecture Studio (1)
This studio is intended for students in the advanced standing M. Arch I track. Working alongside students entering the MArch I regular track, students will expand on the tools, skills, and concepts acquired in their previous design experience, through digital drawing, 3-D modeling, and making. The goal is to instill students with the ability to navigate the digital and the physical realm fluidly by focusing on efficient digital work-flows and processes. The studio will be structured through a series of prescribed exercises assisted by assigned readings, slide presentations, and skill instructions. Students will gain the ability to digitally model and extract 2D orthographic drawings as well as 3D print or laser-cut and assemble physical models.

ARCH 6021 Architecture Studio (6)
Second year studio concentrates on developed architectural form and design methodologies through processes of analysis, synthesis and transformation. Students work on the conceptual frameworks for their designs, with emphasis on issues of environmental context, urban design, and cultural and technological systems and their impact on architectural form. Different approaches to the making of form are investigated, along with principles of organization, such as spatial hierarchy, circulation, structure, and site relationships. Second semester will emphasize the relationship of design to cultural precedents, site conditions, programs, and material tectonics through the study of housing. Second year studios will be fully integrated with digital media classes to ensure that students gain fluency in computer aided design processes, drawing, spatial modeling and digital design techniques.

ARCH 6022 Architecture Studio (6)
Second year studio concentrates on developed architectural form and design methodologies through processes of analysis, synthesis and transformation. Students work on the conceptual frameworks for their designs, with emphasis on issues of environmental context, urban design, and cultural and technological systems and their impact on architectural form. Different approaches to the making of form are investigated, along with principles of organization, such as spatial hierarchy, circulation, structure, and site relationships. Second semester will emphasize the relationship of design to cultural precedents, site conditions, programs, and material tectonics through the study of housing. Second year studios will be fully integrated with digital media classes to ensure that students gain fluency in computer aided design processes, drawing, spatial modeling and digital design techniques.

ARCH 6031 Architecture Studio (6)
ARCH 6031 is a core graduate studio focusing on contemporary architectural interventions in a historic context. The studio develops deeper understandings of urban analysis and fundamental issues of the regulatory environment (such as zoning and life safety codes) to ground a mixed use building proposal within an existing, historical urban context. Students also explore issues of programming and building use within complex contexts, as well as techniques of site analysis and the insightful development of a site strategy for specific architectural proposals. The studio also serves as a reinforcement of fundamental techniques in two and three dimensional representation and preparation for meeting presentation objectives for conceptual, technical and strategic elements of a project.

ARCH 6032 Architecture Studio (6)
This studio is the culmination of the core studio sequence and is fully integrated with coursework in history/theory, technology, visual/digital media and professional concerns. The studio provides an opportunity for the student to synthesize the skills and ideas developed through two and a half years of work and apply these to the comprehensive development of a design project. Students will engage in a complex architectural project situated within an urban environment. The studio will include analysis and design at the scale of the neighborhood or the city, as well as thorough and detailed design of a large building with a complex program. Emphasis is placed on a comprehensive process including the thorough analysis of site issues and architectural precedents, detailed design development of the project, and the coordination and integration of structural, environmental and material systems in the design-work. Students will also develop skills in programming, building information modeling and management, digital fabrication methods and the production of complex digital models and working drawings through fully integrated coursework which will act as a support for the design process.

ARCH 6041 Advanced Studio Elective (6)
Advanced level graduate studio design courses, characterized by architectural problems of varying scale and complexity, require solutions that are thorough in their conception, development, and execution. Approximately 4-8 studio sections are offered each semester, each with a unique focus as determined by individual faculty teaching these studios. These various sections offer a range of topics and projects which explore a variety of architectural issues and areas of research. Examples include: aesthetic, cultural, and symbolic issues, housing, community design, urban design, historic preservation, and design/build. Students choose elective studios that suit their interests, needs, and goals, in order to focus their studies while gaining experience within a broader cultural and disciplinary field. This concentration develops areas of expertise beneficial to future professional growth.

ARCH 6042 Advanced Studio Elective (6)
Advanced level graduate studio design courses, characterized by architectural problems of varying scale and complexity, require solutions that are thorough in their conception, development, and execution. Approximately 4-8 studio sections are offered each semester, each with a unique focus as determined by individual faculty teaching these studios. These various sections offer a range of topics and projects which explore a variety of architectural issues and areas of research. Examples include: aesthetic, cultural, and symbolic issues, housing, community design, urban design, historic preservation, and design/build. Students choose elective studios that suit their interests, needs, and goals, in order to focus their studies while gaining experience within a broader cultural and disciplinary field. This concentration develops areas of expertise beneficial to future professional growth.

ARCH 6051 Advanced Studio Elective / Research (6)
Research Studios offer a chance for students to choose a research topic that suits their interests needs and goals, enabling focused studies while gaining experience within a broader cultural and disciplinary field. Research studios, taught by both fulltime and visiting faculty, offer a range of topics and projects which explore a variety of architectural issues and areas of research. This concentration develops areas of expertise beneficial to future professional growth. In recent history research studios range in focus from urban design and landscape issues to housing, materials, and design-build (through URBANbuild and Small Center). Some research studios include international travel funded by Mintz Global Travel Studio funding. Prerequisite(s): ARCH 6032

Prerequisite(s): ARCH 6032.

ARCH 6052 Advanced Studio Elective / Research (6)
Research Studios offer a chance for students to choose a research topic that suits their interests needs and goals, enabling focused studies while gaining experience within a broader cultural and disciplinary field. Research studios, taught by both fulltime and visiting faculty, offer a range of topics and projects which explore a variety of architectural issues and areas of research. This concentration develops areas of expertise beneficial to future professional growth. In recent history research studios range in focus from urban design and landscape issues to housing, materials, and design-build (through URBANbuild and Small Center). Some research studios include international travel funded by Mintz Global Travel Studio funding.

Prerequisite(s): ARCH 6032.

ARCH 6110 Intro to Architecture (3)
As a broad introduction to architecture, this course stresses the diversity of architectural discourse historically and presents the principle works and issues of the architectural profession today. The course serves as both a required foundation for architecture majors/minors and as a general introduction to architectural thought for non-majors. Architecture is a notoriously vast subject with many areas of consensus and a few areas of serious contention. This course will present a generalized framework of architectural thought and help to understand works of architecture and design in the larger cultures they serve.

ARCH 6111 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses.

Corequisite(s): ARCH 6112.

ARCH 6112 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses.

Corequisite(s): ARCH 6111.

ARCH 6113 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses.

Corequisite(s): ARCH 6114.

ARCH 6114 Topics in Architecture History/Theory (1.5)
This is one of four required half-semester courses introducing students to architectural history and theory by exposing them to a broad range of architectural origins, buildings examples and influences. The goal of the architecture history and theory course sequence is to prepare students to become accomplished researchers—well able to connect a useful taxonomy of architectural examples to contemporary issues and ambitions. Each of the courses begins with a contemporary figure in architectural practice and proceeds in a reverse chronology to explore the precedents and linages of thought that have been synthesized in the work of that contemporary practice. Teaching by example, these courses will offer a lesson in how distant antecedents support and continue to inform the discipline today. By exploring both a western and a non-western canon from a broader range of voices and vantage points, students will learn to further contextualize the basic architectural vocabulary acquired in their introductory courses.

Corequisite(s): ARCH 6113.

ARCH 6121 History and Theory of Architecture and Urbanism I (3)
Discover the foundation and evolution of architectural tradition in this survey course, starting with prehistoric developments in Europe and continuing through the medieval period. This course is global in focus, including both Western and non-Western developments. The survey highlights a variety of aspects of the built environment such as architecture, urban settlements and landscapes. Coursework investigates monumental civic architecture, religious structures, as well as domestic buildings, the urban form, and architectural theory.

ARCH 6122 History and Theory of Architecture and Urbanism II (3)
The course covers the period from the Enlightenment through the early-Modern and high-Modern periods. While the course will emphasize the late-eighteenth (Enlightenment) creation of canonical pedagogies and strategies as foundational texts, it will also include nineteenth-century urbanism and landscapes, both of which condition the formation of material culture in the early- and mid-twentieth centuries. The course is written expressly for students of architecture; we will concentrate not only on the identification and formation of urban artifacts, buildings, architects, and movements, but also on the social, political, and historical context surrounding their genesis and development. The course material is presented according to successive themes, thereby facilitating not only an emphasis on the artifacts and their context, but also on the discourse that supports architecture as a discipline. These themes provide insight into the various motivations and ideas, upon which the history of Modern Architecture rests. In presenting the material in this manner, it is hoped that students will understand that history--in particular the history embedded in the material of architecture--indeed resonates through time, becoming relevant and vital to the genesis and formation of current and future architectural discourse.

ARCH 6130 Architectural Research Methods (3)
This course introduces students to various research paradigms to engage and produce architectural scholarship. Architectural Research Methods will include weekly readings and written responses, a literature review of relevant texts, and a proposal for a research topic. Students will develop skills necessary to support their work in research-based Options Studios and other courses with expectations for scholarly outcomes.

ARCH 6133 Museums: History, Design, Culture (3)
This seminar-style course investigates museums as preeminent cultural institutions of the 21st century. It is developed in weekly modules through substantive readings and case studies that range across architectural and programmatic typologies, sites and contexts, functional requirements, and theories and practices of display. The geographic reach of the course is international. Selected readings focus on the institutional development of museums, the roles that museums play in the construction of individual and communal identities, and the contributions that museums make particularly to urban cultural economies. Readings also address current research concerning the development of new museum publics through the application of cutting-edge digital technologies and web-based applications.

ARCH 6140 Sectional Strategies (3)
The seminar explores spatial and social themes that are revealed and explored through the vertical cut of the section. Lectures, readings and student presentations will look at both historic and contemporary projects for buildings, cities and landscapes.

ARCH 6142 Contemporary Swiss Architecture (3)
This seminar will explore significant achievements in contemporary Swiss architecture focusing on the work of Peter Zumthor, Herzog & de Meuron, and Gion Caminada. By studying a relatively limited number of key buildings and architects, the seminar will engage broader discussions regarding contemporary architectural practice in general. Where helpful or relevant, works of architecture from various global settings and time periods will be referenced.

ARCH 6144 Philosophies of Architecture (3)
This seminar begins with a consideration of philosophy as a foundation for the development of an architectural theory. After a discussion of some basic concepts and terms we sketch a broad outline of the categories and organization of the discipline of philosophy. We then study the rationalist and empiricist positions in architectural theory, the emergence of Kantian critical philosophy, the shift in emphasis in 20th century philosophy from epistemology to ontology that is characteristic of Existentialism, and the late 20th century attack on traditional epistemology characteristic of poststructuralism. We then discuss the emergence of literary theory as a paradigmatic discipline in the last 30 years as well as the expansion of western philosophy to include aspects of Zen Buddhism, Taoism, and eastern mystical traditions. With this foundation, the course focuses more specifically on theories of architecture and aesthetics and their relationships to various philosophical positions.

ARCH 6150 Identity & Agency in Architecture (3)
This course confronts the simple fact that the practice of architecture has a substantial diversity deficit among its professionals and argues that this has negative impacts for design of our built environment. Winston Churchill famously said, "We shape our buildings. Thereafter, they shape us." So what is the impact when our built environment is shaped through the lens of only one part of our population? How does the result shape the rest of us? This course delves into the interplay between identity and the built environment in the United States, both in the historical context and today. It focuses on how underrepresented people have and have not had voice and agency in the shaping of the American built environment and explores future potentials for a built environment that is more reflective of, and improved by, a multiplicity of identities. This is a seminar and a service learning course in which we will use both the readings and discussion of a traditional seminar and the outside-of-the-classroom engagement of service learning to understand the paradigm that we are studying and attempt to change the narrative. By bringing architectural studies to 11-13 year-old students who might not otherwise have direct access to them, we will shift the potential of identity and agency in the built environment of tomorrow. At the same time, we will learn about the built environment through the perspectives of our younger co-learners. Together, we will reshape our own experiences of the built environment and how we envision its creators. Twenty hours of service learning working with our partners in architectural studies, fieldtrips, and an exhibit installation is required. Students do not need to be architecture majors to take this course, but they must possess a seriousness of interest and intent to contribute meaningfully to both the academic and service aspects of the course.

ARCH 6211 Site Strategies (3)
Site Strategies is designed to prepare students of Architecture for site analysis prior to placing architectural projects in urban and non-urban contexts. Architects need to be aware of the complexities of a site in order to place a structure, understand the impacts of that placement, and to positively contribute to mitigating climate change. This class also teaches a few key skills for understanding a site: first, to understand drawing as a mode of inquiry and as a disciplinary tool to dissect the reality; and two, to develop the 'ecological view' of the reality.

ARCH 6212 Materials and Methods (3)
This course introduces the basic materials, types, and systems of building construction. After completing the course, students will be able to choose the appropriate construction materials and system for a building project and will be able to develop the preliminary structural design for a building.

ARCH 6213 Building, Climate, Comfort (4)
Creating energy-efficient homes is becoming increasingly crucial for our environment and for the wellbeing of individuals and communities. This course looks at efficiency through the strategic implementation of both passive and active systems. Students will learn about a series of building design strategies including active systems for Heating, Ventilating, and Cooling as well as passive strategies such as thermal insulation, high-performance glazing, outdoor solar shading, the use of thermal mass, and night ventilation passive.

ARCH 6214 Structural Systems (4)
This course teaches students about the performance of structural framing systems in buildings. Students gain an understanding of the relationships amongst parameters of structural framing systems and their impact on design decisions. The course covers the effects of gravitational and lateral structural loads on framing members, connections and foundation, investigated through quantitative analysis.

ARCH 6215 Integrated Building Systems (4)
The Integrated Building Systems is the capstone of the core building technology sequence in support of the co-requisite ARCH 6032 Integrated Architecture Studio. It draws on the knowledge gained in previous courses to methodically integrate multiple building systems in the design process. The course instills an innate under- standing of critical interrelation amongst the systems, their requisite calibration to environmental concerns, and their essential role in supporting design intent.

ARCH 6223 Building, Climate, Comfort Lab (0)
Corequisite(s): ARCH 6213.

Corequisite(s): ARCH 6213.

ARCH 6225 Engaged Urban Design (3)
Urban design includes everything from the visionary to the mundane; from the shape and endless possibilities of the public commons to the rules and regulations of equine stabling. Tulane's Small Center for Collaborative Design has long worked with cities and towns both globally and here at home, engaging with mayors, neighborhood groups, and businesses to help them envision the future of their neighborhoods and cities. In the Gulf South, Small Center has aided cities in reimagining public spaces after disaster, preserving cultural landmarks, engaging residents around public art, and more. This seminar centers around real-time, engaged projects in collaboration with local residents, neighborhoods, and cities. Students will work directly with local residents, business owners, city officials, and others working to make the City of New Orleans more engaging and equitable. Student research and design will directly support local businesses and non-profits in promoting their work through pedestrian-friendly urban design, wayfinding, parks, community gardens, zoning changes, and more.

ARCH 6233 Energy Modeling (3)
The application of building modeling using computer simulation tools plays an integral role in the design and evaluation of energy efficient and sustainable buildings. Architects use these simulation to understand and assess building performance at various stages of the design process. A basic understanding of energy systems, and the ability to design and manipulate them, will be especially important as we move into a future where climate change has become a reality, and environmental regulations on the built environment will tighten.

ARCH 6234 Tectonics of Anisotropic Material Properties (3)
This seminar focuses on the tectonic characteristics of component assembly through the lens of anisotropic material properties. Our goal is to gain insight into how the visual intention and the material execution are reconciled through the design and construction process, informing the tectonics of the assembly as a whole.

Course Limit: 2

ARCH 6239 Space Arch/Walking Cities/Fut. (3)

ARCH 6252 Urbanbuild Technology (3)
The activities in this course, along with ARCH 6552, URBANbuild Professionalism, will require each student to demonstrate a range of abilities, and an awareness of important issues and knowledge. The research will allow students to address and solve problems of coordination and construction at varying scales. At the same time, events will continue to emphasize considerations that transcend practicality, such as spatial definition and hierarchy, formal composition, massing, proportion, and other aesthetic and psychological issues. As a continuation of research and developments initiated in the URBANbuild design studio, design/build activities are carefully coordinated in effort to satisfy the requirements of two courses: (1) ARCH 6552 URBANbuild Professionalism and (2) ARCH 6252 URBANbuild Technology

ARCH 6253 Advanced Tech Fabrication (3)

ARCH 6311 Digital Media (3)
An introductory course to 3D digital media concepts and techniques with a focus on the fundamental aspects of the Computer Aided Design process. Framed by a general introduction to digital media theory, students will gain fluency in a variety of software applications for the purpose of expanding the architectural design process. Specific emphasis is placed on the role of the computer as a tool for analysis, spatial investigation, and representation. Basic 3D modeling software such as AutoCad, Form.z and Rhino, will constitute the majority of course content.

ARCH 6312 Advanced Digital Media (3)
The second course of the digital media sequence covers advance techniques for digital drawing, modeling, and image production. Students will continue to explore techniques for orthographic, axonometric, and perspective projection drawing. Advanced topics will include representation techniques such as texture mapping, rendering (raytracing, global illumination, high dynamic range images, etc.), animation, procedural modeling, and parametric modeling. Software covered in the course will include Rhino, Grasshopper, V-Ray, and 3DS Max.

Prerequisite(s): ARCH 6311 or 8311.

ARCH 6322 Digital Media Workshop I (1)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

Corequisite(s): ARCH 6022.

ARCH 6327 Intro to Spatial Painting (3)

ARCH 6331 Digital Media Workshop II (1)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year architectural design studio course.

Corequisite(s): ARCH 6031.

ARCH 6332 Digital Media Workshop III (1)
Each one-credit course in the digital media workshop series provides intermediate and/or advanced instruction in digital media tools and techniques in coordination with its co-required second or third-year design studio course.

Corequisite(s): ARCH 6032.

ARCH 6335 Computational Design (3)

ARCH 6341 Drawing and Analysis (3)

ARCH 6345 The Architecture of Observation (3)
This course articulates the power of in situ sketching for recording both the logos and pathos of place. More than observation, this pattern of documen- tation will be taught as a method of field work, or on-site data collection. The sketchbook is your arsenal for observation. Composition, catalog and collage will be employed to not only articulate tangi- bles but to perhaps also capture an ethos. The media by which the explorations will occur will be largely graphite, ink and watercolor and at a scale commen- surate with field work, the sketchbook. Precedent research will occur through analysis of the field work of notable architects. As the course instructs in the cataloging of place and less in the fundamentals of sketching, some freehand drawing aptitude is expected.

ARCH 6347 Spatial Painting (3)
Prerequisite(s): ARCH 6327.

Prerequisite(s): ARCH 6327.

ARCH 6351 Digital Fabrication (3)

ARCH 6352 Advanced Digital Fabrication (3)

ARCH 6360 Cinematic Architecture (3)

ARCH 6363 Theories In Digital Media (3)

ARCH 6511 Professional Concerns I (3)
This course provides an overview of professional concerns involving Professional Practice & Ethics. The course focuses on an examination of the history of the profession and the activities, services, markets, clients, culture, and organization of professional firms. Issues relating to project management, marketing, and the economic base of architectural practice, as well as ethical issues confronting individual practitioners and the profession at large.

ARCH 6512 Professional Concerns II (3)
This course exams the role BIM [Building Information Modeling] takes in defining and shaping the way we imagine and construct buildings in contemporary architectural thinking and practice. The course is structured around the idea that BIM is not truly a program for modeling: it is a medium for the communication and dissemination of information to different stakeholders in a project – and as such is a tool for practice. The semester will use one BIM software, Autodesk Revit, as a case study, and through and by developing proficiency in this software and questioning its place in the discourse students will be equipped to enter the field of practice with the skills and critical thinking required to be thought leaders.

ARCH 6522 Ethics in the Built Environment (3)
Ethics is fundamentally a system of shared principles, and as such requires active discussion. These discussions can happen at the scale of a profession, an industry association, or an individual firm--but too often we are more comfortable using only the language of business or economics in a business setting, and so avoid ethical or values-based discussions. And yet, any group of professionals is hired both for their skill and for their judgment. This course will evaluate ethical and public policy dilemmas in the built environment, building a fluency with this language in a professional context. We will identify genuine moral dilemmas in current professional practice and connect them to underlying professional values. In doing so, we will consider the effects of decisions nominally made by senior practitioners and principals; but we will also emphasize opportunities for more junior professionals to instigate a discussion of professional ethics in their own firm or professional setting.

ARCH 6530 Ethics, Efficacy & Arch (3)

ARCH 6550 Career Development Lab (1)

ARCH 6552 Urbanbuild Professionalism (3)
The activities in this course, along with ARCH 6252, URBANbuild Technology, will require each student to demonstrate a range of abilities, and an awareness of important issues and knowledge. The research will allow students to address and solve problems of coordination and construction at varying scales. At the same time, events will continue to emphasize considerations that transcend practicality, such as spatial definition and hierarchy, formal composition, massing, proportion, and other aesthetic and psychological issues. As a continuation of research and developments initiated in the URBANbuild design studio, design/build activities are carefully coordinated in effort to satisfy the requirements of two courses: (1) ARCH 6552 URBANbuild Professionalism and (2) ARCH 6252 URBANbuild Technology

ARCH 6560 Architecture Internship (3)

Maximum Hours: 6

ARCH 6580 Architecture Preceptorship (6)

Maximum Hours: 12

ARCH 6620 CONTEXT: Dsgn & Existing Bldgs (3)

ARCH 6630 Housing and the City (3)
Prerequisite(s): ARCH 6121 or AHST 6610.

Prerequisite(s): ARCH 6121 or AHST 6610.

ARCH 6640 Contemporary Swiss Arch (3)

ARCH 6731 Urban Geograph & NO Case Study (3)
Open to everyone, this fall-semester class introduces students to the sub-discipline of urban geography by using greater New Orleans as our study area. We will explore the spatial dimensions of urbanization, investigating the underlying physical geography of cities, why they form where they do, where and how they expand, how they alter their environment, and how neighborhoods form in various demographic configurations. Through illustrated lectures and nine hours of field trips, students will come away with an expanded vocabulary and knowledge of urbanism, geography, and of New Orleans.

ARCH 6742 Design in the Public Interest (3)
Design in the Public Interest invites students to critically reflect on the role of designers, methodologies of design practice, and how we might expand our capacities to engage more diverse communities. Through lectures, readings, discussions, workshops, and local trips, students will explore the interplay between societal factors and the built environment, develop skills to explore the relationships between space, mind, and body in our environments, and merge community engagement principles with design practice to effect real-world change. Past semesters have included planning level studies, storytelling projects, design proposals for public spaces, and ideas for making interactive exhibitions. This seminar is open to all majors, offering opportunities for interdisciplinary learning in addition to interactions with community partners, practicing artists, and guest scholars.

ARCH 6764 NOLA Geography for Architects (3)
This spring-semester class uses greater New Orleans to focus on the intersection between the discipline of geography and the profession of architecture. While it is particularly relevant to those in the School of Architecture, all students are welcome to enroll. Through 15+ hours of field trips and illustrated lectures on architecture, geography, and the built environment, students will come away with research skills based on an enriched understanding of both fields, and of greater New Orleans.

ARCH 6771 Urban Planning in Latin America (3)
This seminar examines a select number of Latin American metropolitan centers that have been unique symbols of Latin America's urbanity. They include Tenochtitlan/Mexico City, Cuzco, Potosí, Havana, Lima, Quito, Bogotá, Ouro Preto, Buenos Aires, Rio de Janeiro, and São Paulo. Through reading and discussing a curated selection of critical, historical essays, we study the many distinct ways in which scholars have analyzed and characterized the urban development of these cities. We emphasize the singular historical conditions that created their distinctive urban settings, and we focus on the form and meaning of their built environments as evidenced in buildings and urban landscapes and their representations in maps, prints, paintings, literary descriptions, and photographs, as well as in data drawn from a broad range of social, economic, and institutional sources. One key goal of the course is to demonstrate the critical role that visual and other expressive representations play in shaping our assessments of the qualities of life that cities offer.

ARCH 6905 Teaching Practicum (1-6)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a teaching assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration. This course may be repeated 2 times for credit.

Course Limit: 2

ARCH 6910 Independent Study (1-6)

ARCH 6915 Research Practicum (1-6)
Teaching courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to work as a research assistant for academic credit. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the program directors prior to registration. This course may be repeated 2 times for credit.

Course Limit: 2

ARCH 6920 Independent Study Abroad (1-6)

ARCH 6925 Independent Thesis Research (3)
Students will conduct supervised research in support of their project in the Thesis Studio course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARCH 6930 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6931 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6932 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6933 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6934 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6935 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6936 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6937 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6938 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6939 Special Topics (3)
Special Topics in Architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

ARCH 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

ARCH 6950 Special Topics (0-3)
Special Topics in Architecture. Course may be repeated 2 times for credit.

Course Limit: 2

ARCH 6980 Thesis Research (3)
ARCH 6980, Thesis Research, is a course in which graduate students in their final year work toward the development of a thesis proposal to address a significant issue in the built environment, overseen by a faculty thesis director. The goal of this fall semester course is for students to identify a research topic, understand the context and precedents of the topic (in theory and built form), formulate a hypothesis, develop or adapt appropriate research methods, and summarize the trajectory of your research as a thesis proposal. Students work with their thesis director to establish weekly meeting times and a timeline for proposal development. Upon successful completion of this course, and with approval of the proposal's content, students advance to the thesis semester, which includes ARCH 6990: Thesis (6 credits) and ARCH 6925: Independent Thesis Research (3 credits)

ARCH 6990 Thesis Studio (6)
ARCH 6990, Thesis Studio, is a course in which graduate students in their final year develop and test a thesis addressing a significant issue in the built environment, overseen by a faculty thesis director. The final graduate thesis project is the culmination of the architectural design curriculum and the capstone of research and design synthesis for students. Graduate students can choose to pursue a thesis project in their final year of study or may opt to take the research studio track. Students who elect to do an independent Thesis Studio must fulfill specific academic requirements and have prepared a thesis topic over the preceding summer, and have approval for this proposal by a thesis director and graduate program director, and must take ARCH 6980 in the fall semester to develop their thesis proposal before taking 6990, Thesis Studio.

ARCH 8011 Advanced Standing (6)
Advanced Standing course: ARCH 6011

ARCH 8012 Advanced Standing (6)
Advanced Standing: ARCH 6012

ARCH 8021 Advanced Standing (6)
Advanced Standing course: ARCH 6021

ARCH 8022 Advanced Standing (6)
Advanced Standing: ARCH 6022

ARCH 8110 Advanced Standing (3)
Advanced Standing: ARCH 6110

ARCH 8111 Advanced Standing (1.5)
Advanced Standing: ARCH 6111

ARCH 8112 Advanced Standing (1.5)
Advanced Standing: ARCH 6112

ARCH 8113 Advanced Standing (1.5)
Advanced Standing: ARCH 6114

ARCH 8114 Advanced Standing (1.5)
Advanced Standing: ARCH 6114

ARCH 8211 Advanced Standing (3)
Advanced Standing: ARCH 6211

ARCH 8212 Advanced Standing (3)
Advanced Standing: ARCH 6212

ARCH 8213 Advanced Standing (4)
Advanced Standing: ARCH 6213

ARCH 8214 Advanced Standing (4)
Advanced Standing: ARCH 6214

ARCH 8311 Advanced Standing (3)
Advanced Standing: ARCH 6311

ARCH 8512 Advanced Standing (3)
Advanced Standing: ARCH 6512

ARCH 8901 Advanced Standing (1-6)
Advanced Standing: ARCH electives in M.Arch program

Maximum Hours: 99

ARCH 8902 Advanced Standing (1-6)
Advanced Standing: ARCH electives in M.Arch program

Maximum Hours: 99

ARCH 8903 Advanced Standing (1-6)
Advanced Standing: ARCH electives in M.Arch program

Maximum Hours: 99

ARCH 8904 Advanced Standing (1-6)
Advanced Standing: ARCH electives in M.Arch program

Maximum Hours: 99

Architecture (PAAR)

PAAR 1230 New Orleans Architecture (3)
This illustrated course examines New Orleans architecture from the city's founding in 1718 to the present time, as well as its historic neighborhoods. The city's architectural legacy will be explored from the standpoint of broad architectural stylistic trends, their relationship to national and international trends, the forces and architects that helped shape the styles, and local building types. Thirty-eight architectural styles will be examined, including Colonial, Revivals, Aesthetic, Eclectic, Arts and Crafts, and Modern Movement. Identifying characteristics and materials of each style will be discussed through numerous illustrations of demonstrating the variety of each style based on the most current research. Historic interiors and landscapes will be perfunctorily addressed. Field observations of historic architecture will be included, as well as urban history of New Orleans.

PAAR 2600 Old & Green Restoration (3)
The purpose of this class is to provide an introduction on where Historic Preservation and Environmental Conservation overlap in practice and theory. Topics include sustainability, preservation and environmental planning, rural preservation, easements and transfer of development rights, Smart Growth, adaptive reuse, green building, heritage eco-tourism, historic places and global climate change, and interior environmental health.

PAAR 2610 If These Buildings Could Talk (3)
The future of the past is the heart of historic preservation, the topic of “If These Buildings Could Talk”. It is a field of study that offers insight into a variety of fields that deal with change and what should be saved for the next generation. Our culture is reflected in our buildings, landscapes, material culture, and intangible heritage. This class will provide a broad introductory background on the field of historic preservation, looking at issues of conservation, planning, management, and methodology. Besides buildings, we will also study the people who used them, historical events and significance, vehicles, and architectural design for a more holistic understanding of preservation.

PAAR 2620 City Streets Urban Living (3)
This class is an introduction to the diverse range of disciplines and approaches to the study of all aspects of cities and suburbs. This includes economics, planning, architecture, ecology, transportation systems, politics, social relations, etc. This is in contrast to rural studies.

PAAR 2910 Special Topics (3)
Special topics in architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

Architecture - Design (DESG)

DESG 1005 Fundamentals of Design & Making (4)
Project-based course that provides an introduction to the fundamentals of the iterative design process, focusing on cultivating the visualization and communication skills necessary to analyze design problems and to synthesize creative solutions. Students work in a collaborative, studio environment and will have an introduction to various types of 2D and 3D design media, both analog and digital. Students maintain an active sketchbook throughout the course, though no previous drawing experience is required.

DESG 1105 Intro Design/Creative Thinking (3)
This course will offer a broad introduction to the fundamental principles of design, visual communication, and creative problem-solving. Students will gain a greater understanding and appreciation for design by looking deeply and analytically at the constructed world around them. From the scale of the body to the scale of the city, course content will explore two-dimensional and three-dimensional design as a vehicle for considering the aesthetics and utility of man-made objects. No prerequisites are necessary.

DESG 1110 Introduction to Design History (3)
This course comprehensively explores the evolution of design throughout history, encapsulating profound concepts spanning from prehistory to the modern era. Serving as a foundational platform, it invites students to cultivate and nurture their intellectual curiosity regarding material culture and our engagement with, comprehension of, and enhancement of it. Design history delves into the multifaceted influences of social trends, historical events, technological advancements, architecture, and the fine arts on contemporary design. Employing a pedagogical approach encompassing lectures, visual examples, creative workshops, independent research, and written assessments, students will acquire an understanding of printed media, typography, as well as interior, graphic, and fashion design. The curriculum highlights designed objects considered pivotal by scholars, covering diverse topics such as 20th Century Design, Design in America, BIPOC and Under-Represented Designers, and the Earliest Makers.

DESG 1880 Foundations of Textile Construction (4)
This course is an introduction to textile and fashion design. Students will develop their creativity and ideation skills as they explore the fashion design process, from concept development to final presentation. Students will be introduced to the history of textiles, fabric properties, color theory, and pattern design with industry-standard techniques. They will also learn how to generate and refine ideas for sustainability and technology in textile and fashion design. This course includes a lab component for production including garment construction, prototyping, textile engineer printing, and use of the Textile Lab's Juki industrial sewing machines.

Prerequisite(s): DESG 1005 or ARCH 1012.

DESG 1930 Special Topics (0-6)
Special Topics in Design

Course Limit: 99

DESG 1940 Transfer Coursework (0-20)
Transfer coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

DESG 2005 Design Studio I (4)
This 4-credit design studio is one in a series of three sequential design studios that offer interrelated lessons to advance knowledge and skill sets in analog and digital design. The curriculum engages a variety of project-based exercises that emphasize creative problem-solving, visual communication, and spatial composition. Studios will build upon one another as students learn to develop large-scale drawings, physical models, digital models, and calibrated images to explore the relationship between the virtual and physical in contemporary design production.

Prerequisite(s): DESG 2305.

DESG 2305 Visual Comm & Advocacy (4)
This course explores graphic design as a tool for communicating information and advocating for various purposes, in both print and digital forms. Students will gain skills in Adobe Creative Cloud programs including Illustrator, In Design, and Photoshop. The course will cover topics such as visual analysis and design research methods, informational hierarchy and typographic layout, and how to effectively apply design principles to create impactful visual communication and elicit a meaningful audience response. Coursework will be largely project based, with lectures, demos, group critique, and in-class lab time included.

Prerequisite(s): DESG 1005 and 1105.

DESG 2705 Design & Society (3)
Conversations about design often focus on an individual object. Yet, design's impact goes beyond the scale of an individual object and physical form at any scale is shaped by historic, cultural, economic, and social forces. This course will use topical case studies to investigate the role of design in society. A focus on the relationship between lived experience and design will allow the course to consider the roles and responsibilities of designers to address issues ranging from affordable housing to climate change and larger questions of inequity and accessibility. Overall, the course will look at policies and programs, natural and built environments, fashion and products and people and space relationships. The course will examine these and many other subjects with a focus on specific populations meant to explore global and local relationships within the purview of the past, present and future.

Prerequisite(s): DESG 1005 and 1105.

DESG 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a co-requisite course.

Maximum Hours: 99

DESG 2930 Special Topics (0-6)
Special Topics in Design

Course Limit: 99

DESG 2940 Transfer Coursework (0-20)
Transfer coursework at the 2000 level. Departmental approval may be required.

Maximum Hours: 99

DESG 3005 Design Studio II (4)
This 4-credit design studio is one in a series of three sequential design studios that offer interrelated lessons to advance knowledge and skill sets in analog and digital design. The curriculum engages a variety of project-based exercises that emphasize creative problem-solving, visual communication, and spatial composition. Studios will build upon one another as students learn to develop large-scale drawings, physical models, digital models, and calibrated images to explore the relationship between the virtual and physical in contemporary design production.

Prerequisite(s): DESG 2005.

DESG 3010 Prototyping Solutions (3)
This upper-level course draws upon foundational design skills from studio prerequisites to explore form-making through physical prototypes. Students will first analyze an archetype (e.g, stool, table, sawhorse), then will work to develop concepts, uses, and formal qualities to be tested on their own design. The iterative process will include material studies, physical and digital model-making, and constructed fabrication drawings that inform individual projects at full scale. Understanding design as inseparable from making is central to this course. The final builds are simultaneously a studied work and an object for refinement.

Prerequisite(s): DESG 2005.

DESG 3320 Designing with Dynamic Data (4)
This course will explore how design thinking can be applied to organize and effectively communicate complex data in order to create powerful and cohesive visual stories. After designing still-image infographics, students will explore how time-based media can add deeper viewer comprehension. Students will expand their confidence in Adobe Illustrator for graphic creation and infographic design, and will be introduced to Adobe AfterEffects for motion graphics. Bring your own laptop; Adobe software access will be provided. Coursework will be largely project based, with lectures, demos, group critique, and in-class lab time included.

Prerequisite(s): DESG 2305.

DESG 3940 Transfer Coursework (0-20)
Transfer coursework at the 3000 level. Departmental approval may be required.

Maximum Hours: 99

DESG 4005 Design Studio III (4)
This 4-credit design studio is one in a series of three sequential design studios that offer interrelated lessons to advance knowledge and skill sets in analog and digital design. The curriculum engages a variety of project-based exercises that emphasize creative problem-solving, visual communication, and spatial composition. Studios will build upon one another as students learn to develop large-scale drawings, physical models, digital models, and calibrated images to explore the relationship between the virtual and physical in contemporary design production.

Prerequisite(s): DESG 2005.

DESG 4560 Design Internship (1-3)
Open to upper level students in good standing, the Design Internship course provides students with an opportunity to reinforce and expand their skills and knowledge through professional internship experiences during the course of their studies. Students must consult with the Design Major Advisor to get approval for selected work assignment prior to registration.

Course Limit: 1

DESG 4570 Design CPS Internship (1-3)
This course is for students pursuing an internship in Design via the Public Service Internship Program managed by the Center for Public Service (CPS). The student must apply directly to CPS by the predetermined deadline. If the internship is approved, CPS will coordinate registration with the Design Program. Students must contact the Center for Public Service for additional information.

DESG 4910 Independent Study (1-6)
The Independent Study course gives upper-level undergraduate students an opportunity to work with a faculty advisor to pursue a personal academic interest with greater focus. Qualified students must develop a syllabus and schedule with the help of the faculty advisor. The course must be approved by the Design Major Advisor prior to registration.

DESG 4930 Special Topics (0-4)
Special Topics in Design. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

DESG 4931 Special Topics (1-6)
Special Topics in Design

Maximum Hours: 99

DESG 4932 Special Topics (0-4)

Maximum Hours: 99

DESG 4933 Special Topics (1-6)
Special Topics in Design.

Corequisite(s): DESG 4931.

DESG 4940 Transfer Coursework (0-20)
Transfer coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

DESG 4950 Senior Capstone (1-3)
The capstone seminar provides a forum for seniors in the Bachelor of Arts Design degree major to synthesize their undergraduate work in Design through a culminating project with the guidance of a faculty member. The final design product may involve 2D and/or 3D visual representation. As students reach the zenith of their undergraduate design education, this final course challenges students to reflect, integrate conceptual knowledge, and apply innovative design thinking to solve a single complex problem. Students will also engage in discussion of professional practices and design ethics, and will curate their formal design portfolio.

Prerequisite(s): DESG 3005.

DESG 4990 Honors Thesis (3)

DESG 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

DESG 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): DESG 4990.

DESG 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): DESG 4991.

DESG 5380 Junior Year Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DESG 5390 Junior Year Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DESG 5980 Junior Year Abroad (0-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

DESG 5990 Junior Year Abroad (0-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

DESG 6930 Special Topics (1-3)
Special Topics in Design. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

Art History (ARHS)

ARHS 1010 Art Survey I: Prehistory through the Middle Ages (3)
An introduction to the history of painting, sculpture and architecture from the Old Stone Age through the ancient Mediterranean world to the end of the medieval period in Western Europe. Considers issues including technique, style, iconography, patronage, historical context, and art theory.

ARHS 1020 Art Survey II: Renaissance to the Present (3)
An introduction to the history of Western European and American painting, sculpture and architecture from the Renaissance through the baroque, rococo, and early modern periods to the late 20th century. Considers issues including technique, style, iconography, patronage, historical context, and art theory.

ARHS 1030 Introduction to Asian Art (3)
This course introduces students to the arts of Asia, covering a broad geographical span, including South Asia, Central Asia, East Asia, and Southeast Asia, as well as an extensive chronological frame from the prehistorical period to the present day.

ARHS 1040 Introduction to Ancient American Art: Self and Sacrifice (3)
An introduction to the art and architecture produced by the sophisticated and urbanized cultures of the Americas: the Olmec, the Maya, the Mexica (or Aztec), Chavín, Moche, Nazca and Inka. It focuses on how rulers and other elites, over time, used art and architecture to bring themselves and their societies into synch with the natural world, and how sacrifice, of one's self, of other humans or of non-human animals, was represented in art and commemorated in architecture.

ARHS 1050 Introduction to African Art (3)
An introduction to the art and architecture produced by the sophisticated and urbanized cultures of Africa.

ARHS 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 1810 Special Topics (3)
Special topics course as designed by visiting or permanent Art History faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

ARHS 1811 Special Topics (3)
Special topics course as designed by visiting or permanent Art History faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

ARHS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ARHS 2910 Special Topics in the History of Art (3)
Special topics in the history of art. Subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes.

Maximum Hours: 99

ARHS 3111 Tombs and Temples: East Asian Art before 1300 (3)
An introduction to the art, architecture and visual culture of China, Korea and Japan from the beginnings to about 1200 CE. The course considers technique, iconography and style and will approach art works in theoretical contexts such as social functions and aesthetic discourses of art.

ARHS 3112 Monks and Merchants: East Asian Art from Medieval to Contemporary (3)
This course introduces students to the visual and material culture of China, Korea, and Japan from the medieval period to the present. We will focus on the East Asian tradition in painting, calligraphy, ceramics, and architecture. We also explore the social, economic, and intellectual forces behind the production, circulation, and appreciation of artworks. Among the topics discussed in class are art and politics, art and identity, transmission of Buddhist art, etc. Special attention will be given to the transcultural exchange among China, Korea, and Japan as well as the encounter between the East and the West.

ARHS 3200 Early Christian and Byzantine Art (3)
A survey of art and architecture in the Mediterranean from the third through the fourteenth centuries, with a focus on the rise of Christian art in the late Roman world and the art of the Byzantine state.

ARHS 3210 Art and Experience in the Middle Ages (3)
A survey in which both modern and historical categories of experience are used to understand the art of the Middle ages, especially as it manifested itself in the most characteristic of all medieval forms, the church. Along a chronological and geographical trajectory from Early Christian Rome to Gothic Paris this course will move through topics such as memory, poetry, pilgrimage, the body, gesture, devotion, narrative and liturgy.

ARHS 3220 Romanesque and Gothic Art (3)
This course will examine painting, sculpture, architecture, mosaics, tapestries, metalwork, ivories, and stained glass windows of the late Middle Ages in Europe. Through weekly readings and discussions will also explore themes such as religion, women, the Classical tradition, and cross-cultural contact. Various critical and theoretical approaches to art history will be considered.

ARHS 3230 Visual Culture in Golden Age Spain (3)
This course will study the cultural role of images, largely painting, in Spain during the period 1500-1700. Topics to be explored include: the pictorial use of mythological themes in the projection of imperial power, the importance of portraiture in the legitimization of the Spanish monarchy, the art market and the social status of the artist. While painting will be our main focus, we will examine other visual documents such as maps and read literary works that illuminate the functions of images in the period.

ARHS 3240 Museums and Monuments in Rome (3)
Through readings and site visits to museums and monuments throughout Rome, this course will examine the history and theory of archaeological and other public historical monuments, sites, and museums within an international framework. With a specific focus on Etruscan and Roman art history and archaeology, we will consider how issues of cultural heritage, preservation, and display impact the visiting of historical sites. We will also spotlight the growing field of museum education, considering methods used by museum professionals and other educators who teach using museum collections.

ARHS 3310 Early Renaissance Art (3)
This course will explore the art and architecture of central Italy from ca. 1300-1500 CE, with a special emphasis on the art of the city of Rome. Through site visits and in-depth analyses of works by well-known artists, Giotto, Botticelli, Leonardo da Vinci, Michelangelo, etc. as well as lesser-known artists (especially those working in Rome), students will gain an understanding of the development and impact of the Italian Renaissance.

ARHS 3350 Renaissance & Baroque Architecture (3)
This course provides a survey of architectural history in Europe from 1400-1750, stressing a critical approach to architecture through the analysis of social and cultural context, expressive content, function, structure, style, building technology, and theory. Lectures will range from close examinations of specific monuments to broader engagements with architectural forms as they cut across time. Particular attention will be paid to the socio-cultural dimensions of architecture and the ways in which individual buildings and the built environment have shaped humanity's experience of the world. Class meetings will focus on a range of issues, including civic and corporate identity, political and religious power, the status of the architect, the dissemination of architectural knowledge, building technology, construction techniques, patronage, and symbolic meaning.

ARHS 3360 Art and Desire at the Renaissance Courts (3)
An overview of the art and culture of the European courts between about 1300 and 1700, with a particular focus on the themes of love and eroticism. Artists to be discussed include Mantegna, Raphael, Titian, and others.

ARHS 3375 Leonardo's World (3)
This course uses Leonardo da Vinci's paintings, drawings, and writings to explore the interrelation of art and nature in early modern Italy. Using Leonardo as a focus, the course is divided in two halves; the first half considers ways of seeing and picturing the natural world. The second considers the ways man changes the environment, including its practical and aesthetic uses. These themes are not easily divided, and in the early modern world their intersections had significant implications for intellectual thought, artistic practices, and manmade interventions in the landscape, be they fountains, fortifications, gardens or urban planning. Leonardo will be our interlocutor throughout the term, although the course is not intended to be a monographic study of the artist per se. Instead, we will examine Leonardo's and his peers' artworks as a way to investigate early modern conceptions of nature, its transformative potential, and the natural and built environment.

ARHS 3380 Italian Renaissance Art (3)
This course introduces students to the study of the visual culture of Renaissance Italy (1350–1600). By examining how artists, architects, critics, and patrons used and discussed artworks including paintings, prints, sculpture, and architecture, students explore themes such as the revival of antiquity, the study of nature, the training of the artist, the role of competition, and the public and private display of art.

ARHS 3410 Theaters of the Baroque (3)
This course surveys the visual and material culture of the Baroque world, roughly the period 1575-1750, considering the diverse locales, styles and objects of Baroque artistic production, as related to early modern notions of theatricality. The course is composed of two acts. First, we will investigate the visual culture of several key cities (Rome, Antwerp, Madrid, Mexico City, Munich and Versailles). In the second half of the course will focus on diverse spaces of baroque theatricality (churches, theaters, palaces, civic spaces and the art collection itself). Through these case studies, the course aims to explore how the local economic, religious, political and social contexts for artistic production interact with global networks of exchange and the performance of individual and national artistic identity.

ARHS 3420 Van Eyck to Bruegel (3)
This course explores the artistic production of the Low Countries, Germany and France in the fifteenth and sixteenth centuries, including painting sculpture, manuscripts, metalwork, tapestries and printmaking. The course will focus on a range of topics, including: technical and iconographic innovations in artistic production, art's devotional function, the changing market for art in this period as well as the early impact of the Reformation on the visual arts in the Low Countries and Germany.

ARHS 3430 Rubens to Rembrandt (3)
This course explores the artistic production of the early modern Spanish Netherlands and the Dutch Republic, focusing on key artists (including Rubens, Anthony Van Dyck, Frans Hals, Rembrandt, Vermeer), as well as emerging critical literature on the function and value of art/artists. This course will consider how art was bought and sold; how art was evaluated for its commercial and aesthetic value.

ARHS 3510 Rococo To Romanticism (3)
In this course we will explore art produced in Europe from the early18th century through the mid-19th century. We will consider the work, careers, and reputations of key artists such as Fragonard, David, Friedrich, Turner, Ingres, and Delacroix, among others, situating their work in relation to the political, socio-economic, and intellectual developments of the period.

ARHS 3540 Impressionism and Post-Impressionism (3)
This course will analyze art produced in Europe from the mid-19th century through the early 20th century, with a particular emphasis on French painting. We will consider the work and reputations of key artists such as Manet, Monet, Cassatt, Seurat, and Cézanne, situating their work in relation to the political, socio-economic, and cultural changes that took place during this period.

ARHS 3580 Impressionism in Paris Museums (3)
In this class, we will explore the work, careers, and reputations of key Impressionist and Post-Impressionist artists such as Monet, Degas, Renoir, Van Gogh, and Cézanne, among others, by studying the rich collections of the Musée d'Orsay and the Musée de l'Orangerie, and by visiting exhibitions of 19th-century art in Paris and elsewhere.

ARHS 3590 Art, Montmartre, and the Pleasures of Paris (3)
This class will explore different artists' representations of the various forms of pleasure and entertainment that were an essential part of Paris's identity in the later 19th and early 20th centuries. We will study the work of some of the key artists of the period and visit some of the entertainment sites and activities that they featured in their work, such as the Montmartre neighborhood and the Eiffel Tower, as well as visit museum collections and special exhibitions related to the course.

ARHS 3600 American Art, 1700-1950 (3)
An analysis of visual and material culture from the first European artists in the colonies to the onset of World War II. Considers the transformation of cultural forms from the old world to the new in developments such as the formation of a national iconography as seen in portraiture, genre painting, landscape painting and the development of a distinctive modernist tradition specific to the United States. This course will examine the ways in which art and material culture reflect the social, intellectual, and political life of the nation up to World War II.

ARHS 3620 Contemporary Art Since 1950 (3)
Explores the developments in the visual arts in the U.S. and Europe since 1950. Concentrates upon the social historical formation of artistic development beginning with the aftermath of World War II, and continuing to the present. Emphasizes movements such as Pop, Minimalism, Earth art and Postmodernism. Issues surrounding the objects will include poststructuralism, post-colonialism as well as African-American, feminist, and gay and lesbian strategies for self-representation.

ARHS 3650 Early Twentieth Century European Modernism (3)
This course will explore the developments in the visual arts in Europe from 1890 to 1945. We will concentrate upon the social-historical formations of artistic production beginning in the late-nineteenth century with Post-Impressionism and continuing into the first half of the twentieth century examining movements such as Fauvism, Cubism, Dada, Surrealism, Russian Suprematism.

ARHS 3680 History of Photography (3)
This course introduces students to the history of photography from the "invention" of chemical photographic techniques in the first third of the nineteenth century through the contemporary turn to the digital. The primary regions covered will be Western Europe and the Americas, with particular attention to debates about photography as an art, the role of technology in shaping photographic imagery, and the status of photography in fields such as journalism, science, politics, advertising, art, etc., in relation to social and historical contexts.

ARHS 3700 Art and Architecture of Ancient America (3)
The course focuses on the sophisticated and urbanized cultures of the Americas: the Olmec, the Maya, the Mexica (or Aztec), Chavin, Moche, Nazca and Inka. Taking a contextual approach, it pays attention to the ways ancient makers constructed meaning by creating constellations of objects, often collations of buildings, sculptures and cashed offerings. It will also look at large scale environmental manipulations, meant to align human occupations with a divine design.

ARHS 3710 Colonial Art of Latin America (3)
Renaissance and baroque architecture, painting and sculpture of the metropolitan centers of the Spanish and Portuguese colonies from the 16th to the early 19th century with a major emphasis on Mexico.

ARHS 3720 Aztec Art in Mexico Tenochtitlan (3)
Intensive investigation of Aztec art as a fundamental manifestation of political and religious ideas. The course will examine the relation between art and sacrifice, and the role of ritual and performance in "activating" works of art and architecture. It will center on the art and architecture of the city of Tenochtitlan, now known as Mexico City, the heart of the empire in the past, and the current site of ongoing archeological excavations. Students will learn how to apply art historical methodologies to works of Aztec art, and share those results with a broad public through contributions to Wikipedia.

ARHS 3730 Collecting Maya Art: Praxis and Politics (3)
This course focuses on the art created by Maya artists from 300-900 CE, a time when Maya cities and royal courts flourished. These objects had long lives, continuing into the modern era, when they were eagerly collected and displayed, particularly in the US and Europe. We will study how and why Maya art was first made, and then look at how and why it found its way into modern collections. We will learn about the legal regimes of collecting, and how they have changed over time. We will focus on how Maya art is collected and displayed today, with attention to the ethical questions around collecting practices, and the role of the art market in collection formation. Students will gain hands-on experience in working with local collections, particularly the Middle American Research Institute at Tulane, and the New Orleans Museum of Art, and practice designing a virtual exhibition of Maya art of their own, taking into consideration the contemporary praxis and politics around Indigenous arts.

ARHS 3750 Global Contemporary Art (3)
This Art History course examines contemporary art in a global context. We will begin by considering early contemporary art, from the late 1960s and 1970s, focusing on issues, theories, and artworks emerging in selected geographic zones: Latin America, East Asia, Sub-Saharan Africa, the Caribbean, Western Europe, the United States, and Eastern Europe. Next, we will consider artists working worldwide from the 1980s through the present, examining emergent mediums such as installation and social practice, and themes such as collectives, the body, and activism.

ARHS 3760 Modern Arts Latin America (3)
This course introduces students to the study of modernity and visual arts In Latin America, from the late 19th-century through roughly 1950. We will trace the radical social transformations of this period and the art that reflected. resisted, or intervened In these processes. emphasizing key themes: the formation of collective Identities (and the intersections of race, class, and nation); the impact of social and political revolutions and counter-revolutions; the reception and reconstitution of European avant-garde art; and national, regional, and universal definitions of artistic traditions.

ARHS 3770 Art in Latin America since 1950 (3)

ARHS 3780 Contemporary Art Latin America (3)
This course introduces students to the study of visual arts In Latin America from the 1950s through the present. Examining Latin America as part of transnational networks. this course explores artistic innovations in response to the still-developing modernist canon of Latin American art. This course investigates radical formal transformations of the art object over this period and the particular social and political contexts of Latin America within which such transformations took place.

ARHS 3790 Art and Architecture of Brazil (3)
This course introduces students to the study of visual arts and architecture in Brazil from around 1500 through the present. This course foregrounds the development of Brazilian art resulting from a historically-contingent intertwining of indigenous, European, and Afro-descendent cultural traditions, as an artistic tradition inextricable from transnational networks. This course investigates the formal transformations of art and architecture over this period. paying close attention to he particular social and political conditions within which Brazilian art took shape.

ARHS 3871 Introduction to African American Art and Visual Culture, c. 1700-1940 (3)
This course explores the production of visual and material culture related to the African American presence in what is now the United States from the eighteenth century through the mid twentieth century. The course considers visual materials made by African American artists and artisans as well as materials by non-African Americans that feature African American subject matter (and the relationship between these two types of visual production). We will work to understand the objects featured in this course within both the specific context of the history of African American art and visual culture and the larger context of American art history in general. Arranged roughly chronologically but more strongly guided by a thematic and topical approach, the course aims to communicate basic content information while providing students with an understanding of the kinds of dominant questions and concerns engaged by current African American art scholarship.

ARHS 3872 Art of the African Diaspora, c. 1925 to Present (3)
Does it necessarily make sense to consider the work of artist of African descent together as a unit (in other words, should this course exist?)? What persistent themes, issues, and debates inform the work by African diaspora artist? What makes art "Black" (or "African" or "African American")? Is an artist of African descent necessarily a "Black artist"? Do artist of African descent have a particular obligation to make artwork that advances a black cultural or political agenda? Is not doing so in and of itself a political statement? How might a landscape or Abstract Expressionist work be racially charged? How do vectors of identity other than race inform the work of African diaspora artist? How does the artwork studied in this course fit into the context of other art histories? Through these questions and others, this course explores the major themes and issues that have occupied artists of African descent as well as examines individual artists' motivations and intentions.

ARHS 3910 Special Topics in Art History (3,4)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 3911 Special Topics in Art History (3,4)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 3912 Special Topics in Art History (3,4)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 3913 Special Topics in Art History (3,4)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 3915 Special Topics in Art History (3)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 3916 Special Topics in Art History (3)
Special topics in the history, criticism, or theory of art. The subjects will vary and may not be available every semester. Individual topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 3921 Special Topics in Art History (3,4)

Maximum Hours: 99

ARHS 3922 Special Topics in Art History (3,4)

Maximum Hours: 99

ARHS 3923 Special Topics in Art History (3,4)

Maximum Hours: 99

ARHS 4560 Museum Internship (3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ARHS 4560.

Maximum Hours: 99

ARHS 4910 Independent Study (3)
Open to qualified juniors and seniors with approval of instructor and chair of department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 4920 Independent Study (1-4)
Open to qualified juniors and seniors with approval of instructor and chair of department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 4990 Honors Thesis (3)

ARHS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ARHS 4990.

ARHS 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 6040 Spaces of Art (3)
This course will provide a capstone experience for undergraduate majors in art history through an investigation of the various places Western art has been made, exchanged and critically evaluated, from the late medieval period to today. Each week, students will consider distinct space-for example, the studio, the academy, the auction house-its definition, history and conceptual impacts on the history of Western art. Students will analyze the material and intellectual culture of each of these spaces, utilizing key case studies drawn from the fifteenth to the twenty-first centuries.

ARHS 6050 Scandals of Modern Art (3,4)
In this capstone seminar, we will examine key works of controversial modern art from the 19th century to the present. Over the course of the semester, we will explore the scandals that surrounded the work of Edouard Manet, Henri Matisse, Marcel Duchamp, Constantin Brancusi, Richard Serra, Maya Lin, and Sally Mann, among others.

ARHS 6060 Capstone: Gender, Race & Body (3)

ARHS 6090 Intersect Art & Science (3)
This seminar explores key moments in the relationship between art and science in Europe and the United States from the Renaissance to the present. We will analyze a range of topics that span time and place, such as Leonardo de Vinci's anatomical drawings and interest in optics. Enlightenment theories of perception, Impressionist and neo-Impressionist painting, and abstraction in the 20th century, among others.

ARHS 6210 Medieval Pilgrimages: Saints, Bones, and Art (3)
This course will examine some of the most popular medieval Christian pilgrimage centers of Europe. We will focus mostly on Santiago de Compostela and Rome, with brief looks at other pilgrimage centers such as Jerusalem, Assisi, and Canterbury. Topics to be covered include the cult of the saints, the pilgrimage roads, architectural settings and their decoration as well as reliquary shrines and related works of art, images and their use in imaginary or mental pilgrimage.

ARHS 6220 Women and Gender in Medieval Art (3,4)
This seminar will focus on the relationships between gender and the production and reception of medieval European art and architecture. Topics to be explored include images of women, works of art commissioned by women, images made for women, architectural spaces designed for women and/or men specifically (i.e. monastic architecture), women as artists, etc. Comparative material known to have been made for/by men specifically will also be explored as we consider the meaning of the concept of gender. Feminist theory and various contemporary critical approaches to gender and medieval art will enhance our exploration of specific works.

ARHS 6230 Art and Architecture of Medieval Italy (3)
This course will examine the art and architecture of the late Middle Ages and early Renaissance in Italy from approximately 1250 to 1350 A.D./C.E. We will focus particularly on the rise of the mendicant orders in the thirteenth century and their impact on art and the narrative of the Renaissance.

ARHS 6310 Global Renaissance (3)

ARHS 6320 Colonialisms in Latin American Art (3-4)
According to the conventional geography of art history, “colonial” art was produced in peripheral spaces, lacking political (and consequently artistic) autonomy. An art history that centered metropolitan and imperial capitals inevitably cast on “colonial” art as something less than –in quality, in originality—that of these centers. New paradigms, however, have emerged in the wake of critiques of a Euro-centric world order, and the practice of art history shaped by it. This course focuses on recent art historical scholarship and exhibitions, almost all from the past decade, that deals with colonial art and the new paradigms of research and theory being developed for it. While much of the course will deal with colonial Latin America, we will also look to other colonial situations, including British India, Australia, and Ghana. During the last weeks of the course, we will also look at the work of post-colonial contemporary artists, who see themselves as the inheritors and interrogators of colonial legacies.

ARHS 6330 Prints & Ways of Knowing (3-4)
How did the visual arts and sciences interact in the Early Modern period? In what ways have these interactions defined and ruptured boundaries between empirical investigation and artistic practice? This new seminar on the rise of printmaking c. 1500-1800 investigates print as a new technology and artistic medium. Printmaking allowed for changes not only in art production, but in intellectual inquiry. What new representational techniques emerged? What is the rhetoric of the illustrations themselves? Topics include the study and representation of anatomy, botany, and the celestial spheres in print, and how their artistic representation fundamentally changed our understanding of the natural world. In tandem with these new technologies, optical instruments such as microscopes and telescopes opened previously invisible worlds to scrutiny. We will discuss the intellectual, social worlds such devices and images inhabited.

ARHS 6350 Landscape Theory (1450–1800) (3,4)
The ways in which our society figures in relation to the natural environment has never been so urgent. This seminar studies the history of that entanglement through an examination of the significance and meaning of "landscape" in art, literature, architecture, and landscape design. This course studies how conceptions of landscape, evident in physical forms as well as poetic and artistic representations shaped the ideological and natural terrain of Europe from antiquity to the 18th century, with particular emphasis on the period of 1450–1800. The course stresses a critical approach to landscape through the analysis of social and cultural context, expressive content and function, style, and theory.

ARHS 6375 Michelangelo and His Reception (3,4)
Within his lifetime Michelangelo Buonarrotti (1475–1564) found himself inexplicably hailed as "Divine". This seminar investigates the work of this Renaissance titan and the impact of his art production on Renaissance art theory and its aftermath. Topics include his early training, specific uses of media (drawing, painting, sculpture, architecture), major projects (the David, the Sistine Chapel frescoes, the architecture of St. Peter's) case studies of specific competitions and rivalries (Leonardo vs. Michelangelo and Michelangelo vs. Raphael), and themes such as artistic collaboration and the non-finito. The final classes will be devoted to art theory and reception, including Michelangelo's own writings on art and the legacy of the artist's biography generated by Giorgio Vasari and Condivi, concluding with his 19th-century reception in France.

ARHS 6410 Amsterdam and the Global Dutch Golden Age (3,4)
This course examines the visual and material culture of the Dutch Golden Age, centered in Amsterdam, as the product of global forces. Rather than solely tracing the domestic consumption of international goods or the ways in which Dutch demands shaped artistic production in Batavia (Indonesia), Brazil, South Asia and North America, this seminar critically examines concepts of influence, exoticism and cross-cultural exchange. We will focus on objects and art works produced in , imported and exported through Amsterdam. By investigating the economic realities that enabled the flourishing of Amsterdam as cultural center, this course seeks to complicate readings of seventeenth-century Dutch visual culture (particularly genre scenes and still-lifes) as culturally introspective.

ARHS 6420 Early Modern Copies (3,4)
This course considers the uses, technologies and theories of the early modern copy from the miraculous icon to the forgery, the emulative imitation to the workshop replica, and the pastiche to the reenactment. Copying was a crucial part of artistic pedagogy; the early modern period is characterized by imitation and emulation of classical art, architecture and literature, but the Renaissance also saw innovative technologies of reproductive art-making and new concerns with how to distinguish good copies from the bad.

ARHS 6430 Jesuits and the Globe (3,4)
This seminar considers the art and architecture commissioned and utilized by the Jesuit Order in the late sixteenth and seventeenth centuries, as the Society of Jesus embarked upon a worldwide project of evangelization. With missions and missionaries from Japan to Germany, Goa to Peru, we will consider how this missionary order both adapted to local contexts and attempted to forge a communal identity that stretched across the early modern globe.

ARHS 6510 Seminars in the History of Art (3)
Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6511 Seminars in the History of Art (3)
Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6512 Seminars in the History of Art (3)
Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6513 Seminars in the History of Art (3)
Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6514 Seminars in the History of Art (3)
Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6520 Seminars in the History of Art (3)
Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6525 Social Practice Art (3,4)
This Art History course examines the history and theory of Social Practice art, a recent mode of artmaking in which artists and art institutions collaborate with individuals and organizations to create community-specific works of art. Classroom readings and discussions will examine forms of Social Practice in relation to histories and theories of participatory, political, and activist art since the 1960s. This course includes a 20 hour service learning component with Prospect New Orleans, a citywide triennial of contemporary art with the social mission of connecting high art to the larger cultural landscape of New Orleans through community-specific works.

ARHS 6530 Degas (3)
In-depth examination of Degas' works and career in light of various historical and critical approaches, ranging from formalism and iconography to sociopolitical and cultural studies, Marxism, psychoanalysis, and feminism. Attention will be paid to male and female spectatorship and to relevant works by Degas' Impressionist contemporaries, including Cassatt, Gonzales, Manet, Morisot, and Whistler, as well as other artists including Daumier, Delacroix, Ingres, Tissot, and Toulouse-Lautrec. Additional comparative topics include academic art, photography, journalistic illustration, and Japanese prints.

ARHS 6540 Paris: Capital of the Nineteenth Century (3,4)
This seminar explores the transformation of Paris during the second half of the nineteenth century into a great modern metropolis. Throughout the course we analyze the ways that the architecture, painting, photography, literature, and visual culture of the era shaped and reflected various facets of this modern city.

ARHS 6550 Van Gogh (3)

ARHS 6620 Reading Abstract Expressionism (3,4)
Examines the ways in which Abstract Expressionism has been interpreted, both from the view of American critics and historians and their European counterparts. Emphasizes the extent to which formalist criticism evolved around Abstract Expressionism, and that only recently have scholars challenged those apolitical reading of this art, considering the political and economic factors which contributed to its international predominance on the global stage. Artists will include De Kooning, Frankenthaler, Hofmann, Krasner, Newman, Pollock, and Still.

ARHS 6640 Rauschenberg, Johns & Early Warhol (3-4)
Artists Robert Rauschenberg and Jasper Johns are credited with expanding the field of visual art at mid-century in terms of content and media. As members of the Neo-Dada group, alongside composer John Cage and choreographer Merce Cunningham, they charted a course out of abstract expressionism that pointed away from painting as an exclusive artistic practice, and toward a reinvigoration of subject matter that culminated in pop art. Johns and Rauschenberg were both intimate partners and business partners, and their commercial design-work often brought them into partnership with Andy Warhol, who would make his mark as a pop artist a few years later. Rauschenberg, Johns and Warhol were queer men who negotiated their sexualities in different ways during the McCarthy era when homosexuality in New York city was a crime. This seminar will examine the development of each artist's work within the context of postwar American art and criticism while charting the strategies and codes each artist employed—even the persona's they adopted, whether it be Jasper Johns, the "Organization Man," or Andy Warhol, the "Cool Cat"—to locate discursive space in the conformist culture of the 1950's.

ARHS 6650 Postmodern Formations: Art Since 1980 (3)
Examines both European and American conceptions of postmodernism, as it originated in post-structural and psychoanalytic theory. Emphasis will be place upon artists working since 1980, including Basquiat, Jenny Holzer, Barbara Kruger, Mapplethorpe, Cindy Sherman, Warhol and the politically based art project of Gran Fury, the Guerrilla Girls and the Names Project. Interpretive strategies will be taken from readings in European literary theory, with emphasis place upon the shift in criticism in art-making, away from Europe, toward an ideology formed around the issues of racial, sexual, and gender performance of identity.

ARHS 6660 Art Acquisitions, Collect Mgmt (3)
This course will examine art industry best practices for the acquisition of art objects for institutional, investment and private uses, as well as explore the central issues for collection management. We will explore art industry platforms for art acquisition: galleries, art fairs, auctions (brick & mortars. online), and private dealers. The course will stress methods for due diligence in acquisitions including research on provenance, authenticity, and research strategies for identifying stolen or forged objects.We will examine how monetary value is determined across art industries, from the retail gallery to the insurance company. Writing assignments will focus upon research methods for art objects and antiques, incorporating strategies of collection management such as condition, conservation, and best practices for art storage and maintenance.

ARHS 6750 Material Meaning in the Ancient Americas (3)
This class examines the materials and technologies used to make art in the Ancient Americas to understand how worldviews are expressed in matter. It covers a wide sweep of indigenous empires (Maya, Aztec, Inca, Olmec, Chavin, Moche) and media (jade, gold, feathers, ceramic, paper, flint, obsidian, shell, and bones). It considers Indigenous categories of art and materials—as expressed in language and the facture of objects themselves—as a way of decentering traditional art historical categories of "art" and part of a decolonizing practice. By moving to center Indigenous categories we will be moving away from normative Euro-American theory, which posits that to make the work of art, human minds exert their will over inert matter, and human beings are radically separate from their environment. One approach to understanding Indigenous objects within the contexts of their origin are theories, sometimes called "eco-criticism" or the "new materialism" that posit new ways of understanding human animals, the environment in which they are immersed, and the objects that are the result of that integration. By the end of class, we will be able to explore whether the most radical of those ideas, and the most radically decolonial of them, perspectivism, can be extended to the work of art.

ARHS 6810 Seminars in the History of Art (3,4)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 6811 Seminars in the History of Art (3,4)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6812 Seminars in the History of Art (3,4)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6813 Seminars in the History of Art (3,4)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6814 Seminars in the History of Art (3,4)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6815 Seminars in the History of Art (3,4)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

ARHS 6820 Seminars in the History of Art (3)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 6821 Seminars in the History of Art (3,4)

Maximum Hours: 99

ARHS 6822 Seminars in the History of Art (3,4)

Maximum Hours: 99

ARHS 6823 Seminars in the History of Art (3,4)

Maximum Hours: 99

ARHS 6830 Seminars in the History of Art (3)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 6860 Seminars in the History of Art (3)
Advanced topics in the history, criticism, or theory of art. The subjects of the seminars vary according to the needs of the students and the scholarly interests of the individual instructor. Specialized topics are listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARHS 6870 Mapping the Renaissance (3,4)
This course examines the production of maps during the medieval and early modern periods. The expanding world required firsthand observation, oftentimes aided by tools, as well as effective means of transcribing and interpreting terrain. Key to map production, the use of optical devices and measuring instruments, i.e., the compass and rule, magnetic compasses, astrolabes, and sextants, shaped habits of visualization formed through the use of pen and ink. In turn, artistic representation provided an expressive pictorial idiom for synthesizing the quantitative assessment and visual apprehension of land and sea. Emphasis will be placed on recent literature applying the most current methodologies applied to the analysis of maps.

Maximum Hours: 99

ARHS 6871 Art of Death: Funerary Art and Ritual in Ancient China (3,4)
This course introduces funeary art and ritual in ancient China from the Bronze Age to the Medieval Period. By examining the architecture, mural paintings, and mortuary objects produced for e the funerary purpose, student will inquiry into the mortuary rites that reveal the complexity of social relationships, the intersection of art and politics, and the tension between the public and the private.

ARHS 6874 Race and the Art of Empire (3,4)
This seminar considers the role of art and visual culture in constructing. reifying, representing and, in some cases. challenging ideas of race and national identity in relationship to the joint enterprises of colonialism and Empire. Concentrating primarily on the 18th and 191h centuries (but with some temporal projection in both directions to consider both precursors and postcolonial reverberations) and exploring examples from the British. Spanish. and French empires. we _will consider a diverse array of material drawings, paintings, prints. sculpture, decorative arts. fashion, museum display, private collections, photography and film-in order to think about the ways that visual and material culture informed colonial identities and supported imperial enterprise and also could be used to resist them. Students are encouraged to offer perspectives and bring in supplemental material that expands the scope of the course dialogue and to pursue their own particular interests related to the concerns of the course in their final papers/projects (included exploring different time periods or colonial empires). Finally, while race will be the primary vector of identity explored. its inevitable intersections with gender, class, and sexuality will necessarily receive attention.

ARHS 6875 Race and National Mythologies in American Art and Visual Culture (3,4)
How does American art and visual culture implicitly and explicitly reify notions of America as a "white" nation, and how has this changed over time? How have images shaped and been shaped by historic moments of racially-implicated upheaval or conflict (e.g. Westward Expansion; the abolition movement, the Civil War and Emancipation; periods of mass immigration)? How has the idea of what it means to be "American" been defined against the racialized images of American "Others"? Can contemporary artists of color successfully appropriate and re-deploy racist imagery? This seminar considers these and other questions in investigating constructions and representations in American art and visual culture from the 16th century to the present. We will explore the ways in which these images are implicated as both products and producers of fundamental mythologies about the United States as a nation and about what it means to be "an American" (and who gets to be one). (Counts as Capstone)

ARHS 6876 Interracial Themes in Western Art and Visual Culture (3,4)
This course investigates the depiction of interracial contact and the mixed-race body in modern Western art, primarily American and British. (Counts as Capstone)

ARHS 6877 Contested Vision Civil War I (3-4)
Exploring a wide range of art and visual culture including painting, sculpture, photography, film, performance and popular culture, this course explores contested visions of the Civil War from before the firing of the first shot at Fort Sumter to the present. In addition to the period of the war itself, our study will necessarily look both backward and forward, including consideration of the art and visual culture surrounding slavery and abolition, emancipation, and Reconstruction and reunion, as well as narratives romanticizing the culture of the Old South.

ARHS 6878 Contested Vision Civil War II (4)
In the first semester of this 2 part course (ARHS 6877) we investigated a wide range of art and visual culture including painting, sculpture, photography, film, performance, and public history sites to explore contested visions of the Civil War and related issues including slavery and abolition, Emancipation, Reconstruction and reunion, and narratives romanticizing the culture of the Old South. This semester, you will use that foundational knowledge to work with your peers to develop an online exhibition of art and material culture that engages these concerns.

ARHS 6891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ARHS 6525.

Maximum Hours: 99

ARHS 6900 Approaches To Histry Art (3)

ARHS 6910 Independent Study (3)
Course Limit: 99

ARHS 7800 Canon in Crisis: Challenging the Tenets of Art Theory (3)
This seminar engages with core themes and concepts of art theory and critique as they are applied in art and visual culture. Through class discussions and end-of-term presentations, we will explore the ways in which contemporary artists are contributing to or cultivating their own discourses. Our goal is to debate the arguments presented by philosophers, curators, and artists to develop our understanding of these theoretical tools such that we gain confidence in our ability to scrutinize contemporary artistic practices, the connectivity and conversations with art of the past, and the relationship with our own artistic practice.

ARHS 7920 Spec Research Art Hist (3)

ARHS 7960 Crossroads Cohort: Black Studies Bootcamp (3)
This course will serve as an introduction to the history and contemporary scholarly landscape of Africana Studies as its own interdisciplinary intellectual enterprise with a distinct history and scholarly legacy and underpinned by unique critical and methodological approaches. It is designed for students who are prepared for graduate-level study but who may not have had the opportunity to take Black studies coursework as undergraduates and to expand the depth and breadth of knowledge for students who do have formal Black studies training by through more critical engagement with foundational texts and current work by contemporary thinkers. Africana studies embraces interdisciplinary methodologies for the study of Africa and its diasporas across the globe, as well as for the critical study of race and anti-Black racism. It centers Blackness and the critical study of race, amplifying the significance of Black history, the beauty of Black creativity, the power of Black resistance, the commitment to Black freedom, and the insight of Black critical perspectives. While the study of Black people will be centered in this course, students will become familiar with the ways that interdisciplinary, intersectional, and transnational grounding of Africana Studies provides frameworks to make sense of all of humanity.

ARHS 9980 Master's Research (0-6)
Course may be repeated up to unlimited non-earned credit hours.

Maximum Hours: 99

ARHS 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Art History (PAAH)

PAAH 3300 Traditions in Louisiana and Southern Art (3)
The class “Tradition in Louisiana Art: 1780-2020” will provide an in-depth study of the development of artistic styles in Louisiana and the American South from the late eighteenth century up to the twentieth-first century. Among the topics that will be explored are the work of the nineteenth-century portrait and landscape artists, African American artists, women artists, Woodward Brothers and Newcomb Pottery, regional southern impressionism, southern outsider and folk art, Florida Highway Men, Louisiana and southern photography, Charleston Renaissance, Mississippi art in the mid twentieth century, and twentieth century Louisiana art

PAAH 3310 Photography in Louisiana and the American South (3)
The class "Photography in the Louisiana and the American South" will provide an in-depth study of the development of photography in Louisiana and the American South from 1839 when the Frenchman Louis Jacques Mande Daguerre announced the invention of the photographic process. Photography reflected the times and history of the Louisiana and South thought portraiture, the documentation of the Civil War from a southern perspective, rural southern communities, effects of weather along the Mississippi River, documentation of historical architecture, life in the French Quarter and musical traditions of jazz and Zydeco music. The pictorialism work of "Pops" Whitesell and Arnold Genthe, early documentary style of Theodore Lilienthal and George François Mugnier, straight photography of Fonville Winans, Eudora Welty, and Michael P. Smith, Storyville images of Ernst Bellocq and the 20th century art photography of Debbie Fleming Caffery and Jerry Uelsmann will be explored.

PAAH 3910 Special Topics (1-3)
Special topics in Art History.

Maximum Hours: 99

Art Studio (ARST)

ARST 1050 Drawing I (4)
This course focuses on drawing from life as the translation of three-dimensional objects onto a two-dimensional surface. This perceptual and technical endeavor requires the development and disciplining of both hand and eye. To aid us in such development, we will systematically address line, shape, proportion, three-dimensional space, value, texture, and composition. Addressing these drawing basics provides the student with the beginnings of a visual vocabulary aimed to serve a variety of personal artistic concerns.

ARST 1101 Studio Art Principles I (3)

ARST 1130 Ceramics I (4)
This course focuses on elements of composition, craftsmanship and visual innovation within the context of contemporary ceramic art. Students will be introduced to a variety of forms, building and firing techniques, as well as materials, processes and aesthetic concerns associated with vessels and ceramic sculpture. Emphasis will be placed on skill building, visual invention and exploration.

ARST 1170 Glass I (4)
This course offers an introduction to hot glass forming and techniques. Students will learn how to work safely in the 'hot shop', gathering glass from the furnace and shaping the glass with specialized tools. We will begin by using solid 'punti' rods and move on to blow pipes later in the semester. Basic techniques will be introduced with attention given to issues of composition, perception, communication, and expression. Emphasis also will be placed on the relationships between glass art and other art mediums. Required class and lab time totals 9 hours a week.

ARST 1250 Painting I (4)
This course is the first in a sequence of painting classes offered to the Tulane student, focusing on observational painting from life. Students will acquire the perceptual, conceptual, and technical tools necessary to translate three-dimensional forms and spaces to a two-dimensional surface using acrylic paint. Additionally, the course involves the application of compositional and color concepts to a two-dimensional image and the critique of such work. Critique will occur on both a personal and peer basis in the pursuit of developing the language essential to the analysis of visual art.

ARST 1310 Photo I: Black & White (4)
This introductory-level course covers traditional and experimental B&W photographic techniques. Students will learn exposure and metering through the use of 35mm single-lens reflex cameras. Through a series of exercises, students will be immersed in the craft of the medium: the physical and chemical development of film and print materials, the means of making fine art silver gelatin prints, hybrid/experimental darkroom techniques, and scanning film. Intensive darkroom time and demonstrations of advanced printing control will refine students' printing skills. Exposure to a selection of historical and contemporary photographers will inform class discussions and the creative process. Through hands-on experimentation, students will explore the construction and manipulation of photographic media in order to strengthen their own artistic voice and practice.

ARST 1330 Photo I: Digital (4)
This introductory-level course covers a wide range of digital photographic techniques and concepts. This course is designed to familiarize students with fundamental techniques of photographic equipment, processes, materials, philosophies of digital photography, and the cultural uses of photography. Students will learn exposure and the use of the camera, as well as scanning, digital workflow, color theory, and digital output methods. Upon completion of the class, students will know how to digitize, edit, and manipulate images in Photoshop, prepare images for inkjet printing in Photoshop, and output images via printers and other output devices. Exposure to a selection of historical and contemporary photographers will inform class discussions and the creative process. Students will explore the construction and manipulation of photographic media in order to strengthen their own artistic voice and practice.

ARST 1350 Photo I: Analog and Digital (4)
This introductory-level course covers both traditional B&W and digital photographic image-making. Students will learn exposure and metering through the use of 35mm single-lens reflex cameras. B&W film processing, the creation of silver gelatin prints, hybrid/experimental darkroom techniques, scanning film, digital capture, digital workflow, color theory, and digital output methods will all be presented as tools for artistic inquiry. Exposure to a selection of historical and contemporary photographers will inform class discussions and the creative process. Through hands-on experimentation, students will explore the construction and manipulation of photographic media in order to strengthen their own artistic voice and practice.

ARST 1370 Printmaking I (4)
This course is designed as an introduction to a wide range of techniques in printmaking. It is developed to give the student an overview of the possibilities with the processes of relief and intaglio printing. Through a series of demonstrations, projects, critiques, and powerpoint presentations the student will explore the rich diversity of the medium and become exposed to the strong tradition of printmaking. Areas covered include: linoleum cuts, woodcuts, collagraph, mono type, and dry point on copper plates.

ARST 1490 Sculpture I (4)
An introductory study of three-dimensional form and spatial relationships making use of a variety of media and processes. Slide lectures supplement studio work and present examples of contemporary sculpture within a historical context.

ARST 1550 Digital Arts I (4)
This course introduces students to different aspects of design in the digital realm from digital imaging to time-based media. Students will learn the basics of digital imaging, 2D animation, video editing, and the fundamental principles of color and composition. The course will also explore the history and evolution of digital art, as well as its impact on contemporary culture and society. Students will use industry-standard software, such as Photoshop, Illustrator, After Effects, and Premiere during this class.

ARST 1810 Special Topics (3)
Special topics course as designed by visiting or permanent Studio Art faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

ARST 1811 Special Topics (3)
Special topics course as designed by visiting or permanent Studio Art faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

ARST 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ARST 2040 Drawing II- Collage (4)
Making a collage involves the use of multiple images or materials to assemble a new "whole." Building on drawing fundamentals gleaned in Drawing I, ARST 1050, this course introduces the student to a variety of collage methods and practices, as well as the contemporary discourse surrounding them.

Prerequisite(s): ARST 1050 or 1060.

ARST 2050 Drawing II: Color (4)
“Color drawing” implies the process of one “describing” an object or form from observation in a dry color medium. In this course, we will hone our ability to describe the appearance of three-dimensional forms and space onto a two-dimensional surface, a process begun in Drawing I 105. The quest for verisimilitude begun in Drawing I 105 will be continued in 205 to through the reexamination of line, value, and perspective in graduated complexity, and will examine the relationship of color to these familiar formal properties. However, the course will also explore additional means of being “true” to an object or a space beyond the transcriptive nature of verisimilitude. The course will also deal heavily with the nature of color and color theory.

Prerequisite(s): ARST 1050 or 1060.

ARST 2060 Drawing II: Materials and Strategies (4)
In this course, we will build upon skills, techniques, and disciplines learned in Drawing I (ARST 1050). Drawing fundamentals, coupled with new and experimental approaches to drawing, will be employed in an investigation of the relationship between subject matter, execution, and the resulting content or meaning. The student will begin to unite their ability to render from observation with communicating specific and personal concerns. Individual goals, visions, and content are provided forum for display in the drawing assignments.

ARST 2070 Drawing II: Descriptive Drawing (4)
“Descriptive drawing” implies the process of describing an object or form from observation. In this course, we will hone our ability to describe the appearance of three-dimensional forms and space onto a two-dimensional surface. The development of verisimilitude begun in Drawing I will be continued here through the reexamination of line, value, and perspective in graduated complexity, and will examine the a variety of markmaking and material approaches to these fundamentals. This course will also explore additional means of being “true” to an object or a space beyond the transcriptive nature of verisimilitude. This exploration will involve the student systematically considering the relationship of how one draws to what one draws in course assignments.

Prerequisite(s): ARST 1050 or 1060.

ARST 2080 Drawing II: Figure Drawing (4)
Observational drawing of nude, semi-nude, and clothed models will allow for the thorough study of the anatomy and vitality of the human form. Students will further the usage of perceptual and technical rendering skills gleaned from Drawing I while employing the human figure as a vehicle of expression and communication. The course will foreground the issue of representation in contemporary artistic practice.

Prerequisite(s): ARST 1050 or 1060.

ARST 2101 Sequence and Series (4)
Within foundation courses in Studio Art, the singular image or object often occupies the student's primary attention as they work towards technical and conceptual refinement. Energy, effort, and focus are frequently poured into the creation of a stand-alone work of art. This course will involve the creation of multiple images or objects in a determined sequence within a single work of art or project. These images or objects will be employed to advance a specific narrative when taken in total. Moving beyond the preciousness or comprehensiveness of the singular image or object, Sequence and Series will employ a cumulative and aggregate approach to communication, exploring the advantages that multiplicity, layout, duration, and viewer participation open within art making.

ARST 2130 Ceramics II: Wheel Throwing (4)
The course focuses on the use of the potter's wheel in developing ceramic forms. A variety of techniques and forms will be covered with emphasis on their aesthetic and conceptual potential in the field of ceramic art. Historical and contemporary approaches are presented in slide lectures and demonstration.

Prerequisite(s): ARST 1130.

ARST 2140 Ceramics II: Mold Making (4)
The course focuses on hand working processes with plaster molds and use of extruded elements in the development of original works. Press molding and slip casting will be covered. Students participate in developing clays, glazes and firing procedures.

Prerequisite(s): ARST 1130.

ARST 2150 Ceramics II: Contemporary Ceramic Sculpture (4)
This course introduces students to issues and formats in contemporary ceramic sculpture. Students will develop original works in clay within the formats of wall platters, figurative sculpture and site specific installations. The course will make use of skills developed in ARST 1130 with some new construction, glazing and firing processes introduced, and students sharing responsibility for clay making and firing of the finished pieces. The development and articulation of original ideas will be emphasized through and studio work time, demonstrations, discussions, slide lectures and critiques.

Prerequisite(s): ARST 1130.

ARST 2170 Glass II: Hot Casting (4)
The goal of this class is to achieve a functional understanding of glass art. This general course focuses on blowing, casting, and forming glass. Attention is given to using the approaches to glass for individual expression.

Prerequisite(s): ARST 1170.

ARST 2180 Glass II: Hot Casting (4)
The goal of this class is to achieve a functional understanding of glass art. This general course focuses on blowing, casting, and forming glass. Attention is given to using the approaches to glass for individual expression.

Prerequisite(s): ARST 1170.

ARST 2270 Painting II: Abstraction (4)
This course focuses on the formal and expressive qualities of both nature-based and pure abstraction. Abstraction is investigated through historic and contemporary ideologies, technical issues and the use of nontraditional materials. Systematic exploration of a variety of approaches will serve as a structure for development of the student's own goals and sensibility.

Prerequisite(s): ARST 1250.

ARST 2280 Painting II: Realism (4)
This course focuses on the descriptive and representational abilities of painting, building on techniques and skills developed in Painting I. Systematic exploration of a variety of approaches to description will serve as a structure for development of the student's own goals and sensibility. Students will critically reflect on contemporary painters alongside of projects designed to cultivate a breadth of understanding about paint as a medium.

Prerequisite(s): ARST 1250.

ARST 2350 Photography II: Expansive Practice (4)
This intermediate course in photography builds on the foundations established in introductory courses to enhance both technical skills and conceptual abilities. Skill development in this course includes digital and analog photographic processes, and the course is open to the full breadth of lens-based production techniques. Artist lectures, critiques, class discussions, and critical reflection will all be used to explore how diverse lens-based practices can expand creative production. Operating within a studio environment that nurtures experimentation and collaboration, students will not only advance their technical expertise but also cultivate their artistic identity and style.

Prerequisite(s): ARST 1310, 1330 or 1350.

ARST 2370 Print II: Screen Printing (4)
This class will focus on a detailed exploration of the art of screen printing, starting with simple paper stencil techniques through more complex photo-based emulsions. You will be exposed to historical and contemporary examples of the medium and produce works that explore a variety of ideas. Much consideration will be given to conceptual and formal issues and how these aspects manifest themselves through the medium.

Prerequisite(s): ARST 1370.

ARST 2380 Print II: Stone and Plate Lithography (4)
This course is designed as an in-depth study of plate and stone lithography. We will explore a wide range of drawing and painting materials on aluminum lithography plates and limestone slabs. Through a series of demonstrations, projects, critiques, readings and reading discussions, as well as image lectures you will explore the rich diversity of this medium and become familiar with the process of lithography.

Prerequisite(s): ARST 1370.

ARST 2490 Sculpture II (4)
This course explores and expands on the basic concepts, techniques, and processes of sculpture. Students work with projects that develop understanding of both sculptural ideas and materials. A wide variety of media and approaches are explored in this course, including wood, plaster, welding and casting metals, mixed media, and working from the figure.

Prerequisite(s): ARST 1490.

ARST 2500 Sculpture II (4)
This course explores and expands on the basic concepts, techniques, and processes of sculpture. Students work with projects that develop understanding of both sculptural ideas and materials. A wide variety of media and approaches are explored in this course, including wood, plaster, welding and casting metals, mixed media, and working from the figure.

Prerequisite(s): ARST 1490.

ARST 2550 Digital Arts II: Creative Computing (4)
This course emphasizes core competencies in creative computing, including programming graphics and interactive applications. Students will create projects through the medium of code, learning to create and manipulate images, audio and video by writing custom software. No programming experience required.

Prerequisite(s): ARST 1550.

ARST 2560 Intro to Digital Fabrication (4)
This course is an experimental studio geared toward the exploration of several new technologies in digital fabrication, including computer–controlled routers and 3D printers. What are the affordances of these technologies and what do they mean in the context of the fine arts? These machines can produce works that are finished products or that are steps along the way in more traditional art media. How can we use these tools to enhance our artistic practice? What do they mean for the future of fabrication, craft, and aesthetics? These are the questions we'll work to explore together.

ARST 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

ARST 3010 Special Courses (1-4)
Coursework for additional credit in conjunction with 2000- or 3000-level studio courses. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 3011 Special Courses (1-4)
Coursework for additional credit in conjunction with 2000- or 3000-level studio courses. Course may be repeated up to unlimited credit hours.

ARST 3012 Special Topics (0-4)
Coursework for additional credit in conjunction with 2000- or 3000-level studio courses. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 3013 Special Topics (4)
Special Topics course. Course may be repeated up to unlimited credit hours with different course title.

Maximum Hours: 99

ARST 3014 Special Topics (4)
Special Topics course. Course may be repeated up to unlimited credit hours with different course title.

Maximum Hours: 99

ARST 3015 Special Topics (4)
Special Topics course. Course may be repeated up to unlimited credit hours with different course title.

Maximum Hours: 99

ARST 3020 Special Courses (1-4)
Coursework for additional credit in conjunction with 2000- or 3000-level studio courses. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 3040 Art and Activism (4)
This course explores art making as a tool for change. Through the lens of current social and environmental issues, we will examine why and how artists create meaning. The discussion of texts and visual material will be supplemented by visits with local activists and field trips to artist studios and exhibitions. The service learning component of the course involves working with an art/activist community partner on social or environmental projects. We will work to fulfill their organizational needs while enhancing our own civically engaged artistic practice. Thinking across disciplinary fields, we will focus on the potential to transform our political and personal experiences through art and action. The culmination of the course will be the creation of an individual or collaborative project that combines research, aesthetics, and activism. Prerequisites: two 1000 level or above courses in ARST. Course may be repeated 3 times for credit.

Course Limit: 3

ARST 3130 Advanced Ceramics (4)
Further examination of the aesthetic and conceptual applications of the ceramic medium. The development of individual concerns and vocabulary of form will be stressed. Clay and glaze formulation will be covered. Students are responsible for developing clays and glazes and firing their work.

Prerequisite(s): ARST 2130, 2140 or 2150.

ARST 3140 Advanced Ceramic: Wheel Throwing (4)
Development of advanced throwing techniques and concepts related to creating original works on the potter's wheel. More complex forms, as well as glazing and firing processes will be covered. Lectures, demonstration and critiques will supplement studio work time.

Prerequisite(s): ARST 2130 or 2140.

ARST 3170 Advanced Glass (4)
This class further develops the student's ability to study methods and processes for forming molten glass into sculpture. Instruction in glass casting and blowing are taught with a focus on creating specific ideas.

Prerequisite(s): ARST 1170 and 2170.

ARST 3180 Advanced Glass (4)
This class further develops the student's ability to study methods and processes for forming molten glass into sculpture. Instruction in glass casting and blowing are taught with a focus on creating specific ideas.

Prerequisite(s): ARST 2170 or 2180.
Course Limit: 2

ARST 3250 Advanced Painting (4)
Advanced Painting will address the union of material, formal, and technical decisions with the student's conceptual concerns within the framework of their painting practice. Projects are designed to provide the student with the opportunity to consider complex problems in their craft and to stimulate focused, individual solutions and direction. Additionally, the student will be equipped to sustain independent production beyond graduation and will be exposed to the contemporary context of painting through readings, slides, gallery and studio visits, and research.

Prerequisite(s): (ARST 1250 and 2270 or ARST 2280) or (ARST 1050 and 2040 or ARST 2050, 2060, 2070 or 2080).

ARST 3260 Advanced Painting (4)
Advanced Painting will address the union of material, formal, and technical decisions with the student's conceptual concerns within the framework of their painting practice. Projects are designed to provide the student with the opportunity to consider complex problems in their craft and to stimulate focused, individual solutions and direction. Additionally, the student will be equipped to sustain independent production beyond graduation and will be exposed to the contemporary context of painting through readings, slides, gallery and studio visits, and research.

Prerequisite(s): (ARST 1250 and 2270 or ARST 2280) or (ARST 1050 and 2040 or ARST 2060, 2070 or 2080).

ARST 3300 Decolonizing the Camera (4)
In this course students will examine their own visual practice through the framework of decolonization. Through this process, students will engage with topics of race, representation, and power, while they build a visual practice that takes into account the complicated colonial legacy of photography. We will investigate the ways in which the camera has historically been used as a weapon of violence against those deemed as the Other. By approaching photography in such a way, students will gain a better understanding of how the camera works in racial time, which will result in a more informed and intentional practice of art-making. Throughout the course, students will engage in critiques, readings, and visual analyses that will support the cultivation of language to directly address the formation of otherness in image-making. Simultaneously students will be looking at contemporary lens-based artists who are working to correct this legacy from behind the camera in order to leverage the medium of photography as a tool of liberation. Students will employ these contemporary techniques to develop their own artistic practice.

Prerequisite(s): (ARST 1050, 1060, 1130, 1170, 1250, 1310, 1330, 1350, 1370, 1490, 1550, ARHS 1010, 1020, DESG 1005, 1105 or DMPC 1110).

ARST 3350 Advanced Photography: Skills and Concepts (4)
This course covers the development of various lens-based skills, with attention given to issues of representation and aesthetics within contemporary art discourse. Students must have completed both a 1000-level course and a 2000-level course in photography (or equivalent) and are expected to enter the class with an intermediate level of understanding of camera operations and printing techniques. Through technical exercises, students will learn targeted methods and tools catered to advancing their conceptual projects. These skills include, but are not limited to, advanced darkroom processes, experimental chemical processes, large format film cameras, advanced lighting, advanced photoshop, large format scanning, large format printing, video work, performance, and installation. Although there is a large amount of technical ground covered in this course, everything presented is intended to be a tool used for creative expression.

Prerequisite(s): (ARST 1310, 1330 or 1350) and ARST 2350.

ARST 3360 Advanced Photography: Individual Projects (4)
This course provides a laboratory to advance creative production and develop critical thinking. Students must have completed both a 1000-level course and a 2000-level course in Photography (or equivalent) and are expected to enter the class with an intermediate level of understanding of camera operations and printing techniques. The foundation of this course is continued advanced experimentation with lens-based media. Students will explore the aesthetic aspects of photography through self-directed assignments geared toward improving their technical and conceptual abilities. Group critiques will challenge students to further develop the technical, aesthetic, and conceptual skills necessary for establishing a strong individual photographic practice and style.

Prerequisite(s): (ARST 1310, 1330 or 1350) and ARST 2350.
Course Limit: 2

ARST 3370 Advanced Printmaking: Etching (4)
This course is designed as a concentrated study in the art and technique of copper plate etching. Through a series of demonstrations, PowerPoints presentations, projects, and critiques students will explore the rich diversity of this medium and become proficient with the mark making, processes and materials. The Techniques covered will include line etching; soft ground texture etching; aquatint the creation of tonal areas; sugar-lift which encompasses direct image painting on the plate, spit bite involving direct acid painting on the plate, and various techniques of printing including à la poupée, chine colle and multi color viscosity printing.

Prerequisite(s): ARST 1370.

ARST 3380 Advanced Printmaking: Woodcut and Relief (4)
This course is an intense investigation into the advanced processes with woodcut and relief printmaking. You will explore possibilities with different substrates and different ways of printing relief. This will include the Japanese style of block printing called Moku-hanga, installation prints and other experimental applications. You will be exposed to historical and contemporary examples of the medium and produce original works that explore a variety of ideas. Much consideration will be given to conceptual, formal and technical issues and how these aspects manifest themselves through the medium and contribute to the discourse in contemporary art

Prerequisite(s): ARST 1370.

ARST 3400 Printmaking: The Art of the Book (4)
This Course is an in-depth exploration into the Art of the Book and Book Arts. The course will incorporate various binding techniques with conceptual and formal projects. A History of Book Arts will be presented as well as examples of popular trends in hand made books. Instruction will be given on setting type and using the letterpress. Also covered will be page design, page flow, and digital development of images and text. Readings will accompany slide lectures and demonstrations. Prerequisite(s): ARST 1370.

Prerequisite(s): ARST 1370.

ARST 3490 Advanced Sculpture (4)
Advanced Sculpture students will have a significant opportunity to work in a self-guided fashion for a large portion of the semester. Advanced students will meet with the professor in the first week to determine an individualized trajectory for the semester. The instructor asks that Advanced students begin the semester by responding to a site-specific context to be negotiated between the professor and individual student and additional project outlines will be developed and implemented as needed. The instructor will work directly with the student in editing artist statements and project documentation. Students in enrolled in Advanced Sculpture will be expected to apply for professional opportunities as a component of the course. Advanced students will culminate the semester with an exhibition in a location of their choosing, this could include the Carrol Gallery.

Prerequisite(s): ARST 1490 and 2490.

ARST 3500 Advanced Sculpture (4)
Advanced Sculpture students will have a significant opportunity to work in a self-guided fashion for a large portion of the semester. Advanced students will meet with the professor in the first week to determine an individualized trajectory for the semester. The instructor asks that Advanced students begin the semester by responding to a site-specific context to be negotiated between the professor and individual student and additional project outlines will be developed and implemented as needed. The instructor will work directly with the student in editing artist statements and project documentation. Students in enrolled in Advanced Sculpture will be expected to apply for professional opportunities as a component of the course. Advanced students will culminate the semester with an exhibition in a location of their choosing, this could include the Carrol Gallery.

Prerequisite(s): ARST 2490 or 2500.

ARST 3550 Time-Based Media (4)
This course is designed to explore the various forms of time-based media and their applications in the fine arts. In this class students will study the techniques and technologies used to create time-based media including video, animation, and sound design. Through a combination of hands-on projects and critical analysis, students will gain a deep understanding of how time-based media can be used to convey messages, tell stories, and create immersive experiences. Industry-standard software such as After Effects, Premier, and Audition will be used as students develop their time-based media projects.

Prerequisite(s): ARST 1550.

ARST 3560 Print-Based Media (4)
This course is designed for students interested in book design, complex graphics, and large-scale prints. Through a combination of hands-on projects and critical analysis, students will have the opportunity to explore the latest tools and techniques used in digital printing along with learning about color management, file preparation, and print output. Students will work with industry-standard software programs, such as Photoshop, InDesign, and Illustrator to create original digital prints.

Prerequisite(s): ARST 1550.

ARST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 3900 Studio Internship (3)
Studio internships are available for individual projects done in association with various firms and institutions in New Orleans. Students will work under professional supervision at these sites, and consult with an art studio faculty member. Requirements include a written report on the experience, and an evaluation by the supervisor.

ARST 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

ARST 4130 Studio: Ceramics (3-4)
Further examination of the aesthetic and conceptual applications of the ceramic medium. The development of individual concerns and vocabulary of form will be stressed. Clay and glaze formulation will be covered. Students are responsible for developing clays and glazes and firing their work.

Prerequisite(s): ARST 2130, 2140 or 2150.

ARST 4140 Studio: Ceramics (3-4)
Development of advanced throwing techniques and concepts related to creating original works on the potter's wheel. More complex forms, as well as glazing and firing processes will be covered. Lectures, demonstration and critiques will supplement studio work time.

Prerequisite(s): ARST 3130 and 3140.

ARST 4170 Studio: Glass (3-4)
Continuing instruction in glass casting and forming techniques. The emphasis will be on professional presentation of specific ideas.

Prerequisite(s): ARST 3170 or 3180.

ARST 4180 Studio: Glass (3-4)
Continuing instruction in glass casting and forming techniques. The emphasis will be on professional presentation of specific ideas.

Prerequisite(s): ARST 3170 or 3180.

ARST 4250 Studio: Painting (3-4)
Individual projects in a class situation. Each student explores special interests with the opportunity of working with other advanced students doing diverse projects arrived at in consultation with faculty.

Prerequisite(s): ARST 1250 and (ARST 2270 or 2280) and (ARST 3250 or 3260).

Maximum Hours: 99

ARST 4260 Studio: Painting (3-4)
Individual projects in a class situation. Each student explores special interests with the opportunity of working with other advanced students doing diverse projects arrived at in consultation with faculty.

Prerequisite(s): (ARST 3250 or 3260).

Maximum Hours: 99

ARST 4350 Studio: Photography (3-4)
Individual projects in a class situation. Each student explores special interests with the opportunity of working with other advanced students doing diverse projects arrived at in consultation with faculty.

Prerequisite(s): ARST 3350 or 3360.

Maximum Hours: 99

ARST 4360 Studio: Photography (3-4)
Individual projects in a class situation. Each student explores special interests with the opportunity of working with other advanced students doing diverse projects arrived at in consultation with faculty.

Prerequisite(s): ARST 3350 and 3360.

Maximum Hours: 99

ARST 4370 Studio: Printmaking (3-4)
Personal exploration into the expansive world of printmaking. Emphasis is placed on personal growth and development both on the conceptual and technical level. The course consists of individual and group projects in a class setting.

Prerequisite(s): ARST 3370.

ARST 4380 Studio: Printmaking (3-4)
Personal exploration into the expansive world of printmaking. Emphasis is placed on personal growth and development both on the conceptual and technical level. The course consists of individual and group projects in a class setting.

Prerequisite(s): ARST 3370 or 3380.

ARST 4490 Studio: Sculpture (3-4)
Individual exploration within a cooperative format. Attention given to the development of personal style with seminars supplementing studio research.

Prerequisite(s): ARST 3490 and 3500.

ARST 4500 Studio: Sculpture (3-4)
Individual exploration within a cooperative format. Attention given to the development of personal style with seminars supplementing studio research.

Prerequisite(s): ARST 3490 and 3500.

ARST 4910 Independent Study (3-4)
Open to especially qualified juniors and seniors with approval of instructor and chair of department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 4920 Independent Study (1-4)
Open to especially qualified juniors and seniors with approval of instructor and chair of department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 4930 Senior Capstone Studio (3)
This course constitutes a capstone experience for senior B.A. students in Studio Art. The course will culminate in an exhibition of the students' work in the B.A. Exhibition in the Carroll Gallery which the students will design, install, promote, and document. The course will also cover contemporary art criticism, assisting students in understanding their work in the broader context of contemporary art. Students will visit and critique professional exhibitions, develop the ability to present their own work in a slide presentation and a digital portfolio, and study other professional art practices, resources, and opportunities.

ARST 4940 BFA Senior Capstone Experience (3)
This course constitutes a capstone experience for senior BFA art majors and culminates in an exhibition in the Carroll Gallery of the Newcomb Art Department. The course intends to explore the framework of a professional studio practice: sustaining healthy work habits following graduation, creating/selecting/installing/presenting/documenting a body of work in an exhibition venue, writing clear and articulate artist statements and exhibition or residency proposals, and actively interfacing with other artists, gallerists, critics, and curators in the field. Through in-class presentations, group critiques, field trips, and written assignments, students will formulate plans and practices for a post-graduation career in the arts.

ARST 4990 Honors Thesis (3)

ARST 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

ARST 5000 Honors Project (3-4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ARST 4990.

ARST 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): ARST 4991.

ARST 5010 Studio Research (3)
This course is designed for senior BFA and BA students in Studio Art to explore the research skills and methods employed by professional artists. Through case studies of contemporary and diverse creative practices, majors will develop an understanding of how research habits drawn from different disciplines can impact both the artistic process and its resulting output. The course covers topics and methodologies such as site-specific research and fieldwork, influence mapping, the use of archives, and the relationships between visual work and language. Functioning as a collaborative think tank, students will investigate approaches to contemporary artistic practice, fostering the evolution of each student's emerging practice as both a maker and thinker. As participants engage in collective exploration, they will simultaneously make progress toward the development of a cohesive body of individual work in preparation for the Senior Capstone course taken the subsequent semester, ultimately culminating in the BA and BFA exhibitions. NOTE: During the senior year, Studio Art majors are required to take a 4-credit studio art course above the 2000-level each semester—one in conjunction with 'ARST 5010: Studio Research' in the fall and one in conjunction with 'ARST 5020: Capstone' in the spring.

ARST 5020 Senior Capstone Studio (3)
This course constitutes a capstone experience for senior BFA and BA students in Studio Art. The course will culminate in an exhibition of the students' work in the BFA and BA Exhibitions in the Carroll Gallery, where the students will design, install, promote, and document their projects. Through an examination of contemporary art criticism, students will develop a deeper understanding of their work in the broader context of contemporary art. Additionally, students will visit and critique external exhibitions while simultaneously studying professional art practices, resources, and opportunities. Writing clear and articulate artist statements, creating exhibition or residency proposals, and presenting their work in presentations and a digital portfolio are also integral components. The course explores the framework of a professional studio practice by actively interfacing with artists, gallerists, critics, and curators in the field, formulating plans and practices for post-graduation careers in the arts.

ARST 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

ARST 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 6010 Special Advanced Courses (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 6020 Special Advanced Courses (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ARST 7010 Graduate Art Studio (3)

ARST 7020 Graduate Art Studio (3-6)

ARST 7030 Graduate Art Studio (3)

ARST 7040 Graduate Art Studio (3-6)

ARST 7320 Printmaking (3)

ARST 7400 Special Problems I (6)

ARST 7410 Special Problems II (6)

ARST 7420 Special Problems II (3)

ARST 7430 Special Projects (3)

ARST 7450 Thesis Project (3-6)

ARST 7800 MFA Seminar (3)

Maximum Hours: 99

ARST 7810 Studio Art MFA Critique Class (3)
The purpose of this class is to provide focused time critiquing graduate student work. Throughout the course of the semester, students will have multiple opportunities to present work to the entire MFA cohort for essential discussion and feedback. Course may be repeated up to 4 times for credit.

Course Limit: 4

ARST 7820 Mfa Seminar (3)

ARST 7830 Mfa Seminar (3)

ARST 9980 Thesis Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Asian Studies (ASTA)

ASTA 1800 Intro to Asian Studies (3)
This course is designed to provide a general introduction to the field of Asian Studies and to familiarize students with its primary regions: East Asia, South Asia, and Southeast Asia. Each of these regions is complex, rich in history and diverse cultures, and important in the global community. Introduction to Asian Studies provides students with a framework with which they can understand each major area in terms of aesthetic expression, cultural and linguistic groups, economics, geography, history, politics, philosophy, and religion.

ASTA 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ASTA 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

ASTA 3180 Peoples & Cultures of S. Asia (3)
A survey of the peoples and cultures of India, Pakistan, Nepal, Bangladesh, Bhutan, Sikkim, and Sri Lanka. Emphasis is placed upon the social organization and cultural history of the diverse peoples who have inhabited the Indian Triangle.

ASTA 3511 Intro to Chinese Linguistics (3)
Introduction to Chinese Linguistics is designed to help Chinese learners understand Chinese grammar in a systematic manner as well as gain a theoretical perspective on Chinese language structure, give linguistic students a sense of how Chinese languages, in particular, Mandarin Chinese works and help (future) Chinese instructors gain the meta-linguistic knowledge in teaching Mandarin language. This course will be conducted in the form of lectures and student-led discussions. At the end of this course, students are expected to build a schema on Chinese language structure, gain a better pragmatic knowledge of Chinese language and have a better understanding of Chinese socio-cultural conventions in its language usage.

ASTA 3520 Modern Japanese Culture (3)
Study of contemporary Japanese culture and society.

ASTA 3540 Anime, Japan & Globalization (3)
This course will engage the interdisciplinary field of anime, globalization, and cultural policy studies to better understand the broader relationship between popular media, culture and politics. We will engage with select anime texts and articles to better understand how anime has developed into a global medium, and further analyze these texts through readings that deal with Japan's postwar development. Students will develop a better understanding of the history of Japanese anime as well as the global market flows that influenced the current development of anime into a massive international phenomenon.

ASTA 3550 Feudal Japan: Age of the Samurai (3)
Feudal Japan examines Japanese culture, history, and society from the dawn of the Samurai class until its demise in the last half of the nineteenth century. During this period, Japan evolved from a highly warlike society to one in which peace prevailed for more than 250 years. Topics to be covered include geography, prehistory, class/caste development, religion, warfare, urban development, theatre, fine arts, social control, and western contact. No prerequisites.

ASTA 3770 Chinese Cinema (3-4)
Critical survey of Chinese Cinema taught in English with historical coverage but focusing on contemporary (post-80s) cinema, covering a range of genres including art films, comedies. Melodramas, science fiction, and historical films from Mainland China, Hong Kong, and Taiwan. A key question we address is how cinema becomes "national," highlighting the geopolitical and historical issues that inhere in the global circulation of films and their interpretation. Students will learn skills in film analysis and criticism with a view of problems of cross cultural analysis and key themes in modem Chinese culture, including the meaning of revolution, shifting gender roles. and the relation between politics and art.

ASTA 3810 Modern Chinese Lit and Society (3)
This course is a general introduction to the modern Chinese fiction, poetry, and prose from the early twentieth century to the present.

ASTA 3910 Special Offerings In Asian Studies (3-4)
Courses offered by visiting professors. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTA 3911 Special Topics (3-4)
Special topics course as designed by visiting or permanent Asian Studies faculty or affiliates. For description, consult the academic program. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

ASTA 4500 Special Topics (3)
Special topics in Asian studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTA 4560 Internship (3)
Internship Studies in Asian Studies

Maximum Hours: 99

ASTA 4600 Dragon and Lotus (3-4)
This course, focusing the visual and material culture of China from the prehistoric to the medieval period, is to interrogate the dynamics between art, politics, and rituals. Students will investigate how ancient Chinese made use of a variety of mediums for different social and political purposes and how a myriad of motifs conveyed symbolic meanings.

ASTA 4910 Independent Study (1-3)
Independent study in Asian studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTA 4990 Honors Thesis (3)
Honors thesis.

ASTA 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ASTA 4990.

ASTA 5190 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTA 5380 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTA 5390 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTA 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

ASTA 6810 Special Topics (3,4)
Special topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Astronomy (ASTR)

ASTR 1000 Descriptive Astronomy (3)
A one-semester survey of astronomy for the liberal arts student. The solar system, properties and evolution of stars and galaxies, and cosmology. Recent discoveries in astronomy are emphasized.

ASTR 1010 The Solar System (3)
The organization and origin of the solar system, the earth in motion, the sun, the moon, the planets, comets, and meteors.

ASTR 1020 Stellar Astronomy (3)
The stars, their distances, spectra, magnitudes. Stellar atmospheres and interiors, stellar evolution. Variable and collapsing stars, nebulae, galaxies and cosmology.

ASTR 1100 Observational Astronomy (4)
Activities, readings, and projects in observational astronomy. This course provides students with practical experience in observational techniques, while guiding them to an understanding of the role of measurement in the scientific method.

ASTR 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ASTR 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

ASTR 5380 Study Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTR 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Biochemistry & Molecular Biol (GBCH)

GBCH 6010 Graduate Biochemistry (4)
The course objectives are to provide graduate level exposure to basic biochemistry, including the structure and function of proteins, membranes and lipids, the basis of enzyme function and metabolic cycles, glycoconjugate biochemistry, and DNA/RNA structure and function. Grades are assigned based on three exams given over the semester.

GBCH 6020 Biochemistry and Molecular Biology Seminar (1)
Students are required to attend and participate in the seminars given by the Department of Biochemistry and Molecular Biology.

GBCH 6110 Basic Medical Biochemistry (3)
The course focuses on topics, mechanisms, and analyses that are most relevant to human health and disease, including biomolecule structure and function, gene regulation, and metabolism in cancer, diabetes, and heart disease. Instructional methods include those currently employed in the Tulane Medical School, such as the flipped classroom and team-based learning. Students will be provided an array of learning aids, including instructional videos.

GBCH 7090 Seminar (1)

GBCH 7100 Seminar (1)

GBCH 7110 Selected Topics (1-4)

GBCH 7120 Special Problems (1-6)

GBCH 7130 Selected Topics (1-4)

GBCH 7140 Selected Topics (1-3)

GBCH 7150 Tutorial Topics (1-6)

GBCH 7160 Tutorial Topics (1-6)

GBCH 7170 Principles of Genetics (4)
This four credit-course on the Principle of Genetics textbook by Griffiths et al that proceed from the basic experiments that established the principles of genetic behavior and gene regulation to the molecular genetics of higher organisms. The course is intended to fill a gap of knowledge in our curriculum for molecular genetics that nicely show the foundations of current studies using the broad range of organisms that are still being used as model organisms. An increasing number of students lack this information which we consider vital for their current work and their future studies. We use the textbook by Griffiths et al that is a favorite since it moves from genetics to a greater focus on molecular genetics.

GBCH 7190 Seminar Presentation (2)

GBCH 7230 Introduction to Bioinformatics (3)
This three credit course on Introduction to Bioinformatics provides students with essential concepts, tools, and databases on integrating computer science with biology and medicine to access, format, manage, visualize, and analyze biological data, especially for genomics, transcriptomics, metagenomics, and epigenomics. A major focus is to help students gain detailed knowledge and hands-on computer skills on next-generation sequencing (NGS) data analyses, particularly DNASeq, RNASeq, small RNASeq, and epigenomics analyses. This course addresses the high demand of bioinformatics training for students who can apply critical software tools, data repositories, and analytical methods in their current student and future research.

Prerequisite(s): GBCH 6010.

GBCH 7250 Biomedical Statistics and Data Analysis (2)
The objective of this course is to provide biomedical graduate students with the knowledge needed to apply statistical tests and analyses to their own data and with the knowledge to understand the statistical analyses they are likely to encounter in the literature. Subjects include single and multiple parameter analyses for measured and counted variables, as well as linear and non-linear regression. Grades are based on exams that require students to apply what they learned to solving statistical problems.

GBCH 7330 Advanced Bioinformatics (3)
The goal of this course is to introduce foundational concepts, algorithms and applications of advanced bioinformatics, particularly machine learning and artificial intelligence (AI) in biomedical research. The major topics include machine learning, deep learning, and AI and their state-of-the-art applications in biomedicine. Students will acquire mathematical formulations and computer algorithms in regression modeling, data clustering and dimensionality reduction, data classifications (including deep learning), and reinforcement learning. Students will also gain detailed knowledge and hands-on experience in proteomics) and develop programming skills in applying open-source software programs in analyzing and interpreting omics data. Prerequisite: A Biochemistry course.

GBCH 7500 Human Medical Cellular Biochemistry (5)
The objectives and content of the Human Medical Cellular Biochemistry course are designed to provide students with a comprehensive understanding of cellular structure and function, and the manner by which cellular processes are normally integrated and regulated. This course stresses both the normal cellular function, and why disease states occur if normal cellular processes are disrupted.

GBCH 7520 Metabolic Biochemistry of Human Disease (5)
The objectives and content of the Metabolic Biochemistry of Human Disease course are designed to provide students with a comprehensive understanding of the metabolic pathways involving the four major metabolic compounds: carbohydrates, lipids, amino acids and nucleotides; and the manner by which metabolism is normally integrated and regulated. This course stresses both the normal metabolic function, and why disease states occur if normal metabolic processes are disrupted.

GBCH 7540 Medical Biochemistry Grand Rounds Externship (3)
Students are required to actively attend each of the Grand Rounds offered by the Department of Medicine and an elective seminar offered by the various departments in the School of Medicine, and to give a one-page report post Grand Round. This report will summarize clinical and research topics, background knowledge, major experimental/diagnostic/therapeutic approaches discussed, key results, conclusions and significance of the studies presented in each Grand Round, as well as some critiques on the Grand Round. A one-hour discussion section on Friday will follow the seminars. Grades are based on participation and reports.

GBCH 7550 Med Biochem Grand Rounds Exter (3)

GBCH 7560 Academic Writing & Critique (2)
Students will review the structure and syntax of papers from the primary literature and of grant proposals, investigate and report the validity of an advertised health claim, prepare a two-page grant proposal, and review a grant proposal. Review activities will be carried out in small groups with facilitation by the instructor. The grade will be based on class participation, student feedback, the report, and the proposal.

GBCH 7570 Signal Transduction and Hormone Action (2)
Current molecular mechanisms for cellular signal transduction pathways and hormone action including membrane receptors and downstream pathways, second messenger systems, receptor-ion channels, kinase/phosphatases, extracellular matrix signaling, signaling and cell death, Wnt signaling pathways and nuclear receptor signaling.

GBCH 7580 Research Methods in Biochemistry and Molecular Biology (2)
Each student will work in a laboratory to learn how different methods are used to carry out research in Biochemistry and Molecular Biology. At the end of the semester, the student is required to write a 2 to 3-page report describing the principle of the methods and the results of the work. The grade will be based on the feedback of the laboratory PI and the report.

GBCH 7590 Cases in Research Ethics (2)
This course is to emphasize the importance of research ethics through the use of examples from real life. They will be a brief explanation of the case by the instructor, students will break up into groups, and decide on the appropriate response in their opinion and discuss that opinion.

GBCH 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GBCH 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Bioethics and Medical Humanities (BEMH)

BEMH 4000 Philosophy of Medicine (3)
This course provides an in-depth treatment of the philosophical foundations of medicine. It considers problems relating to the nature of health and illness, the basis of medical knowledge, the nature of the physician/patient relationship, and more. Junior or Senior standing required.

Prerequisite(s): PHIL 1010, 1030, 3050 or 3550.

BEMH 4001 Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics (3)
Neuroethics, as an area of study, can be divided into two sub-fields: the neuroscience of ethics and the ethics of neuroscience (Roskies 2002). The neuroscience of ethics deals with our growing understanding of the underlying mechanism of social behavior relevant to morality – for instance, the origins and nature of empathy, altruism, aggression, self-control, reasoning, and the role of our emotions and intuitions in moral decision making. The ethics of neuroscience is a branch of applied ethics or bioethics. It focuses on ethical issues that originate in new advances and possibilities in neuroscience. Especially relevant here is the fact that advances in neuroscience not only extend our understanding of the brain, but also raise the possibility of interventions to modify our brain. This course is designed to give students a philosophical overview of these topics, and opportunities to think critically about ethical implications related to neuroscience and advances in medicine. We will explore fundamental topics in both branches of Neuroethics. Drawing from a variety of fields—neuroscience, philosophy, social psychology, cognitive psychology, developmental psychology, and evolutionary theory—we will investigate and discuss questions like: What are the evolutionary origins of moral judgment? Does evolutionary theory shed light on normative moral questions? Do our moral motivations derive from reason or pre-reflective intuition? Do psychopaths have moral responsibility? Do we have free will? Is there an obligation to enhance ourselves? Should drugs be used to enhance mental functioning? Junior or Senior standing required.

Prerequisite(s): PHIL 1030, 3050, 3510, 3550, 3580 or 6050.

BEMH 4002 Foundations in Bioethics (3)
This course examines the theoretical foundations of bioethics. It begins by considering foundational questions regarding the nature of medicine, illness, and the physician/patient relationship. It then turns to discussion of the various ethical frameworks that guide decision-making in medicine. Finally, it closes by bringing these frameworks to bear on theoretical issues relating to social justice.

BEMH 4003 Medical Humanities (3)
Medical humanities draws on many disciplines and fields—including history, literature, art history, media studies, philosophy, law, ethics, religion, theology, anthropology, psychology, sociology, and other arts and sciences—to study the context of medicine, the experience of medicine, the goals of medicine, and concepts in and of medicine. A common goal of medical humanities is to make clinicians, at all levels of their training, more "humane" or "compassionate." Another common goal includes making clinicians more "well-rounded." Still another goal includes promoting teaching and learning in medical humanities simply for its own sake. But what is "medical humanities"? While there is no single answer to this question, this much is clear: Medical humanities draws from many disciplines and fields to examine issues related to the development and the practice of medicine. In this sense, medical humanities is similar to other fields such as religious studies or gender studies—fields that use various disciplines and methods to study a subject such as religion or gender. What is different, however, is that medical humanities, unlike many other academic fields, seems to require or to imply an essential practical component because all medical humanities knowledge has some relationship to (1) the care of patients and/or populations or (2) the care of physicians themselves. This course will explore a vast array of topics in medical humanities, including the boundaries and the goals of medicine (philosophy); the relationship between narrative and medicine (literature); contemporary health issues (policy); human rights and human rights abuses (ethics); and death and dying (religion). It is my hope that we will come away with an increased understanding of ourselves and our relation to the world of medicine—that, in other words, we will examine our own lives, learning how to love and to work with all the fullness that life affords.

BEMH 4004 Environmental Ethics (3)
This course examines the theoretical foundations, assumptions, and practical implications of environmental ethics. It begins by considering foundational questions regarding the moral value of nature. It then turns to discussion of the various frameworks within which theorists and activists have analyzed and evaluated humanity's obligation to the environment. Finally, it closes by considering the significance of the environment to issues of social justice.

BEMH 4005 Studies in Bioethics through Film (3)
This elective will provide students with a method for analyzing bioethical issues using films and short videos as case studies. This course will provide students a method for identifying conflicts productively, theoretical models to understand and address such conflicts, and an opportunity to reflect on the edges of ethics and what to do there. Topics covered will include: The Edges of Sickness, Defining Sick and Well, What is Medicine, The Health Care System, Justice and Responsibility, Medical History and History of Medicine--Who Should Tell the Story of Medicine, and When Rights Collide—Right to Die and Right to Kill.

BEMH 4006 The Doctor As Author (3)
This course explores some of the many doctor-writers who have reflected on the practice of medicine and the qualities of a good doctor. Beginning with a discussion of the merged scientific and humanistic sensibilities of these writers, it will examine the work of prominent figures like Atul Gawande, Anton Chekhov, Mona Hanna-Attisha, Paul Kalanithi, and Damon Tweedy. Then, with a focus on their pleas that we attend to the patient's illness and life-world as well as to the patient's ailing body, it will consider how their work helps us to think about what it means to practice purposefully.

BEMH 4007 Ethical Theory (3)
This course provides an in-depth treatment of the theoretical foundations of ethics. It introduces students to foundational problems and theories in metaethics, moral psychology, and normative theory.

BEMH 4008 History of Medicine (3)
During this course, health maintenance, disease, and therapeutics will be explored from antiquity until the mid-20th century. This course will relate care of the sick and methods of treatment to the patients' and healers' social, political, religious, and cultural contexts. Additionally, we will also discuss special topics pertaining to the history of women's reproductive health; military medicine; native American, Meso-American, Pacific Island, and Afro-Caribbean medical practices; the history of mental healthcare; and the formalization of medical education and the rise of the medical marketplace.

BEMH 4009 Current Controversies in Bioethics (3)
This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death. Part II of the course looks at particular issues relating to death and dying, such as euthanasia and abortion. Part III examines problems that challenge principles of human dignity. Finally, Part IV concerns problems relating to social justice.

BEMH 4010 Research Ethics (3)
This course is a comprehensive seminar on the theory, history, and practical application of ethics to the conduct of research with humans. This course will examine ethics in research in light of scientific, moral, and political considerations. These include autonomy, individual rights, coercion, justice, community and the common good, the norms of research and the community of researchers, and multi-cultural values. The learner will acquire a working knowledge of the professional life of the clinical researcher and the application of ethics to their practice. The application of ethics over a range of issues in clinical research will be addressed through case studies and dialogue among all seminar participants. All participants will have the opportunity to serve as discussion facilitator for one session.

BEMH 4011 Clinical Ethics (3)
This course is a comprehensive seminar on the theory and practice of clinical ethics consultation, examining bioethics from the perspective of a practicing clinician, Integrated Ethics Program Officer of the Southeast Louisiana Veterans Health Care System (SLVHCS), and former chair of three Hospital Ethics Committees (UofL Health Care Ethics Committee, University of Michigan Health System Ethics Committee, and Chelsea Community Hospital Ethics Committee [Michigan]). This course will familiarize learners with the basic modes and styles of ethics consultation in clinical settings. Learners will also study policy development and educational aspects of hospital ethics committees. Participants will apply philosophical and sociological concepts to cases and policy in clinical settings, will consider methods of mediation, as well as the arguments regarding certification in clinical consultation. Clinical ethics topics of particular emphasis will include informed consent, refusal of treatment, reproductive health, and end-of-life issues.

BEMH 4012 The End of Life in Film & Lit. (3)
This course examines representations of dying and death in literature and film. The focus of the course will be on discussing and analyzing these representations for the purpose of gaining a richer understanding of lived experiences of health, illness, and death. Topics to be discussed include the following: illness and suffering, definitions of health, politics of suffering and death, definitions of death, narratives of death and dying.

BEMH 4013 Medicine and Identity (3)
After a one-week introduction, the course will cover three modules —Race (weeks 2-5), Gender (weeks 6-9), and Ability (weeks 10-13)— followed by a final project in week 14. Each module will contain four parts: (1) Historical Context and Framing; (2) First-person and third-person perspectives; (3) Fiction and nonfiction; and (4) Contemporary voices

BEMH 4014 Pandemic Ethics (3)
This course is split into three Units. Unit I discusses issues relating to the duty of physicians to care for patients during times of pandemic. Are physicians obligated to care for patients with highly infectious disease? How much personal risks are physicians morally required to take on? In Unit II students will consider questions relating to the just distribution of scarce resources in the context of pandemic medicine. How can we ethically decide which patients will receive life-sustaining resources and which will not? Should younger patients receive higher priority than older patients? How should we go about distributing vaccines or other preventive measures throughout the general population? Finally, Unit III focuses on problems relating to social justice in times of pandemic. How do we ensure that the burdens of a pandemic are equitably distributed between social groups? How far may the government go in constraining individual rights for the sake of public health? How should we understand the obligations of the average citizen to promote the public good? The overall goal of the course will be to help students think carefully and constructively about the ethical issues raised by the current public health crisis.

BEMH 4015 Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction (3)
This course will explore in-depth the ethical and philosophical issues arising from views that encourage procreation and those that claim that procreation is morally bad, and the practice of artificial reproductive services and technologies. We will investigate and discuss questions such as: Is there a duty to have children? Do we cause harm by having children? Can it be wrong to reproduce? Is it better never to have come into existence? Is abortion morally permissible? Do pregnant women have a duty to aid the fetus by allowing it the use of their body? Is there a moral difference between killing someone and letting her die? Is it wrong to reproduce through cloning? With the assistance of surrogate mothers and donated eggs? Should we avoid having children with disabilities? Should we use genetic screening or genetic engineering to have the “best” kids we possibly can? Is it wrong to have a child if there are known genetic risk factors? Should parents be permitted to select for disability? How much autonomy are children entitled to? Are transgender people entitled to the same access to assisted reprodctive treatments as everyone else?

BEMH 4910 Independent Study (1-3)

Maximum Hours: 99

BEMH 6000 Philosophy of Medicine (3)
This course provides an in-depth treatment of the philosophical foundations of medicine. It considers problems relating to the nature of health and illness, the basis of medical knowledge, the nature of the physician/patient relationship, and more.

BEMH 6001 Neuroethics: The Ethics of Neuroscience and the Neuroscience of Ethics (3)
Neuroethics, as an area of study, can be divided into two sub-fields: the neuroscience of ethics and the ethics of neuroscience (Roskies 2002). The neuroscience of ethics deals with our growing understanding of the underlying mechanism of social behavior relevant to morality – for instance, the origins and nature of empathy, altruism, aggression, self-control, reasoning, and the role of our emotions and intuitions in moral decision making. The ethics of neuroscience is a branch of applied ethics or bioethics. It focuses on ethical issues that originate in new advances and possibilities in neuroscience. Especially relevant here is the fact that advances in neuroscience not only extend our understanding of the brain, but also raise the possibility of interventions to modify our brain. This course is designed to give students a philosophical overview of these topics, and opportunities to think critically about ethical implications related to neuroscience and advances in medicine. We will explore fundamental topics in both branches of Neuroethics. Drawing from a variety of fields—neuroscience, philosophy, social psychology, cognitive psychology, developmental psychology, and evolutionary theory—we will investigate and discuss questions like: What are the evolutionary origins of moral judgment? Does evolutionary theory shed light on normative moral questions? Do our moral motivations derive from reason or pre-reflective intuition? Do psychopaths have moral responsibility? Do we have free will? Is there an obligation to enhance ourselves? Should drugs be used to enhance mental functioning?

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Medical humanities draws on many disciplines and fields—including history, literature, art history, media studies, philosophy, law, ethics, religion, theology, anthropology, psychology, sociology, and other arts and sciences—to study the context of medicine, the experience of medicine, the goals of medicine, and concepts in and of medicine. A common goal of medical humanities is to make clinicians, at all levels of their training, more "humane" or "compassionate." Another common goal includes making clinicians more "well-rounded." Still another goal includes promoting teaching and learning in medical humanities simply for its own sake. But what is "medical humanities"? While there is no single answer to this question, this much is clear: Medical humanities draws from many disciplines and fields to examine issues related to the development and the practice of medicine. In this sense, medical humanities is similar to other fields such as religious studies or gender studies—fields that use various disciplines and methods to study a subject such as religion or gender. What is different, however, is that medical humanities, unlike many other academic fields, seems to require or to imply an essential practical component because all medical humanities knowledge has some relationship to (1) the care of patients and/or populations or (2) the care of physicians themselves. This course will explore a vast array of topics in medical humanities, including the boundaries and the goals of medicine (philosophy); the relationship between narrative and medicine (literature); contemporary health issues (policy); human rights and human rights abuses (ethics); and death and dying (religion). It is my hope that we will come away with an increased understanding of ourselves and our relation to the world of medicine—that, in other words, we will examine our own lives, learning how to love and to work with all the fullness that life affords.

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BEMH 6005 Medicine in Literature & Film (3)
This course examines representations of medicine, sickness, and death in literature and film. The focus of the course will be on discussing and analyzing these representations for the purpose of gaining a richer understanding of lived experiences health and illness. Topics to be discussed may include the following: death, illness and suffering, the physician/patient relationship, poverty, AIDS, racism, and war.

BEMH 6006 The Doctor As Author (3)
This course explores some of the many doctor-writers who have reflected on the practice of medicine and the qualities of a good doctor. Beginning with a discussion of the merged scientific and humanistic sensibilities of these writers, it will examine the work of prominent figures like Atul Gawande, Anton Chekhov, Mona Hanna-Attisha, Paul Kalanithi, and Damon Tweedy. Then, with a focus on their pleas that we attend to the patient's illness and life-world as well as to the patient's ailing body, it will consider how their work helps us to think about what it means to practice purposefully.

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This course is a comprehensive seminar on the theory, history, and practical application of ethics to the conduct of research with humans. This course will examine ethics in research in light of scientific, moral, and political considerations. These include autonomy, individual rights, coercion, justice, community and the common good, the norms of research and the community of researchers, and multi-cultural values. The learner will acquire a working knowledge of the professional life of the clinical researcher and the application of ethics to their practice. The application of ethics over a range of issues in clinical research will be addressed through case studies and dialogue among all seminar participants. All participants will have the opportunity to serve as discussion facilitator for one session.

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BEMH 6013 Medicine and Identity (3)
After a one-week introduction, the course will cover three modules —Race (weeks 2-5), Gender (weeks 6-9), and Ability (weeks 10-13)— followed by a final project in week 14. Each module will contain four parts: (1) Historical Context and Framing; (2) First-person and third-person perspectives; (3) Fiction and nonfiction; and (4) Contemporary voices

BEMH 6014 Pandemic Ethics (3)
This course is split into three Units. Unit I discusses issues relating to the duty of physicians to care for patients during times of pandemic. Are physicians obligated to care for patients with highly infectious disease? How much personal risks are physicians morally required to take on? In Unit II students will consider questions relating to the just distribution of scarce resources in the context of pandemic medicine. How can we ethically decide which patients will receive life-sustaining resources and which will not? Should younger patients receive higher priority than older patients? How should we go about distributing vaccines or other preventive measures throughout the general population? Finally, Unit III focuses on problems relating to social justice in times of pandemic. How do we ensure that the burdens of a pandemic are equitably distributed between social groups? How far may the government go in constraining individual rights for the sake of public health? How should we understand the obligations of the average citizen to promote the public good? The overall goal of the course will be to help students think carefully and constructively about the ethical issues raised by the current public health crisis.

BEMH 6015 Pro-Natalism, Anti-Natalism and the Ethics of Human Reproduction (3)
This course will explore in-depth the ethical and philosophical issues arising from views that encourage procreation and those that claim that procreation is morally bad, and the practice of artificial reproductive services and technologies. We will investigate and discuss questions such as: Is there a duty to have children? Do we cause harm by having children? Can it be wrong to reproduce? Is it better never to have come into existence? Is abortion morally permissible? Do pregnant women have a duty to aid the fetus by allowing it the use of their body? Is there a moral difference between killing someone and letting her die? Is it wrong to reproduce through cloning? With the assistance of surrogate mothers and donated eggs? Should we avoid having children with disabilities? Should we use genetic screening or genetic engineering to have the “best” kids we possibly can? Is it wrong to have a child if there are known genetic risk factors? Should parents be permitted to select for disability? How much autonomy are children entitled to? Are transgender people entitled to the same access to assisted reprodctive treatments as everyone else?

BEMH 6016 Narrative in Medicine (3)
This course is a comprehensive seminar on the importance of narrative in the practice of medicine. In it, students will examine uncertainty in clinical medicine—its sources and ineradicability—and seek to understand the role of narrative in coping with the difficulties that clinical uncertainty presents. Students will familiarize themselves with the uses of narrative in the culture of medicine and of medical education, clinical ethics, public health policy, and, especially, clinical reasoning and everyday practice.

BEMH 6018 Feminist Theory and Practice in Medicine (3)
This course introduces students to the history of feminist activity and the development of the discrete discipline known as feminism today. Students will hear a panoply of feminist voices. The course will trace carefully the intersection of queerness, race, and gender, with special attention paid to the ways in which identities unfold uniquely with respect to intersectionality. Students will be able to analyze and apply feminist theory to their own clinical experiences to deepen their understanding of their own practice of medicine.

BEMH 6020 Capstone (3)
This course is a capstone seminar for Bioethics MS program in the form of a collaborative seminar. Students produce a culminating project, whose development and final formal presentation they share with others in seminar format. This course seeks to integrate the knowledge gained through Bioethics MS program courses to inform previous, current, and expected future health ethics and humanities decision-making. Students use critical thinking skills through self-reflection toward a collaborative project in education or policy in order to serve others in health care, whether as providers, patients or family members. Students use their skills, insights to collaborate and challenge the status quo.

Prerequisite(s): BEMH 6002 and 6003.

BEMH 6521 History of Medicine in the US (3)
Students in this course will study the social dimensions of medicine, disease, and health in U.S. history. We will examine how ordinary people were affected by pandemics, advances in medical technologies, and changing ideas about health care. Students will consider how ideas about medicine have been shaped by economic, military, political, and social transformations in U.S. history.

BEMH 6535 Contagious Surveillance (3)
This seminar examines the historical and contemporary relationships between contagions and practices of surveillance. This course will introduce students to the interdisciplinary theories of surveillance studies using historical frameworks such as discipline, control, capitalism, media, and privacy during times of crisis, as it relates to race, gender, and class. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control, while constructing medical knowledge. As praxis, students will use historical research strategies to design and produce a digital history project that uses technology tools such as maps, visualizations, textual analysis, and/or audio-visual production. All digital history skills will be taught in this course. All technical skill-levels are welcome.

BEMH 6810 Special Topics (1-3)

Maximum Hours: 99

BEMH 6811 Special Topics (1-3)
Course Limit: 99

BEMH 6812 Special Topics (1-3)
Special Topics Course.

Course Limit: 99

BEMH 6813 Special Topics (1-3)
Special Topics Course.

Course Limit: 99

BEMH 6910 Independent Study (1-3)
Independent Study Course

Maximum Hours: 99

BEMH 6940 Transfer Coursework (0-20)
Transfer Coursework at the 6000 level.

Maximum Hours: 99

Biology (PABI)

PABI 1200 Humanistic Biology (3)
An investigation of all of the systems of the human body as well as an overview of common abnormal conditions associated with each system. Case studies of the effects of external influences on human biology will also be investigated.

Biomedical Engineering (BMEN)

BMEN 1005 Introduction to Musculoskeletal Anatomy and Biomechanics (3)
This course will introduce high school students to basic biomedical concepts and measurements, as well as lay a foundation for understanding and using technical terminology employed by preclinical students and medical professionals. We will focus on the anatomy and physiology of the musculoskeletal systems and their interplay with other systems in the human body. In addition to lectures, students will gain hands-on measurement experience utilizing modern techniques while also gaining hands-on biomedical design experience through labs and activities. This course is limited to high school students.

BMEN 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

BMEN 2020 Computing Concepts & Applic (4)
This course introduces students to the foundations of algorithm development and programming, basics of matrix algebra and numerical analysis, solving ordinary differential equations.

Corequisite(s): BMEN 2021.

BMEN 2021 Computing Concepts & App. Lab (0)
Lab for ENGP 2020

BMEN 2310 Product & Experimental Design (3)
The objective of this course is to introduce students to the design process as they are starting the BMEN Curriculum. Through team projects geared toward translating bench research into product development, students will be challenged to begin thinking critically and applying physical fundamentals to complex systems. Weekly lectures will highlight phases of the design process, including problem identification, conceptual design, and early prototyping. Additionally, in the context of product and experimental design, students will gain experience with computer aided design and be provided an introduction to statistics. Course restricted to BMEN majors, or by permission of the instructors.

Corequisite(s): BMEN 2311.

BMEN 2311 Product & Experimntl Dsgn Lab (0)
Lab section for BMEN 2310

BMEN 2600 Intro Organic & Biochem (3)
This course introduces the main principles of Organic Chemistry and Biochemistry, preparing the student for BMEN 3030/3040. Topics include nomenclature of organic compounds and bio-molecules, major reactions of organic chemistry, relationship between chemical structures and biological functions, and the reaction pathways of major metabolic processes. Students will be introduced to the three-dimensional structure of organic compounds and biomolecules using molecular models and software tools.

Prerequisite(s): CHEM 1080 and (CHEM 1085 or 1180).

BMEN 2730 Biomedical Electronics (4)
Rectifiers, filters, regulators and power supplies. Analog amplifiers and active filters of interest for medical devices. Combinational and sequential digital logic design techniques and circuits. Brief overview of modulation, encoding, and interfacing. Electrical safety. Extensive weekly lab projects.

Prerequisite(s): ENGP 2010.
Corequisite(s): BMEN 2731.

BMEN 2731 Biomedical Electronics Lab (0)
Lab section for BMEN 2730.

Corequisite(s): BMEN 2730.

BMEN 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

BMEN 3030 Anatomy & Physio for Engr (3)
This course is a single semester course in human structural anatomy. Course participants will examine both typical and pathological examples for the various subsystems including body tissues; the musculoskeletal; neurological; cardiovascular; respiratory; digestive; and reproductive systems.

Prerequisite(s): CELL 1010 or EBIO 1010.
Corequisite(s): BMEN 3035.

BMEN 3035 Anatomy & Physiology for Engineers Cadaver Lab (1)
This single-semester laboratory coordinates hands on learning in human structural anatomy. Course participants will dissect and examine both typical and pathological examples for the various subsystems including body tissues; the musculoskeletal; neurological; cardiovascular; respiratory; digestive; and reproductive systems.

Corequisite(s): BMEN 3030.

BMEN 3070 Quantitative Physiology (3)
This course places emphasis upon the chemical basis of life; cells and cellular metabolism; histology and tissues; the endocrine, skeletal and nervous systems; respiratory, digestive, cardiovascular, lymphatic and reproductive systems; nutrition and metabolism; water, electrolyte and acid-base balance, and human growth and development.

Prerequisite(s): CHEM 1070, 1080, CELL 1010 and BMEN 2600.
Corequisite(s): BMEN 3075.

BMEN 3075 Quant. Physiology Lab (1)
Subject matter will include blood, nutrition, and metabolism; and the cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems.

Corequisite(s): BMEN 3070.

BMEN 3400 Biomaterials & Tissue Engineering (3)
This course will focus on fundamental materials science and biological principles that impact the engineering design of biomaterials and tissue-engineered products. Topics addressed will include structural hierarchies of materials and tissues, physical and chemical properties of surfaces, degradation of materials, and cell-surface, cell-cell, and cell-matrix interactions. The course will conclude with inflammatory, immunological, and pathological events associated with responses to such products. Laboratory exercises will be utilized to illustrate selected concepts, introduce assessment methods, and provide hands-on experiences with cells and materials. Fulfills departmental domain requirement. An additional non-graded once a week lab section to accompany lectures.

Prerequisite(s): CELL 1010, ENGP 3120 and BMEN 2600.
Corequisite(s): BMEN 3401.

BMEN 3401 Biomaterials & Tissue Engineering Lab (0)
Lab section for BMEN 3400

BMEN 3440 Biofluid Mechanics (3)
This class focuses on fundamental concepts and properties of fluid mechanics with applications to the body. Topics to be covered include basic equations of fluid statics, dynamics and mass transport in differential and integral form using both system and control volume viewpoints. Rheological properties of biological fluids are studied as well as dimensional analysis and similitude. Advanced applications are investigated using the finite element method.

Prerequisite(s): ENGP 1410, 2430 and MATH 2240.

BMEN 3650 Biomechanics and Biotransport (3)
This course introduces students to biomechanics and biotransport. Specific topics include: the analysis of forces and stresses/strains in biological structures under loading; constitutive models for biological materials; the relationship between structure and function in tissues and organs. These topics will be related to fundamental principles of fluid mechanics and mass transport of biological systems at the cellular, tissue, and organ levels including cell adhesion and migration; intracellular, transmembrane and transvascular transport; drug transport and pharmacokinetics. Fulfills departmental 'domain" requirement.

Prerequisite(s): ENGP 2430 and BMEN 3440.
Corequisite(s): BMEN 3651.

BMEN 3651 Biomechanics & Biotrans Lab (0)
Lab section for BMEN 3650.

Corequisite(s): BMEN 3650.

BMEN 3730 Biomedical Signals and Systems (3)
Fundamentals of biomedical Signals and analysis and introduction to control systems. Topics include Laplace and Fourier transforms, the convolution theorem, time- and space-frequency-domain analysis, signals and noise, the mathematics of imaging, and examples and applications to biomedical signals. The use of MATLAS and Simulink to analyze biomedical systems will be reinforced.

Prerequisite(s): BMEN 2020 and (ENGP 2010 or MATH 2240).

BMEN 3820 Math Analysis Bio Systms (3)
The objective of this course is to teach basic mathematical modeling constructs and analysis techniques that are used for studying biological processes. Topics to be covered include ordinary differential equations, compartment systems, basics of dynamic systems, stability, statistical inference and model construction. These will be applied to study models of chemical kinetics, physiological control, AIDS transmission, population dynamics, and growth. Students will use Mathematica to develop and analyze models.

Prerequisite(s): MATH 2240.

BMEN 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 3932 Elements of BMEN Design (3)
This course develops the fundamental aspects of the mechanical performance of devices and components. Topics include a review of stress analysis, failure criteria, fatigue analysis and stress concentrations, as well as the mechanical behavior of fasteners, welded joints, spring selection, bearing design, and introduction to finite element analysis; with applications to biomedical engineering.

Prerequisite(s): ENGP 2430.

BMEN 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

BMEN 4030 BMEN Team Dsgn Project I (2)
Techniques and experience in the solution of constrained and open-ended design problems. Lecture topics include all aspects of the design process, including goal setting, idea generation, prototyping, fabrication, and product and evaluation. Also included are technical presentation, project planning and management. Included as needed are other topics such as standards, fastening and joining, motors and control, esthetics and finish. Each team will design and construct a device or system to assist an individual with a disability. These designs are presented in a public show during the second semester. Corequisite(s): BMEN 4031.

BMEN 4031 BMEN Team Design Project I Lab (0)
Lab section for 4030

BMEN 4040 BMEN Team Dsgn Proj II (3)
Techniques and experience in the solution of constrained and open-ended design problems. Lecture topics include all aspects of the design process, including goal setting, idea generation, prototyping, fabrication, and product and evaluation. Also included are technical presentation, project planning and management. Included as needed are other topics such as standards, fastening and joining, motors and control, esthetics and finish. Each team will design and construct a device or system to assist an individual with a disability. These designs are presented in a public show during the second semester.

BMEN 4090 Spec Prob In Biomed Engr (1-4)
Independent study and investigation of special problems in biomedical engineering. Details can be arranged with individual biomedical engineering faculty members. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 4100 Spec Prob In Biomed Engr (1-4)
Independent study and investigation of special problems in biomedical engineering. Details can be arranged with individual biomedical engineering faculty members.

BMEN 4560 BME Professional Internship I (1-3)
Internship relevant to professional practice in biomedical engineering, 1-3 letter-graded credits (no S/U option), may count as credits towards graduation. May only be taken once.

BMEN 4570 BME Professional Internship II (1-3)
Internship relevant to professional practice in biomedical engineering, 1-3 credits graded S/U, may NOT count as credits towards graduation. May only be taken once.

Prerequisite(s): BMEN 4560.

BMEN 4660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 4900 Art of Professional Eng (1)
Research and Professional Practice (RPP) is a 2-semester sequence beginning in Spring of the Junior year. It satisfies the University's "Writing Intensive" requirement. A lecture series in the Spring semester, called "Art of Professional Engineering" includes economic analysis, ethics, professional communication including writing and oral presentation, research techniques including literature searching, citation, and the structure of a scientific paper. Students must also register for either 4901 or 4902 in the Spring semester, and continue the sequence with 4911 or 4912/4930 in the following Fall semester.

BMEN 4902 SR Research Prof Experience I (2)
This two-course sequence is designed to facilitate an individual biomedical research or design experience in a laboratory. Students will be intorduced to the tools, techniques, and rules necessary to function independently and professionally as a researcher or engineer. Topics include thesis writing, technical communication, and time management. The main component of the course is a two semester long research or design project under the direction of a faculty member, scientist or other professional. The course sequence culminates in a formal written report and Senior Research Conference presentation.

Prerequisite(s): BMEN 4900.

BMEN 4912 SR Research Prof Experience II (2)
This two-course sequence is designed to facilitate an individual biomedical research or design experience in a laboratory. Students will be intorduced to the tools, techniques, and rules necessary to function independently and professionally as a researcher or engineer. Topics include thesis writing, technical communication, and time management. The main component of the course is a two semester long research or design project under the direction of a faculty member, scientist or other professional. The course sequence culminates in a formal written report and Senior Research Conference presentation.

Prerequisite(s): BMEN 4902.

BMEN 4920 Senior Research and Design Conference (0)
This course is for seniors who have completed projects in Research and Professional Practice or Grand Challenges. Students will be required to give a 15 minute formal podium presentation to faculty, peers, and guests as the culmination of their year-long research or design project. This public presentation will be part of a professionally-styled senior-class conference at the beginning of the spring semester. Students may also be expected to attend invited seminars on an as needed basis. While this course carries 0 credit hours, satisfactory completion is a graduation requirement, commensurate with earning an accredited degree in biomedical engineering.

Prerequisite(s): BMEN 4911 or 4912.

BMEN 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

BMEN 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 6010 Physical Dimen of Aging (3)
This course is designed to introduce students to the physiological, behavioral, and socio-economic changes associated with aging. In particular, we will focus on the effects of exercise on the aging human system. We will also discuss what it means to become older within a community, what can a person expect during the aging process, and what kind of control a person has over his/her aging body.

Prerequisite(s): CELL 1010 or EBIO 1010.

BMEN 6030 Anatomy & Physio for Engr (3)
This is a single-semester course in human structural anatomy. Course participants will examine both typical and pathological examples for the various subsystems including, body tissues; the musculoskeletal, neurological, cardiovascular, respiratory, digestive and reproductive systems.

Corequisite(s): BMEN 6035.

BMEN 6035 Anatomy & Physiology for Engineers Cadaver Lab (1)
This single-semester laboratory coordinates hands-on learning in human structural anatomy. Course participants will dissect and examine both typical and pathological examples for the various subsystems including, body tissues; the musculoskeletal, neurological, cardiovascular, respiratory, digestive and reproductive systems.

Corequisite(s): BMEN 6030.

BMEN 6060 Biomedical Acoustics (3)
Introduction to sounds in the physiological and medical arena. Topics include: physics of sound propagation, sources and mechanisms of cardiac and respiratory sound production, sound transmission, auscultation and stethoscope evaluation, psychoacoustics and auditory perception, speech production and structure of the speech signal, medical ultrasound applications and safety.

Prerequisite(s): PHYS 1310 and 1320.

BMEN 6070 Quant Physio Lec (3)
Tulane University Health Sciences Center Staff. This course places emphasis upon the chemical basis of life; cells and cellular metabolism; histology and tissues; the endocrine, skeletal and nervous systems; respiratory, digestive, cardiovascular, lymphatic and reproductive systems; nutrition and metabolism; water, electrolyte and acid-base balance, and human growth and development.

Corequisite(s): BMEN 6075.

BMEN 6075 Quant. Physiology Lab (1)
Subject matter will include blood, nutrition, and metabolism; and the cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems.

Corequisite(s): BMEN 6070.

BMEN 6080 Tech Invent &Commercialization (3)
This course models innovation and entrepreneurial theory and practices from across a range of commercial size-scales, from small startup companies to intrapreneurial units within large, established companies. The twin poles of theory and practice are balanced through classroom lectures and experiential training. Weekly lectures furnish students with effective and portable theoretical frameworks for identifying, selecting and executing opportunities for technological innovations in healthcare, energy, water and the environment. In the experiential training, students will apply their classroom learning to targeted innovation and entrepreneurship opportunities within these sectors. Completion of this course will supply students with intellectual groundwork and practical experience in advancing inventive technological ideas towards commercialization and ultimately public benefit.

BMEN 6170 Biomedical Optics (3)
The field of biophotonics is a rapidly-expanding re-search area in which the interactions of photons with matter are leveraged to increase our understanding of biology and to improve the outcomes in human medicine. The objectives of this course are to familiarize students with the fundamental interactions between light and biological samples, and how these are implemented in an array of technologies that are finding successful application in biomedical research and clinical application. Topics will include fundamentals of photon transport in turbid media; optical spectroscopy variants (reflectance, fluorescence, Raman; steady-state and time-resolved); diffuse optical imaging; biological microscopy; coherence techniques; hybrid technologies (e.g. photo-acoustic imaging); and optical molecular imaging. Special attention will be paid to quantitative methods for spectroscopy and imaging in solid tissues. The class will be composed of lectures, and interactive discussions on recent papers representing the state of the art in the field.

BMEN 6220 Neural Microengineering (3)
In recent years, a number of technologies have been developed and utilized for probing the nervous system. This course will focus on microscale tools, technologies, and techniques employed for the control, manipulation, and study of the nervous system in vitro. Course material will be presented primarily by students who prepare presentations from extensive background literature review. A number of projects will be assigned as design challenges in which multiple interdisciplinary groups will research and present proposed solutions to the same challenge. Background in neuroscience not required. Generally offered every other Spring.

BMEN 6260 Molec Princ Funct Biomatr (3)
Functional biomaterials are non-viable materials that have been designed or modified in order to elicit specific biological responses when interacting with human fluids, cells, tissues, or organs. This course will focus on chemical principles utilized in endowing polymeric materials with biological functionality for medical applications. Following a brief review of polymer properties with a focus on hydrogels, topics addressed will include attachment of proteins to materials, induction of cell-binding and differentiation, responsive polymers, and spatial and temporal control of material properties for biological signaling. Unifying concepts will be introduced by directed reading and discussion of landmark papers in the biomaterials literature. Supplemental laboratory exercises will be utilized to illustrate selected concepts and introduce experimental procedures.

Prerequisite(s): BMEN 3400 or 6400.

BMEN 6310 Continuum Models In BMEN (3)
The course begins with a presentation of the kinematics of continuous media and elementary tensor manipulations. We will then cover the conservation principles of mass, linear momentum, angular momentum, and energy. Additional topics will include the formulation of constitutive laws, continuum models in electrodynamics, and simple descriptions of piezoelectric materials. These concepts will be applied to fundamental problems in bio-solid mechanics, bio-fluid mechanics, and bio-electromagnetism.

Prerequisite(s): (ENGP 2430, BMEN 3440 and 3650) or BMEN 6650.

BMEN 6330 Advanced Biofluid Mech (3)
This course will cover general intermediate/advanced fluid mechanics, and will provide a foundation from which to base one's studies of biofluid mechanics. Issues pertinent to the study of biofluid mechanics will be emphasized. Topics to be studied include kinematic principles, the Navier-Stokes equations, boundary conditions for viscous flows, basic solutions to steady and unsteady Navier-Stokes equations, turbulence, analysis of the vorticity equation, and interfacial phenomena. Whenever possible, problems of a biological nature will be used as examples.

BMEN 6340 Soft Tissue Mechanics (3)
This course provides an introduction to the various approaches used in modeling soft tissues, with particular attention paid to those of the musculoskeletal system (e.g. ligament, tendon, cartilage). Particular emphasis will be placed on the theoretical and experimental consequences of the large deformation behavior of these tissues. An important objective of this class is to enable the student to develop a sense for the physical and mathematical relationships between the many types of models (and the associated experiments) currently being utilized in soft tissue mechanics.

Prerequisite(s): BMEN 3650 or 6650.

BMEN 6400 Biomaterials & Tissue Engineering (3)
This course will focus on fundamental materials science and biological principles that impact the engineering design of biomaterials and tissue-engineered products. Topics addressed will include structural hierarchies of materials and tissues, physical and chemical properties of surfaces, degradation of materials, and cell-surface, cell-cell, and cell-matrix interactions. The course will conclude with inflammatory, immunological, and pathological events associated with responses to such products. Laboratory exercises will be utilized to illustrate selected concepts, introduce assessment methods, and provide hands-on experiences with cells and materials. An additional non-graded once a week lab section to accompany lectures.

BMEN 6401 Biomaterials & Tissue Engr Lab (0)
Lab section for BMEN 6400

BMEN 6420 Transport in Cells and Organs (3)
Open only to graduate students. Fundamental principles of fluid mechanics and mass transport will be applied to biological systems at the cellular, tissue, and organ levels. The topics of this course will be the cardiovascular and respiratory systems; and cell adhesion and migration, intracellular, transmembrane and transvascular transport: drug transport and pharmacokinetics, and transport-related pathophysiological conditions (inflammation, atherosclerosis, thrombosis, sickle cell disease, cancer metastasis). The lab sessions will provide training in measurement and analysis of cell transport in parallel-plate flow systems.

BMEN 6421 Transport in Cells&Organs Lab (0)
Lab section for BMEN 6420

BMEN 6430 Vascular Bioengineering (3)
The objectives of this graduate-level course are to familiarize students with contemporary research areas that cover the field of vascular biology, and to provide an understanding of bioengineering principles related to physiological function and therapeutic modalities. Example topics include smooth muscle cell and endothelial cell lineage, leukocyte-endothelial cell interactions, angiogenesis, drug targeting via the microcirculation, neural vascular control, atherosclerosis, and hypertension. These topics will be presented in the context of four overarching sections: 1) Vascular Cell Biology; 2) Principles of Vascular Function and Design; 3) Vascular Pathophysiology, and 4) Therapeutic Design. For each section of the course students will be required to read, critically analyze, and present relevant articles. As indicated by the section titles, the course will culminate by highlighting how our basic understanding of physiological function/dysfunction can be translated to therapeutic design.

BMEN 6440 Microphysiological Systems (3)
Microphysiological Systems (MPS) and organ-on-a-chip technology broadly refer to biologically-inspired engineered systems which integrate cells and 3D tissue constructs to model human physiology and disease in vitro. The term “chip” refers to fluidic culture devices that function in concert with other process control elements to emulate, manipulate, and monitor the biochemical activities, dynamic mechanical environments, and physiological responses of engineered human tissues, organs or organ systems. MPS engineering integrates multiple disciplines including design, microfabrication, cell culture technology, cellular physiology, tissue engineering, microelectromechanical systems, and human disease modeling. Course content covering these MPS foundations guides students through current literature reviews, interactive class discussions, and a semester-long MPS design project.

BMEN 6600 Comput Model Biomed Sys (4)
The objective of this graduate course is to provide students with the skills and knowledge necessary for computational modeling of biological and physiological systems. The first half of the course will cover introduction to UNIX, elements of programming (Matlab and FORTRAN), and numerical methods commonly used in biomedical research. The second half will immerse the students in specific biomedical applications including hemodynamics, respiratory flow, cellular mechanobiology, and neural dynamics. Most lectures will be accompanied by computer labs.

BMEN 6601 Comp Model Biomed Sys Lab (0)
Lab section for BMEN 6600.

Corequisite(s): BMEN 6600.

BMEN 6610 Intro Comp Biomechanics (3)
This course covers fundamentals of computational methods with the emphasis in biomechanics applications. The computational methods include finite element methods and finite difference methods at the introductory level. The course will use MATLAB to implement these methods. The underlying theories of these numerical methods will be taught, and example problems will be discussed during the lecture. Example problems will include those from implant design, bone biomechanics, soft tissue biomechanics, etc. in static and dynamic conditions. The course will also discuss some special issues such as the stability/convergence criteria and the error estimation. The student will work on a term project to exercise these issues on a biomechanics problem of his/her choice.

BMEN 6630 Cell Mechanics (3)
Fundamental principles of continuum mechanics will be applied to problems of biomechanics at the cellular level. Topics covered include structure of mammalian cells, cell membrane mechanics, mechanics of the cytoskeleton, models of cell viscoelasticity, cell adhesion, active cell processes, flow-induced deformation of blood cells, and experimental techniques (micropipette aspiration, biointerface probe, atomic force microscopy, magnetic twisting cytometry, optical tweezers, and flow chamber assays).

BMEN 6650 Biomechanics and Biotransport (3)
This course provides a review of the mechanics of finitely deformable structures and thermomechanics with applications to the study of biological tissues. The focus of the course will be on the development of mathematical models describing fluid-solid interactions in biological tissues, nutrient transport, damage repair, and discontinuities. In particular, we will cover mixture theory, poroelasticity, microstructural models of cortical and cancellous bone, tendon, ligament, and other tissues, transient and steady-state nutrient transport, and continuum damage theories.

Corequisite(s): BMEN 6651.

BMEN 6651 Biomechanics and Biotrans Lab (0)
Lab section for BMEN 6650.

Corequisite(s): BMEN 6650.

BMEN 6660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 6680 Orthopaedic Bioengineering (3)
Concentration on various engineering aspects of the human knee and the treatment of its common orthopaedic pathologies. Topics include histophysiology of wound healing, synovial joint anatomy and tissue biomechanics, knee biomechanics, osteochondral and ligamentous graft reconstruction, prosthetic ligaments, and knee arthroplasty with emphasis on the design issues involved and the integration of clinical practice. Prerequisites: ENGP 2430 and ENGP 3120, or graduate standing

Prerequisite(s): ENGP 2430 and 3120.

BMEN 6710 Departmental Seminar (1)
Each week, a one-hour seminar on research within or outside the department is presented. During the Spring semester, all seniors are required to give a presentation on their project or internship. Attendance of all seniors and graduate students is required in the Fall semester. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 6730 Biomedical Signals and Systems (3)
Fundamentals of biomedical Signals and analysis and introduction to control systems. Topics include Laplace and Fourier transforms, the convolution theorem, time- and space-frequency-domain analysis, signals and noise, the mathematics of imaging, and exam

BMEN 6790 Design Studio (3)
This course is intended to provide students with a realistic design experience from virtual design, to rapid prototype fabrication, to testing, through redesign. It will focus on the practical application of leading commercial design software, including the creative extension of this software to innovate research applications. The course will be project intensive with commensurate report submissions and future design recommendations. Projects will include analyses of existing clinical problems, as well as research development of cell scaffolds and cell mechanotransduction.

Corequisite(s): BMEN 6791.

BMEN 6791 Design Studio Lab (0)
Lab for BMEN 6790.

Corequisite(s): BMEN 6790.

BMEN 6800 BME Data Science: Medical Imaging/Machine Learning (3)
The objective of this course is to teach graduate students the concepts, algorithms and programming of image processing and machine learning techniques and apply them to address real world biomedical imaging challenges. The basic image processing techniques such as image geometric transforms, Fourier analysis and linear systems theory will be introduced to model and process biomedical images. In addition, we will study some machine learning approaches such as feature extraction and classification for the analysis of biomedical image data. Finally, students will learn how to use MATLAB as a tool and apply the image processing and machine learning techniques to solve some medical imaging problems such as image enhancement, segmentation and classification.

BMEN 6820 Math Analysis Bio Systms (3)
The objective of this course is to teach basic mathematical modeling constructs and analysis techniques that are used for studying biological processes. Topics to be covered include ordinary differential equations, compartment systems, basics of dynamic systems, stability, statistical inference and model construction. These will be applied to study models of chemical kinetics, physiological control, AIDS transmission, population dynamics, and growth. Students will use Mathematica to develop and analyze models.

BMEN 6830 Intro Biomed Imaging & Process (3)
The objective of this course is to teach graduate students the concepts, algorithms and programming of image analysis techniques and apply them to address real world biomedical imaging challenges. The physics of medical imaging modalities including x-ray, MRI, CT, PET and microscopic imaging will be introduced. The basic underlying mathematical signal processing techniques such as Fourier analysis and linear system theory will be studied to model and process biomedical images. Finally, students will learn how to use MATLAB as a tool and apply the image processing techniques to solve some medical imaging problems such as image enhancement, segmentation and pattern classification.

BMEN 6840 Medical Imaging Physics (3)
This course will introduce imaging methods in medicine, including radiography, computed tomography (CT), magnetic resonance imaging (MRI), nuclear medicine (PET and SPECT), and ultrasound imaging. The basic physical principles of each imaging modality will be introduced, including the imaging energy source, properties and interaction with tissue. Basic concepts of image reconstruction will be discussed. This course will include laboratory visits to the School of Medicine Department of Radiology to explore real world uses of medical imaging systems. A course project will be assigned for students to assess new and emerging medical imaging systems.

Prerequisite(s): BMEN 3730 or 6730.

BMEN 6930 Special Topics (1-3)
The objective of this course is to introduce students to TRIZ (Russian acronym for "Theory of Inventive Problem Solving") a design method initially developed in the Soviet Union and used today by many Fortune 500 companies. TRIZ is an algorithmic approach to solving technical problems. In this course, students will learn and apply TRIZ principles to the design of technical systems in their area of interest-including but not limited to medical implant design, scientific research, and assistive device technology. Patent search and application of TRIZ to design around a patent also required.

Maximum Hours: 99

BMEN 6932 Elements of BMEN Design (3)
This course develops the fundamental aspects of the mechanical performance of devices and components. Topics include a review of stress analysis, failure criteria, fatigue analysis and stress concentrations, as well as the mechanical behavior of fasteners, welded joints, spring selection, bearing design, and introduction to finite element analysis; with applications to biomedical engineering. ·

BMEN 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

BMEN 6970 TRIZ - Theory of Inventive Design (3)
The objective of this course is to introduce students to TRIZ (Russian acronym for "Theory of Inventive Problem Solving")—a design method initially developed in the Soviet Union and used today by many Fortune 500 companies. TRIZ is an algorithmic approach to solving technical problems. In this course, students will learn and apply TRIZ principles to the design of technical systems in their area of interest—including but not limited to medical implant design, scientific research, and assistive device technology. BMEN 6970 fulfills departmental design "domain" requirement for undergraduates; BMEN 6970 additionally requires patent search and application of TRIZ to "design around a patent."

BMEN 7210 Direct Reads In BME Engr (1-6)
Taught on a tutorial basis, this course allows a student to make an in-depth study in an area of expertise of members of the department. Some recent and current topics include non-Newtonian fluid mechanics; the mechanics of the inner ear; the mechanics of bone; the mechanics of soft tissue; ceramics engineering; physical metallurgy; laser applications in medicine; and modeling of neural networks.

BMEN 7220 Direct Reads In BME (1-6)
Taught on a tutorial basis, this course allows a student to make an in-depth study in an area of expertise of members of the department. Some recent and current topics include non-Newtonian fluid mechanics; the mechanics of the inner ear; the mechanics of bone; the mechanics of soft tissue; ceramics engineering; physical metallurgy; laser applications in medicine; and modeling of neural networks.

BMEN 7320 Research In BME (1-6)
Individual research supervised by faculty.

Maximum Hours: 99

BMEN 7410 Research Methods (3)
Methods and resources for experimental studies in engineering science are introduced. Topics include the nature of scientific inquiry, literature search and writing techniques, experimental design and control, data analysis and presentation, and statistical methods. An original proposal is required.

BMEN 7560 Professional Internship I (1-3)
Internship relevant to professional practice in bioinnovation and biomedical engineering. 1-3 credits graded P/F. May only be taken once.

BMEN 7570 Professional Internship II (1-3)
Internship relevant to professional practice in bioinnovation and biomedical engineering. 1-3 credits graded P/F. May only be taken once (to follow Grad Pro Internship I).

BMEN 7940 Transfer Credit-Grad (1-12)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 9980 Master's Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMEN 9990 Dissertation Research (0)
Research toward completion of a doctoral degree. Course may be repeated unlimited number of times.

Maximum Hours: 99

Biomedical Informatics (BIMI)

BIMI 6100 Elements in Biomedical Informatics (4)
Goals/Mission: To develop an understanding of biomedical informatics, the biomedical data, the practice modern medicine, conduct modern biological research, and health sciences education with information technology. Prerequisites: Students should have a basic understanding of intermediate mathematics. Designation: This course is for graduate students and advanced undergraduate students

BIMI 6200 Introduction to Data Science for Biomedical Informatics (3)
Goals/Mission: The goal is to provide a comprehensive orientation to data science using SQL, R, Phyton, and programs with application to biomedical informatics Prerequisites: The course does not require prior programming knowledge. Designation: This course is for graduate students and advanced undergraduates

BIMI 6300 Fundamentals of Data Analytics (3)
Goals/Mission: To develop an understanding of the integrated behavior of random variables multivariate data sets using R/ Python with application to complex biomedical data. Prerequisites: Students should have a basic understanding of statistics, multivariable calculus, and linear/matrix algebra. Designation: This course is for graduate students and advanced undergraduate students.

BIMI 6400 Health Informatics (3)
Goals/Mission: To develop an understanding of the advanced approaches of bioinformatics and its application. Prerequisites: Students should have a basic understanding of biomedical informatics and statistics. Designation: This course is for graduate students.

BIMI 7100 Statistical Machine and Deep Learning in Biomedical Practice (3)
Goals/Mission: To develop a comprehensive understanding of modeling for pattern recognition in data and utilizing these models to predict future data. This course is for graduate students and advanced undergraduate students with permission of instructor.

Prerequisite(s): BIMI 6200 and 6300.

BIMI 7210 Biomedical Informatics Workshop I - IV (1)
The Biomedical Informatics Workshop is designed to promote reading, writing, oral presentation skills, and critical analysis of biomedical data, and research related to are a key tool for critically appraising articles and keeping up to date with the current literature. BIMI 7210 Workshop I - IV (1 credit hour) allows credit for participation in these journal clubs.

Maximum Hours: 4

BIMI 7220 Biomedical Informatics Research Methods (4)
The first two years are generally devoted to coursework and research. In conjunction with the course work in the first year, students rotate in 6-8 week blocks through three of the division's participating research laboratories of the student's choice. BIMI 7220 Research Methods allows 2 credit hours per rotation. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief).

Maximum Hours: 99

BIMI 7230 Biomedical Informatics Research Methods (2)
The first two years are generally devoted to coursework and research. In conjunction with the course work in the first year, students rotate in 6-8 week blocks through three of the division's participating research laboratories of the student's choice. BIMI 7230 Research Methods allows 2 credit hours per rotation. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief).

Maximum Hours: 99

BIMI 7300 Biomedical Data Science with Cloud Computing (3)
Goals/Mission: To develop an understanding of programming and high-performance computing techniques in data science with cloud computing. This course is for graduate students and advanced undergraduate students with permission of instructor.

Prerequisite(s): BIMI 6100 and 6200.

BIMI 7500 Genomic Sequence and Omics Data Analysis (3)
Goals/Mission: To understand how to use and analyze high-throughput genomics and omics data in biomedical informatics. The course covers various high-throughput omics data, including genomics, transcriptomics, and proteomics data, as well as their data analysis methods and applications in biological and disease studies. Designation: This course is for graduate students and advanced undergraduate students.

Prerequisite(s): BIMI 6100 and 6200.

BIMI 7700 Algorithms in Biomedical Informatics (3)
To develop an understanding of various algorithm design techniques, such as exhaustive search, greedy search, divide-and conquer, dynamic programming, graph-based algorithms, and randomized algorithms, as well as various computational problems in biomedical informatics, such as sequence alignment, genome arrangement, motif finding, and peptide identifications. These problems are used as examples to demonstrate how to solve biomedical problems by mathematical modeling and algorithm design. Designation: This course is for graduate students and advanced undergraduates.

Prerequisite(s): BIMI 6200.

BIMI 7990 Biomedical Informatics Directed Independent Study (3)
The first two years are generally devoted to coursework and research. Subsequent years focus on independent research that culminates in a dissertation. Students accepted into the BMS BMI track are required to join faculty in the Division of Biomedical Informatics and Genomics, but may consider one of other faculty outside of the Division for committee members or co-mentors (with approval of the Division Chief). BIMI 7990 Directed Independent Study (3 credit hours) allows credit for independent research under the direction of a mentor or co-mentor in the Division of Biomedical Informatics and Genomics.

Maximum Hours: 99

BIMI 8500 Research Methodology of Biomedical Informatics (2)
Goals/Mission: Journal clubs are a key tool for critically appraising articles and keeping up to date with the current literature. Designation: This course is for graduate students only.

Prerequisite(s): BIMI 7500.

Maximum Hours: 99

BIMI 8550 Computational Biology: Structure and Organization (3)
Goals/Mission: To develop an understanding of the advanced approaches of computational biology, and their application. Designation: This course is for graduate students and advanced undergraduate students.

Prerequisite(s): BIMI 6100 and 6200.

BIMI 8600 Advanc Data Sci Ana Tech (3)
Goals/Mission: To develop an understanding of the advanced approaches with algorithms in representation learning, generative adversarial networks, and their application to imaging multi-omics data. Designation: This course is for graduate students and advance undergraduate students.

Prerequisite(s): BIMI 6100, 6200 and 6300.

BIMI 9980 Master's Thesis Research (0)
Goals/Mission: The goal is to develop a deeper understanding of a research field in biomedical informatics and gain capability to design a conceptual framework, conduct data analysis , and write a dissertation proposal. Designation: This course is for graduate students

Prerequisite(s): BIMI 6100, 6200 and 6300.

Biomedical Sciences (BMSP)

BMSP 6050 Advanced Cell Biology - MS (3)
This course introduces all major aspects of cellular structure and function. It specifically covers cytoplasmic membranes, protein trafficking, cellular signaling and cell proliferating mechanisms.

BMSP 6070 Advanced Cell Biology (3)

BMSP 7100 Biomed Sciences Workshop (1)
Course Limit: 2

BMSP 7110 Workshop (1)
Course Limit: 2

BMSP 7120 Research Topics and Rotations (4)
This course allows for research faculty mentors to present potential dissertation projects available for BMS PhD students to undertake upon choosing a dissertation lab. Research rotations will also be completed in this course.

BMSP 7130 Research Topics and Rotations (4)
This course allows for research faculty mentors to present potential dissertation projects available for BMS PhD students to undertake upon choosing a dissertation lab. Research rotations will also be completed in this course.

BMSP 7140 Biomedical Sci Seminar (1)
Course Limit: 2

BMSP 7150 Seminar (1)
Course Limit: 2

BMSP 7160 Research Topics and Rotations (2)
This course allows for BMS PhD students to complete a summer research rotation with BMS faculty to assist with choosing a dissertation advisor.

BMSP 7500 Special Topics (1-6)
Course Limit: 4

BMSP 7770 Physiological Basis of Disease (3)
BMSP 7770 is for first year PhD students in the Biomedical Sciences Graduate Program. This course will provide PhD students with a basic knowledge of physiology organ systems (neuroscience, kidney, GI, cardiovascular, reproduction, endocrinology, respiration), highlighting the pathophysiology of disease mechanisms, and integrates pharmacology and sex differences into the curriculum. The course is team-taught, and faculty emphasize their particular research field. Student performance will be assessed with four examinations. All lectures have learning objectives, and exams will cover the material outlined in the learning objectives and covered in class. No textbook is required but some may be recommended.

BMSP 7990 Independent Study (1-6)
Course Limit: 4

BMSP 9980 Masters Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BMSP 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Biostatistics (BIOS)

BIOS 6040 Intermediate Biostatistics (3)
This is an intermediate course in applied biostatistics. The course covers Analysis of Variance and Multiple Regression and Correlation Analysis, and Logistic Regression. The focus will be on numerical computation and interpretation of results of statistical application using statistical packages. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050).

BIOS 6220 Database Management (3)
An introduction to the principles and application of data management, techniques in data collection, data cleaning, data reporting, database design, and implementing databases for managing large data systems. After taking the course, students will be able to create databases with applications to public health intervention and surveillance, use SQL to administrate, manage, and retrieve data for statistical analysis. Prerequisite(s): Basic knowledge of MS Office.

BIOS 6290 Data Management and Statistical Computing (3)
This course presents basic knowledge and techniques in data management and practice. Topics include data import and export, processing and cleaning data, variable and data manipulation, descriptive summary report development, and graphic report creation. The course emphasizes hands-on experience, particularly, allowing students to develop a working knowledge and essential programming skills of commonly used statistical packages, such as SAS, R and STATA, for managing and characterizing public health-related data.

BIOS 6300 Introduction To ArcGIS (1)
This course covers the elementary concepts and applications for mapping using the ArcGIS software. The course focuses on a wide variety of public health applications and is applicable to virtually all academic and professional settings where mapping is used. Each lecture begins with a PowerPoint presentation to introduce fundamental mapping concepts and is followed with in-class exercises to reinforce hands-on application. Two in-class, paper-based exams are given to monitor and assess students' understanding of the course concepts.

Prerequisite(s): (BIOS 6030* or SPHL 6050*).
* May be taken concurrently.

BIOS 6800 Public Health GIS II (3)
The course is an introduction to desktop mapping and spatial analysis. The first part of the course covers geographic information systems (GIS) concepts and mapping using the ArcGIS software. The second part of the course covers introductory spatial analytical techniques, including spatial autocorrelation quantification, cluster analysis, and spatial modeling. The student will develop a public health GIS project that requires the synthesis of mapping and spatial analysis.

BIOS 7040 Statistical Inference I (3)
The course is the first of a sequence in the theory of statistical interference and probability. The first part of the course covers probability theory; discrete, continuous, and exponential distribution functions; moment generating functions; and differentiation. The latter part of the course covers joint and marginal distributions and concepts of random samples. Students taking this course need to have completed at least one year of college calculus. Students will develop a project that synthesizes the course learning objectives through an applied course project. The course focuses on the theoretical underpinnings of biostatistics and improving understanding of statistical application and problem solving approaches.

BIOS 7050 Statistical Inference II (3)
The course is the second part of a sequence for introduction to statistical inference and probability. The first part of the course covers data reduction, point estimation, hypothesis testing, and interval estimation. The latter part of the course covers asymptotic evaluations, analysis of variance, and regression modes. The student will develop a project that synthesizes the course learning objectives through an applied course project. The course focuses on the theoretical underpinnings of biostatistics and improving understanding of statistical application and problem solving approaches.

Prerequisite(s): BIOS 7040.

BIOS 7060 Regression Analysis (3)
This is an advanced course on selected statistical techniques for analyzing data on multiple variables, both continuous and categorical. This course ultimately provides the student with insight into the application of regression techniques to the medical and health sciences. It focuses on statistical methodology with emphasis on selection of appropriate applications and interpretation of results. Elementary knowledge of the use of statistical computing package is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050) and BIOS 6040.

BIOS 7080 Design of Experiments (3)
This course deals with fundamental topics in design of experiments including principle theory of experimental designs (randomization, replication, and balance). It focuses the main elements of statistical thinking in the context of experimental design such as completely randomized design, randomized complete block design, experiments with two factors, factorial design, Latin Square, nested designs, repeated measurement design, and split-pot designs. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050) and BIOS 6040.

BIOS 7150 Categorical Data Analysis (3)
Fundamental concepts and methods for analysis of categorical outcomes. Topics include analysis of 2-way tables, unconditional and conditional logistic regression, power and sample size computation, and modeling of dependent categorical outcomes via mixed models and GEE methods. Course covers the mathematical basis of the statistical procedures but the emphasis is on application of the methods using statistical software and interpretation of results. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050) and BIOS 6040.

BIOS 7220 Nonparametric Statistics (3)
Nonparametric inferential statistical methods are introduced. Topics include single, paired, independent, and multiple sample hypothesis testing and confidence interval methods; non parametric regression and correlation methods; categorical data and measures of concordance. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030 or SPHL 6050) and BIOS 6040.

BIOS 7250 Principles of Sampling (3)
This course introduces core principles of survey sampling, with emphasis on sampling plans, methods of estimating unknown parameters of population and subdomain, and techniques for calculating precisions of the estimators. Topics include: basic concepts in survey sampling, simple random sampling; stratified random sampling; systematic sampling; one-, two-, and multi-stage cluster sampling; probability proportionate to size sampling. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050).

BIOS 7300 Survival Data Analysis (3)
Topics include analysis of survivorship data including estimation and comparison of survival curves, regression methods in the analysis of prognostic and etiologic factors, concepts of competing risks, and the analysis of clinical trial data. Software used for problem solving. Emphasis placed on the application of methods to the analysis of public health data with examples of clinical trials, cancer survivorship, and other data sets for which there is partial follow-up of subjects. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050) and BIOS 6040.

BIOS 7380 Bayesian Inference (3)
This course examines theoretical foundations and applications of Bayesian paradigm, including Bayes' theorem, prior distribution, likelihood function, deriving posterior distributions, and point and interval estimations. A variety of topics are covered, which encompass Bayesian inference for single- and multi-parameter models, linear regression, hierarchical models, and commonly used Gibbs sampler and Metropolis-Hastings algorithm. Assessment of convergence, the evaluation of models, and the presentation of the results are also illustrated. Real world examples drawn from medical research are used to show practicality of Bayesian approach, particularly how to update beliefs and make inferences from observed data. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030 or SPHL 6050) and BIOS 6040.

BIOS 7400 Clinical Trials (3)
Covers design, implementation, analysis and reporting of clinical trials. Topics encompass trial design, hypothesis formulation and testing, methods of randomization, ethics, sequential trials, sample size determination, blinding, subject recruitment, data collection and management, quality control, monitoring outcomes and adverse events, interim analysis, statistical methods in analyzing trial data, and addressing scientific issues in reporting and interpreting trial results. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030*, SPHL 6850 or 6050*) and BIOS 6040.
* May be taken concurrently.

BIOS 7650 Statistical Learning in Data Science (3)
This course provides detailed overviews over the evaluation and application of statistical learning theories and techniques for inference and prediction in data science, particularly for biological and public health data. Topics include linear and nonlinear models, resampling techniques, tree-based methods, unsupervised learning such as clustering, support vector machine, graphical models, etc. Working on real and/or simulated data through assignments, students will apply the knowledge learned and practice their skills in solving various biological and public health problems, such as sequence alignment, gene prediction, subtype identification and classification, and disease risk and prognosis prediction. Discussion on model assessment and selection are also included. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030 or SPHL 6050) and BIOS 6040.

BIOS 7990 Masters Independent Studies (1-3)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

BIOS 8350 Clustered and Longitudinal Data Analysis (3)
This is an advanced course in analysis of clustered and longitudinal data, with or without missing values. Students will compute power and sample size for clustered and longitudinal data using generalized linear mixed effect models and estimating equations. Class discussion, lecture, and assignments emphasize application of methods to the analysis of public health data with examples of clinical trials and epidemiological observational studies. Use of standard statistical software and methods required. Elementary knowledge of the use of statistical computing packages is needed.

Prerequisite(s): (BIOS 6030, SPHL 6850 or 6050) and (BIOS 6040 or 7060).

BIOS 8500 Monte Carlo and Bootstrapping Methods (3)
This hands-on course introduces the methods used for Monte Carlo simulations and nonparametric bootstrapping. Students learn how to design, program, and interpret a simulation study, uses of bootstrapping for estimation and inference, jackknifing, and other resampling methods. Monte Carlo Markov Chain methods and Bayesian inference in Monte Carlo methods will be introduced. This is an advanced, computer-intensive course, so knowledge of programming language (SAS or R preferred) as well as ability to work independently are required.

Prerequisite(s): (BIOS 7060, 7080, 7150, 7220 or 7300).

BIOS 8820 Multivariate Methods (3)
This is a doctorate level course that covers techniques used to conduct analysis with more than one outcome variable. The focus will be on association methods and predictive models between multiple independent and multiple dependent variables. Additionally the students will learn techniques for variable reduction, path models, and factor analysis. Students will conduct numerical computation and interpretation of results of statistical application using statistical packages. Doctoral status required. Students should have completed at least two 7000 level biostatistics courses and have working knowledge of programmable statistical software, (SAS, R, STATA).

BIOS 8990 Doctoral Independent Study (1-3)
Doctoral students and advisors select a topic for independent study and develop learning objectives and the expected final written product.

BIOS 9980 Master's Thesis Research (0)
MS Students engaging in thesis research. Course may be repeated up to unlimited credit hours.

Course Limit: 99

Business & Leadership Studies (BSLS)

BSLS 1000 Economics for Non-Majors (3)
Students examine how the economy works as a whole and how individuals and companies make economic decisions and interact with one another within the economy; evaluate the frameworks economists use to analyze economic data and transactions; and investigate methodologies for projecting the allocation of resources for production and the distribution of goods and services among the individuals and households in the society. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 Notes: Only School of Professional Advancement students may receive credit for BSLS 1000. (Previously numbered as BSEC 1000)

BSLS 1110 Accounting I (3)
In this interactive online course, students explore the concepts, techniques, and conventions for measuring and communicating the results of operations and the financial position of a business enterprise, based upon generally accepted accounting principles (GAAP) and using Microsoft Excel as a tool. The course emphasizes the development and the use of the financial information that is evaluated internally and reported to the public. Students master the preparation of the adjusting and closing entries and worksheet presentations necessary for monthly financial statements and the principles and theories supporting the proper accounting treatment of cash, accounts receivable, inventories, sales and payroll taxation, and other concepts. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Credit Hours: 3 (Previously numbered as BSAC 1110)

BSLS 1120 Accounting II (3)
In this interactive online course, which builds upon the accounting knowledge acquired in Accounting I and provides hands-on instruction in the use of accounting software systems such as QuickBooks, students will develop in-depth skills in financial accounting and examine the basic concepts of managerial and cost accounting and the role of accounting information in management decision-making for businesses. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. 3 credits (Previously numbered as BSAC 1120)

Prerequisite(s): BSLS 1110* or BSAC 1110.
* May be taken concurrently.

BSLS 1940 Transfer Coursework (0-20)
Elective for credit transfer purposes.

Maximum Hours: 99

BSLS 2210 Accounting Information Systems (3)
Through further instruction in the use of accounting software systems, including QuickBooks and others, with software certification as a goal, students in this interactive online course will investigate the development, use, interaction, and maintenance of the information systems currently used in the accounting profession and develop the skills necessary to employ these software systems effectively to enhance the accounting process. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Credit Hours: 3 (Previously numbered as BSAC 2210)

Prerequisite(s): BSLS 1120* or BSAC 1120.
* May be taken concurrently.

BSLS 2220 Intro to Finance (3)
Students develop the knowledge and skills necessary to analyze financial positions, risks, opportunities, and problems from the financial manager's point of view, focusing upon the identification and assessment of discounted cash flow and the various analytical techniques and methods used to structure a firm's balance sheet. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSFN 2210)

BSLS 2230 Intro to Investing (3)
Through lectures and practical exercises focusing upon the principles and practices of security analysis and the methods commonly employed in the analysis of financial statements, students master the fundamental principles of investment and explore the analytical methods underlying the selection of investment securities to meet specific needs. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSFN 2540)

BSLS 2240 Personal Financial Planning (3)
Through lectures and practical assignments, students explore the process of making effective decisions and building financial security and develop the knowledge and skills necessary to identify and engage competent bankers, brokers, accountants, insurance, and real estate professionals. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSFN 3650)

BSLS 2250 Business Communications (3)
By identifying and creating clear, concise, and correct business language, students develop and hone their business writing and communication skills; analyzing each audience to target and tailor messages appropriately; and using critical thinking and a problem-solving approach to analyze business issues. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSMT 2250)

BSLS 2310 Principles of Management (3)
Students examine the evolution of contemporary management approaches in response to changing circumstances; apply planning principles to set clear, verifiable or measurable goals and objectives; assess the methods managers use to plan in today's dynamic environment; describe a socially responsible organization and the manager's role in encouraging ethical behavior; identify the motivational principles that improve productivity and human relations, develop leadership and communication skills; and evaluate personal aptitude for management. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (Previously numbered as BSMT 2310)

BSLS 2450 Career Success Strategies (3)
Students explore career options and develop long-term career plans, focusing upon in-depth investigation of lifestyle and career options and self-assessment and culminating in the creation and execution of a successful job search campaign. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 2450)

BSLS 2500 Princ & Prac Real Estate (3)
Through lectures and practical exercises, students examine the laws governing real property and the tenets of real estate practice, including preparing for transactions; retrieving and compiling property information; performing title searches; preparing preliminary abstracts and opinions of title, mortgages and transfer of ownership; requisitioning deeds and leases; and other functions associated with real estate negotiations and closings. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as REAL 2320)

BSLS 2750 Intro to Franchising (3)
In this online course, students examine franchising as a business form, from the perspectives of both the franchisor and the franchisee, and addressing franchising agreements and related documents, financing, site selection, marketing, financial management and operations, the franchisee/franchisor relationship, contractual requirements, trademarks, territorial rights, compliance issues, legal considerations, and evolving issues. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSMT 2750)

BSLS 2910 Special Topics (1-3)
These courses introduce new business concepts to the curriculum. Courses are chosen based upon levels of activity, interest, and new trends in business.

BSLS 2940 Transfer Coursework (0-20)
Elective for credit transfer purposes.

Maximum Hours: 99

BSLS 3200 Introduction to Marketing Principles (3)
This course focuses upon the use of marketing to enable small and large businesses to achieve their goals. Students will identify and apply the basic principles of marketing practices, including research and analysis, strategy development, product development and pricing, consumers and target market analysis, promotion methods, distribution channels, feasibility analysis, and global marketing. In the Final Marketing Plan Project, students will apply and execute these theories in a scenario set in the current business environment. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (Previously numbered as BSMK 3200)

BSLS 3210 Business Taxation (3)
Using the U.S. Internal Revenue Code as a basis, students examine the federal system of taxation, emphasizing the laws governing tax matters and analyzing the taxation of corporations, S corporations, and partnerships; and addressing payroll and sales taxation and the tax impacts of formation, ongoing operations, disposition of a business entity, and other transactions upon shareholders, partners, and other stakeholders. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business.

Prerequisite(s): BSLS 2210* or BSAC 2210.
* May be taken concurrently.

BSLS 3250 Business Statistics (3)
Through the lens of practical business operations, students in this interactive course examine and evaluate the key concepts and techniques of statistics, including time series analysis and index number and computer implementation of statistical procedures. Successful completion of high school algebra is recommended. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Note: Meets math proficiency requirement for School of Professional Advancement Bachelor of Arts degrees only. credit hours: 3 (Previously numbered as BSMT 3250)

BSLS 3260 Essential Business Skills (3)
The Essential Business Schools Course teaches the foundational skills required to be successful in a variety of businesses or non-profit settings. The course learning modules include communication and writing skills for the workplace, critical thinking and power (aka “soft”) skills, analysis and interpretation of financial statements and reports, data analysis using Excel, project management skills and tools, and presentation skills. The course will use project-based learning, individual analysis, scenario planning and group work throughout the semester, culminating in a final project that allows students to apply the acquired skills in a practical setting.

BSLS 3310 Writing in the Workplace (3)
Through writing-intensive assignments and skill-building exercises, students examine and apply techniques for communicating effectively and professionally, organizing and presenting ideas clearly and concisely, and identifying the appropriate voice, style, and channel for contracting business scenarios. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Notes: This course is approved as a Designated Writing Course for School of Professional Advancement majors. (Previously numbered as BSEN 3310)

Prerequisite(s): ENGL 1010.

BSLS 3320 Compensation & Benefits (3)
Students analyze the purpose, structure, and effectiveness of compensation systems; identify governing laws and resulting legal issues; examine methods of job design, analysis, and evaluation; review pay systems and the incentives and psychological and motivational aspects of pay, executive compensation, and compensation and benefits plan administration. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (Previously numbered as HRDV 3520)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3330 Intro To Human Resources (3)
Students examine the organizational, legal, and psychological frameworks governing modern human resources administration and evaluate both the overall human resources function and the key role of the human resources department in furthering employee and organizational goals. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3330)

BSLS 3340 Managing Org Behavior (3)
Students analyze the methods by which organizations function; identify techniques for diagnosing and responding flexibly to organizational needs; evaluate the key themes that drive modern organizations, including teams, globalization and diversity, interpersonal and group communication, and organizational cultures; and explore the challenges inherent in negotiating the fit between the individual and the organization. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (Previously numbered as BSMT 3340)

BSLS 3350 Professional Interviewing (3)
Through lectures and practical exercises, students examine and demonstrate the art of interviewing victims, witnesses, suspects, job applicants, and other persons in contrasting scenarios, focusing upon revealing deceit and corroborating truthfulness, identifying the objectives of the interview, establishing rapport, and analyzing the role of stress and discomfort in the interview process. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3450)

BSLS 3360 Plan, Recruit & Selection HR (3)
From the perspectives of both the employee and the organization, students examine the strategic, legal, and administrative issues associated with recruitment and selection of employees, including the assessment of staffing needs, coordination of human resources planning and organizational competitive strategy, and psychological aspects of human resources flow systems. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3650)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3370 Perf Appraisal & Productivity (3)
Focusing upon an organization's competitive strategy, students explore the development and implementation of performance appraisal systems and examine productivity-enhancing work designs, such as Total Quality Management, teams, empowerment, and Business Process Reengineering. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3700)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3380 Business Ethics (3)
Applying theoretical critique and case-oriented methods, students analyze the moral, ethical, and value issues that challenge business, industry, and corporate life, with a focus upon identifying the ethical principles and strategies that govern the management process and developing a personal business ethics code of conduct. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Note: Satisfies one Humanities course requirement for School of Professional Advancement majors. (Previously numbered as BSMT 3380)

BSLS 3390 Employment & Labor Law (3)
Focusing upon the disputes that may arise in the workplace, students explore the state and federal laws governing employment in the U.S. Through practical exercises, students identify and apply best practices for establishing, maintaining, and terminating the employment relationship; evaluating employment claims; and adhering to ethical practices. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3920)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3400 Legal Aspects of Business (3)
Through lectures and practical exercises, students examine the laws governing various business organizations and relationships, including sole proprietorships, agencies, partnerships, corporations; assess the responsibilities of businesses toward their consumers; evaluate the requirements, rights, and obligations that contracts create; recognize the impacts of bankruptcy laws upon creditors and debtors; evaluate the consequences of willful and negligent acts; and identify methods for functioning successfully in corporate and business transactions. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business (Previously numbered as BSBL 3400)

BSLS 3410 Human Resource Training & Development (3)
Students will identify the elements of human resource training and development, including conducting a training needs assessment, implementing and evaluating training, calculating the return on investment; and linking performance and career development needs to employee training. In the process, students will formulate methods for assessing an organization; applying the ADDIE model (assessment, design, development, implementation, and evaluation); comparing learning styles; performing needs assessments and SWOT analyses; and linking organizational strategy with training and development strategies to establish the training program as another tool for competitive advantage. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. 3 credits

Prerequisite(s): BSLS 3330.

BSLS 3450 Commercial Law (3)
Through lectures and practical exercises, students evaluate the concepts, principles, and laws that govern business transactions; examine the drafting, execution, and enforcement of contracts, mortgages, pledge assignments, and other security devices; explore the allocation of liability; identify legal procedures for enforcement and collection; and develop the professional skills and judgment necessary to function ethically and successfully in a commercial endeavor. . This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 Cross-listed with GLSP 4150 – Commercial Law (Previously numbered as BSBL 3450)

BSLS 3500 Adv. Real Estate Princples (3)
Through lectures and practical written exercises, students identify and apply the principles that govern real estate marketing and inform the decisions necessary to the successful purchase and sale of real estate, examining factors of supply and demand, financing options, investment analysis, and the real estate development process. (Previously numbered as REAL 3320)

BSLS 3600 Entrepreneurship (3)
In this interactive online course, students examine the concept and quality of entrepreneurship, identify the personality traits common to entrepreneurs, explore methods for analyzing new venture opportunities from marketing, production, and organizational perspectives; and analyze the legal considerations involved in developing and financing a new business venture and protecting intellectual property. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business Credit hours: 3 (Previously numbered as BSMT 3600)

BSLS 3650 Developing a Small Business (3)
Through lectures and practical exercises, students analyze the essential principles of small business start-up and management, including methods for identifying and evaluating opportunities, establishing the operating structure, developing marketing and financial plans, and using financial reports to enhance the effective management of nascent and growing small business. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSMT 3650)

BSLS 3700 Global Business (3)
Students examine the strategies, benefits, costs, ethical practices, and conduct of businesspeople, government leaders, workers, and customers in the global marketplace, including the economic, legal, and cultural impact of global business and current business and political events upon local and national communities. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Note: Note: Satisfies one Non-Western Culture requirement for School of Professional Advancement majors. (Previously numbered as BSMT 3700)

BSLS 3800 Leadership: Navigating for Success (3)
This course introduces students to the core ideas in leadership. Through a discussion of various principles, students will understand their own leadership capabilities and styles. The class will focus on key theoretical as well as practical foundations of leadership, including task and relationship-oriented styles, the role of personality and environment, emotional intelligence, followership, and servant as well as destructive leadership. Through an articulation of cases and current examples, students will understand the myriad factors that influence leadership. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business.

BSLS 3900 Human Resource Information Systems & Data Analysis (3)
Students will identify and examine the functions and implementation of Human Resources Information Systems (HRIS), including record-keeping, collection and storage of compliance data, supporting efficiency, tracking data to advance business strategies, and employee self-service; investigate the uses of HRIS to support applicant tracking systems, payroll, benefits administration, workhours and attendance, training, performance management, reporting & analytics, and succession planning; and recognize the methods and benefits of HRIS certification. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3

Prerequisite(s): BSLS 3330.

BSLS 3910 Special Topics (1-3)
These courses introduce new business concepts to the curriculum. Courses are chosen based upon levels of activity, interest, and new trends in business. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

BSLS 4100 Internship & Professional Dev (1-3)
This course is designed to prepare students for success in the career development process by gaining work experience in their chosen field of study, developing a portfolio of their work and accomplishments, and networking with industry professionals. Students will complete a minimum of 100 hours of field experience in an organization and attend classroom sessions that focus on career choices, job searching skills, and portfolio development. The course is to be taken during the student's last semester of study or with the approval of their program director. All internships must be approved by the program director or internship instructor.

BSLS 4750 Advanced Perspectives in HR Management: Theory & Practice (3)
This upper-level elective course provides students in all disciplines with the knowledge and skills to manage human resources in a variety of business settings. Focusing on essential management skills and presented in synchronous remote or in-person format, the course emphasizes the dynamic principles of Human Resources, along with the current workplace legislation that guides the process. The course includes an experiential learning component in which students will work with a community organization on a human resources project central to that organization's strategy. The class will enable students to analytically implement HR functions' including recruitment & selection, performance management, compensation, and job analysis. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business.

Prerequisite(s): ENGL 1010.

BSLS 4910 Independent Study (1-3)
Limited to specifically defined circumstances, with prior Program Director approval only.

BSLS 4970 Human Resources Capstone (3)
Through an assigned case study and/or field experience in an internship or through their own jobs, students will examine the role of the HR professional as an internal consultant, integrating the major principles developed through the Human Resources curriculum with real-world issues and applying the SHRM competencies, to include staffing and selection, performance management, decision-making using HR metrics, change management, communication, ethical practice, global and cultural effectiveness, and leadership and navigation. The capstone project will serve as a summative learning experience in the HURE major. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3

Prerequisite(s): BSLS 3330.

BSLS 4980 Organizational Behavior & Management Capstone (3)
Through an assigned case study and/or field experience in an internship or through their own jobs, students will integrate the major theories and principles developed through the Organizational Behavior & Management curriculum applying the concepts, principles, and practices of organizational behavior to address real-world issues. The capstone project will serve as a summative learning experience in the OBMS major. 3 credits This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3

Prerequisite(s): BSLS 3330.

Business General Courses (BUSG)

BUSG 3200 Introduction to Financial Analysis (3)
This course covers fundamental concepts of financial accounting, managerial accounting, and corporate finance including valuation techniques. The course is only offered to non-BSM majors pursuing business minors or certificates that are made available to students majoring in areas outside the business school.

BUSG 4180 The Business of Sports (3)
While the business of sports continues to be defined by dramatic change, the industry's financial returns have always been a function of how franchises can create, leverage, and "activate" a diverse set of revenue streams. This class emphasizes the key concepts and issues faced within the various and interrelated disciplines of the global sports industry. The course begins with a comprehensive survey of the industry, exploring the historical context and contemporary trends that are currently driving team valuations. Traditional topics, such as ticket pricing and player valuation, are covered, as are the tax implications of player depreciation. Additional topics include ownership arrangements, real estate development, entertainment, and media channels. With a focus on practical application, this course is also designed to expose students to potential careers in the sport industry and prepare them for advancement in the Sports Management Certificate program.

BUSG 4500 Real Estate Private Equity (3)
The course in Real Estate Private Equity offers students a comprehensive understanding of the strategies and practices involved in real estate investment through the private equity lens. Students will delve into the intricacies of real estate private equity, including deal structuring, fundraising, asset management, and exit strategies. Through theoretical learning, case studies, and interactive discussions, students will gain insights into the unique aspects of private equity in the real estate industry and develop the skills necessary to excel in this dynamic field. The course is capped off with an experiential learning project in which students have a hands-on experience in the operation of a hypothetical private real estate investment fund.

Prerequisite(s): FINE 4010.

BUSG 4600 Cases in Sports Management (3)
In this case-based, highly experiential course. Students simultaneously learn best practices from the world's leading sports organizations while participating in a real-time client consulting engagement. The global sports industry is diverse, multidisciplinary, and expanding rapidly. Cases in Sports Management covers a range of professional sports scenarios. From strategy planning for a community hockey club to tracking the history of the National Football League's evolving business model, this course covers all major business disciplines and touches nearly every type of sport in a diverse set of geographical locations. As students gain knowledge through class discussion and rigorous case analysis, they will concurrently form groups to tackle real-world business problems with an actual client in the sports industry. Topics covered include: product innovation; price "bundling"; crisis management; growth strategy; business model development; data analytics and implementation; and much more. Lectures are purposely kept to a minimum in this highly interactive class to make room for extensive in-class discussion, activities, and a variety of guest lectures.

Business Doctoral Courses (BUSN)

BUSN 7010 Financial Economics Theory (3)
This is the first doctoral course on financial economics theory.

BUSN 7020 Investments and Asset Pricing (3)
This course is designed for doctoral students who intend to research in financial accounting, finance, or economics. The course will cover important and recent empirical papers in the investments area.

BUSN 7030 Empiracl Rsrch Acct/Finc (3)

BUSN 7040 Optimization Theory (3)

BUSN 7050 Micro-Economic Th I (3)

BUSN 7060 Micro-Economic Th II (3)

BUSN 7070 Incentives & Asymmetric Info (3)

BUSN 7080 Econ Theory of Organztns (2-3)

BUSN 7110 Analytical Acctng Theory (3)

BUSN 7120 Empirical Methods in Finance (3)

BUSN 7130 Corporate Finance Theory (3)

BUSN 7140 Empirical Research Paper (3)

BUSN 7141 Empirical Research Paper II (3)
Research.

BUSN 7150 Empirical Rsh in Acctg Seminar (3)
Research.

BUSN 7160 Empirical Acctg Research UU (3)

BUSN 7170 Empirical Research in Acct II (3)
This course provides an introduction to and overview of selected topics in financial accounting research. We will cover a broad area of research. Papers will be a mix of classic, contemporary, and review papers. Our main objective is to continue building your research skills, so that you will become a productive researcher in accounting.

BUSN 7180 Mathematical Economics I (3)

BUSN 7210 Empirical Finance Research I (3)
This is a doctoral seminar course on topics in empirical research, primarily in the area of corporate finance.

BUSN 7220 Empirical Finance Research II (3)
This is a doctoral course on topics in empirical finance research, primarily in the area of corporate finance.

Enrollment limited to students in the Economics or School of Business departments.

BUSN 7230 Selected Topics in Fin and Acc (3)
This seminar covers selected topics in empirical Finance and Accounting research. The objectives of this course are to (i) provide an introduction to the basic building blocks of market-based research (ii) enable an understanding of the economic theory-based motivation for empirical hypotheses, and (iii) provide an introduction to, and evaluation of the empirical methods employed to test those hypotheses. The course seeks to prepare students for research careers in archival-empirical research.

BUSN 7300 3rd YR Empirical Paper & Pres (3)

BUSN 7330 Seminar: Mngment Commun (0)

BUSN 7410 Seminar On Acct & Econ (3)

BUSN 7510 Seminar In Org Beh I (2-3)

BUSN 7520 Sem Organiza Behavior II (3)

BUSN 7530 Seminar Org Behavior III (3)

BUSN 7540 Group Dynamics (3)

BUSN 7810 Strategic Management (3)

BUSN 8010 Studies In Account I (1-3)

BUSN 8020 Studies In Account II (1-3)

BUSN 8030 Studies In Account III (1-3)

BUSN 8040 Studies In Account IV (1-3)

BUSN 8310 Studies In Org Behav I (1-3)

BUSN 8320 Studies In Org Behav II (1-3)

BUSN 8330 Studies In Org Behav III (1-3)

BUSN 8340 Studies In Org Behav IV (1-6)

BUSN 8510 Studies In Finance I (1-3)

BUSN 8520 Studies In Finance II (1-3)

BUSN 8530 Studies In Finance III (1-3)

BUSN 8540 Studies In Finance IV (1-3)

BUSN 8550 PhD Investment Seminar (3)

BUSN 9950 Independent Study (1-6)

BUSN 9960 Thesis Development (3)

BUSN 9980 Advanced Financial Seminar (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

BUSN 9990 Dissertation Research (0)
Course may be repeated without limit.

Maximum Hours: 99

Career Devel & Mgmt (CDMA)

CDMA 1010 BMSI Career Discussions I (1)
In this course, Business Minor Summer Institute students will complete an online Career Assessment to understand how their interests, motivators and skills can provide insight into future careers. In addition, they will learn how to take stock of the skills they already have and how to use them to create effective resumes, network and interview. A representative from the Turchin Library will demonstrate how to do effective career research on industries, organizations and jobs. Guest speakers will visit each class to share their personal career journeys and answer questions. Students will also have access to the Freeman CMC and meet one-on-one with a Career Consultant.

CDMA 1110 BMSI Career Discussions II (0.5)
In this course, Business Minor Summer Institute students will learn about the use of social media career tools, networking techniques and the various types of interviews in preparation for an eventual career search. Guest speakers will visit each class to share their personal career journeys and answer questions. Students will also visit a local business or non-profit organization to learn more about its operation.

Prerequisite(s): CDMA 1010.

CDMA 1201 Career Development and Management I (2)
This course is the required foundational career education course for all Freeman undergraduates. The course offers a blended approach with online content, videos and interactives that can be revisited and reinforced during the entire academic tenure at Freeman. Students learn how to interpret their individual career assessment, do extensive research and targeting, develop an effective contact network and execute successful internship and job search strategies. Students will leave the class with the tools necessary to build a career plan. Guest speakers from a variety of business backgrounds and one-on-one meetings with CMC Career Consultants supplement course learnings.

CDMA 2201 Career Development and Management I (2)
This course is the required foundational career education course for all Freeman undergraduates. The course offers a blended approach with online content, videos and interactives that can be revisited and reinforced during the entire academic tenure at Freeman. Students learn how to interpret their individual career assessment, do extensive research and targeting, develop an effective contact network and execute successful internship and job search strategies. Students will leave the class with the tools necessary to build a career plan and communicate it effectively. Guest speakers from a variety of business backgrounds and one-on-one meetings with CMC Career Consultants supplement course learnings.

CDMA 4020 Adv Career Dev & Management (1)
Advanced Career Development & Management is designed to draw on students' knowledge developed in previous Career Education classes and give them the confidence to launch and manage a job search strategy that will result in multiple offers. Students will practice presenting a case interview and explore how they can use their job search skills to build a lifelong career. Using the tools provided in this course along with one-on-one Career Consulting in the Career Management Center, students will be able to master the seemingly complex task of finding that next important career opportunity.

Prerequisite(s): CDMA 1201.

CDMA 5380 Business Study Abroad - CDMA (1-20)

CDMA 5390 Business Study Abroad - CDMA (1-20)

CDMA 6010 Career Development I (0)
Career Development I, tailored specifically to target the Career Development and Management needs of MBA candidates, is designed to draw on students' knowledge developed in previous professional experience or Career Education classes and give them the confidence to launch and manage a job search strategy that will result in multiple offers. Graded on a pass/fail basis, this course begins during MBA orientation and is designed to provide students with the tools and information to identify professional career goals, define a career strategy, network their way into an organization, and ace the interview. Using the tools provided in this course, along with one-on-one Career Consulting in the Career Management Center, students will be able to master the seemingly complex task of finding that next important career opportunity.

CDMA 6020 Career Development II (0)
Career Development II, tailored specifically to target the Career Development and Management needs of MBA candidates, builds on the knowledge students receive in CDMA 6010. Graded on a pass/fail basis, this course is designed to provide students with the tools and information to nail a case interview, respond to job offers, onboard into a company, make the most of mentoring, and understand their personal career legacy. Using the tools provided in this course along with one-on-one Career Consulting in the Career Management Center, students will be able to develop and manage their careers over the course of a lifetime.

Prerequisite(s): CDMA 6010.

Maximum Hours: 0

CDMA 6030 Advanced Career Development and Management (0)
Advanced Career Development and Management is designed to draw on students' knowledge developed in previous career education classes and give them the confidence to launch and manage a job search strategy that will result in multiple offers. Students will practice presenting a case interview and explore how they can use their job search skills to build a lifelong career. Using the tools provided in this course along with one-on-one career consulting in the Career Management Center, students will be able to master the seemingly complex task of finding that next important career opportunity.

CDMA 6110 Strategic Career Planning (2)
Strategic Career Planning is designed to draw on knowledge developed in previous career education classes and give students the confidence to launch and manage a job search strategy that will result in multiple offers. Students will explore how they can use their job search skills to build a lifelong career (identifying target companies, networking, building a professional brand, interviewing, etc.), practice presenting a case interview, with one-on-one career consulting in the Career Management Center, students will be able to master the seemingly complex task of finding that next important career opportunity.

CDMA 6120 Strategic Career Planning Lab (0)
Strategic Career Planning Lab is designed to put into practice the skills students gained in Strategic Career Planning. Using the tools provided in the prerequisite course along with one-on-one career consulting in the Career Management Center, and engagement with peers in a small group setting, students will put into practice their career strategy and begin exploring opportunities for after their graduation.

Prerequisite(s): CDMA 6110*.
* May be taken concurrently.

Career Development (CRDV)

CRDV 1060 Exploring Majors and Careers (1)
Students will engage in self-assessment and exploration surrounding their major and career goals to concretely identify avenues to achieve career-related goals such as major declaration, securing internships, and exploring different career paths. The course may only be taken once for credit.

CRDV 1070 Preparing for Jobs, Internships, and Graduate School (1)
Students will learn the importance of developing their personal brand, establishing a professional network, and applying current career knowledge to achieve career-related goals such as applying for graduate school, securing a job after graduation, and preparing for a successful post-graduation transition.

CRDV 1090 Majors, Internships & Jobs (1)
Using four phases of career development, students will explore the importance of developing a professional identity and concretely identify avenues to achieve career related goals such as major declaration, securing internships, and preparing for a successful transition from college post-graduation. Course may be repeated 2 times for credit.

Course Limit: 2

Cell & Molecular Biology (CELL)

CELL 1010 Intro to Cell & Molec Biology (3)
This course is an introduction to the fundamental concepts that apply to all living systems. Major topics include the chemistry of life, primarily cellular respiration and photosynthesis; cell biology and organization; and an introduction to genetics.

CELL 1030 Heredity and Society (3)
Biology course for non-majors focusing on genetics. The explosive growth in information and knowledge established from the studies on molecular genetics has profound implications for science, medicine, law, economy, and our society itself. This course provides fundamental concepts of genetics to understand the ramifications of biology. Does not count toward CMB major.

CELL 1035 Heredity & Society Lab (1)
This introductory biology lab course provides hands-on lab experiences to reinforce concepts discussed in CELL 1030. Students will learn basic laboratory skills, including microscopy and molecular biological techniques. For non-majors.

Prerequisite(s): CELL 1010 or 1030*.
* May be taken concurrently.

CELL 1040 Forensic Biology (3)
Lectures, readings, and discussion of the literature in the fields of forensic biology. For non-majors.

CELL 1050 Introduction to Human Metabolism (3)
This course is designed to introduce you to human metabolism from a biochemical perspective. We will explore the composition of human bodies, how our cells utilize various fuel sources, and the relative nutritional value of different types of foods through discussions of scientific literature, laboratory experiments and environmental explorations. Open to high school students only.

CELL 1500 Biology Lecture (3)

CELL 1505 Biology Lab (1)

CELL 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

CELL 1945 Transfer Coursework (0-20)
Course Limit: 99

CELL 2050 Genetics (3)
The principles of genetic analysis and the nature of genes. Discussion of DNA, chromosomes, and molecular mechanism of replication, mutation, expression, and transmission of heritable characteristics.

Prerequisite(s): CELL 1010.

CELL 2115 General Biology Lab (1)
Laboratory exercises emphasizing concepts in cell, molecular, and developmental biology. Designed for majors in the biological sciences.

Prerequisite(s): CELL 1010, CHEM 1080 and 1085*.
* May be taken concurrently.

CELL 2220 Careers in Cell & Molec Biol (1)
This course will examine different careers in medicine, the distribution of hours spent in practice each week, and some of the disease processes and treatments seen by physicians. It will be taught from a practical, clinical point of view and is intended to help students identify their areas of interest in medicine or medical research. Does not count toward the requirements for a major or minor in cell and molecular biology.

CELL 2660 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

CELL 2665 Special Topics Lab (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

CELL 2945 Transfer Credit (0-20)

Maximum Hours: 99

CELL 3030 Molecular Biology (3)
The course is designed to provide basic knowledge of molecular biology. Topics covered include DNA replication, gene structure and regulation, transcription, translation, and protein structure and regulation. Basic laboratory techniques and experimental design in molecular biology are emphasized.

Prerequisite(s): CELL 2050.

CELL 3035 Molecular Biology Lab (1)
Laboratory experience in molecular biology techniques. Students will learn to analyze DNA via gel electrophoresis; isolate, detect, and quantitate RNA and/or protein; and use plasmids to clone and express a gene.

Prerequisite(s): CELL 2115 and 3030*.
* May be taken concurrently.

CELL 3050 Foundations of Pharmacology (3)
This course explains cellular mechanisms by which drugs act in the body. Specific topics include basic pharmacokinetics, drug receptor interactions, drug tolerance, toxicity and drug interactions. The course integrates biology and chemistry by using examples of drug action on the autonomic and central nervous systems, cardiovascular and endocrine systems as well as the treatment of infections. Concepts from cell biology, anatomy, biochemistry, neurochemistry and physiology are covered.

Prerequisite(s): CELL 1010 and (CHEM 2420 or 2440).

CELL 3210 Physiology (3)
This course is a survey of the organ systems of the human body. The cellular and molecular mechanisms of organ function are discussed. Emphasis is placed on clinical implications.

Prerequisite(s): CELL 1010.

CELL 3215 Physiology Lab (1)
This class includes a series of on-line laboratory simulations designed to demonstrate basic principles of Physiology. The course is meant to follow and reinforce material from Physiology, CELL 3210, taught in the Fall semester. Each class will start with a brief discussion of the material, how it relates to the physiology of the organism as a whole, and the clinical significance. Students will spend the rest of the class conducting the exercises for that day's lab. The results are saved as a PDF, printed and turned in to the instructor at the next class.

Prerequisite(s): CELL 3210*.
* May be taken concurrently.

CELL 3230 Virology (3)
In the virology lecture course you will learn about the structural and reproductive cycles for the major classes of viruses. You will gain an understanding of the structural and genetic factors involved in the virus-host cell interaction. You will also learn about the techniques used to study viruses. You will be using all this knowledge to identify new viruses, solve case studies, hypothesize how specific features of viruses evolved, and propose experiments to study the virus life cycle.

Prerequisite(s): CELL 2050 or EBIO 2070.

CELL 3310 Cellular Neuroscience (3)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students will be introduced to the synaptic organization of higher neural systems, such as the visual system and somatic sensory system.

Prerequisite(s): CELL 1010.

CELL 3315 Cellular Neuroscience Lab (1)
This is an interactive lab class giving students hands-on experience working with techniques used in the study of cellular neuroscience. Techniques include: behavioral testing using invertebrates, tissue staining, immunocytochemistry, and intracellular electrophysiological recordings.

Prerequisite(s): CELL 3310 or NSCI 3310.

CELL 3320 Systems Neuroscience (3)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences.

Prerequisite(s): CELL 1010 and (CELL 3310 or NSCI 3310).

CELL 3400 Regenerative Biology (3)
This course provides the various cellular and molecular mechanisms of natural or injury-induced regeneration in vertebrates and the applications to development of therapies to restore tissues and organs damaged by injury or disease. Attribute: Capstone.

Prerequisite(s): CELL 3750*.
* May be taken concurrently.

CELL 3560 Pathophysiology (3)
This course focuses on the molecular pathophysiology of infectious disease, immunopathology of the cardiovascular system and skin disorders. The impact of a diseased cardiovascular system will be examined. Concepts from cell biology, anatomy, biochemistry, and physiology are covered.

Prerequisite(s): CELL 3210.

CELL 3750 Cell Biology (3)
An examination of the structure and function of eukaryotic cells. Emphasis is placed on mechanisms of intracellular and transmembrane transport, cellular control, and intercellular and intracellular signaling. Experimental methods and applications will be emphasized.

Prerequisite(s): CELL 3030.

CELL 3755 Cell Biology Laboratory (1)
Laboratory experience in in vitro methodologies. Students will learn to maintain and manipulate mammalian cell cultures.

Prerequisite(s): CELL 2115 and 3750*.
* May be taken concurrently.

CELL 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

CELL 4010 Cellular Biochemistry (3)
An examination of the structure and function of biological molecules, energetics of biological reactions, enzyme kinetics, metabolism, synthesis of macromolecules, and assembly of structures. Emphasis is placed on mammalian metabolism and mechanisms of control used to regulate metabolic pathways. Detailed explorations into the chemical function of biomolecules lay the foundation for the course.

Prerequisite(s): CELL 2050 and (CHEM 2420 or 2440).

CELL 4020 Integrative Fundamentals of Biochemistry (3)
Exploration of the structure and function of biological molecules, energetics, metabolism, synthesis of macromolecules, and assembly of structures. Fundamental concepts are taught through reading, analysis, and presentation of primary literature.

Prerequisite(s): CELL 3030 and (CHEM 2410 or 2430).

CELL 4110 Human Histology (4)
Descriptive study of mammalian microscopic anatomy in a physiological context. Lectures and laboratory. Course may be repeated 2 times for credit.

Prerequisite(s): CELL 1010.
Corequisite(s): CELL 4111.
Course Limit: 2

CELL 4111 Human Histology Lab (0)
Lab section for CELL 4110.

Prerequisite(s): CELL 1010.
Corequisite(s): CELL 4110.

CELL 4130 Embryology (3)
This course focuses on the vertebrate embryogenesis with specific emphasis on humans. Topics include fertilization, implantation, gastrulation, neurulation, and organogenesis of a variety of structures. Students are expected to understand and describe anatomical and morphological changes that occur during human embryogenesis at organ, tissue, cellular, and molecular levels.

Prerequisite(s): CELL 3750.

CELL 4160 Developmental Biology (3)
The origin and development of form and patterns in organisms. Recent investigations and research methodology on the processes of growth and differentiation are stressed.

Prerequisite(s): CELL 2050.

CELL 4180 Biomedical Research in Animals (3)
Lectures, readings, presentations, and discussion of the use of animal models in biomedical research.

Prerequisite(s): CELL 3750 or 4010.

CELL 4200 General Endocrinology (3)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered.

Prerequisite(s): CELL 1010 and 2050.

CELL 4220 Microbiology (3)
Taxonomy, physiology, genetics and ecology of microorganisms. This course will cover the role of microbes in medicine and industry, and as model systems for research.

Prerequisite(s): CELL 3750.

CELL 4225 Microbiology Laboratory (1)
Laboratory studies of microbial taxonomy, physiology, biochemistry, and genetics.

Prerequisite(s): CELL 4220* and 2115.
* May be taken concurrently.

CELL 4250 Principles In Immunology (3)
An introduction to the biology of the human immune system with review of relevant literature. Students will learn to critically read scientific articles and analyze experimental data.

Prerequisite(s): CELL 3750 or 3010.

CELL 4260 Princ of Biomed Write Capstone (3)
An examination of various types of scientific literature, scientific writing and presentation. Exploration of scientific databases such as PubMed. Emphasis on critical reading of scientific literature and writing in a scientific style. Also satisfies writing intensive requirement.

CELL 4340 Neurobiology of Disease (3)
This is an advanced course which reviews the physiology of the nervous system and the various pathologies that attack the system. The course focuses on the cellular mechanisms of the pathology, what treatments are available, and what the current research literature has to say about the diseases. Emphasis is placed on readings from original clinical and research papers. Pathologies discussed range from motor control and neuromuscular diseases to high cognitive function, autism, and dementia.

Prerequisite(s): CELL 3310 or NSCI 3310.

CELL 4350 Developmental Neurobiol (3)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse, activity-dependent development, and applications of these to injury and disease.

Prerequisite(s): CELL 3750, 3010, 3030, 3310 or NSCI 3310.

CELL 4370 Molecular Neurobiology (3)
Introduction to the molecular biology of neurons and neuronal functions. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit, and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology.

Prerequisite(s): CELL 3310, 3320, NSCI 3310 or 3320.

CELL 4430 Introductory Bioinformatics (3)
The aim of this course is to introduce biology and computer science students to computational research techniques using biological data. This field, generally referred to as bioinformatics, is growing faster then the current workforce available. We will cover the experimental methods used to create the biological data, how to understand the data in the context of biology, and the common computational methods used to derive understanding and make hypothesis from this data. The course will be taught through relevant, hands on projects, and all the tools are computer based. The projects will be based around "omics" data, which is the basis of personalized medicine and precision oncology. This course is designed to be approachable for all students, regardless of their current computational abilities or computer ownership.

Prerequisite(s): CELL 3030*.
* May be taken concurrently.

CELL 4440 Advanced Molecular Biology (3)
Current topics in molecular biology with emphasis on higher-order chromatin structure and transcription, mutability, and DNA repair mechanisms in prokaryotes and eukaryotes. Other topics include: nuclear hormone receptors, HOX gene activation in development, RNAi, and genome organization.

Prerequisite(s): CELL 3030, 6030 or 6030.

CELL 4450 Genome Biology (3)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics. and proteomics will be covered in the context of disease and the development of novel therapeutics.

Prerequisite(s): CELL 3030.

CELL 4480 Head and Neck Anatomy (3)
This 3 credit lecture and laboratory course focuses on the gross anatomy of the head and neck, as well as central nervous system anatomy. This includes cadaver dissection of the head, neck, cranial nerves, and brain. This class mirrors dental and medical school anatomy courses and will prepare students to succeed in medical school, dental school, or allied health professions. Does not count toward CMB major.

Prerequisite(s): CELL 4490 or 6490.

CELL 4490 Anatomy (4)
An exploration of the back, upper and lower extremities with an emphasis on bones, muscles, arteries, nerves, and veins in these regions of the human body. Does not count toward CMB major.

Corequisite(s): CELL 4491.

CELL 4491 Anatomy Lab (0)
Does not count toward CMB major.

Corequisite(s): CELL 4490.

CELL 4500 Adv Molec Neurobiology (3)
This course provides detailed description and in-depth discussion of current techniques and experimental topics in the field of molecular neurobiology.

Prerequisite(s): CELL 4370 or NSCI 4370.

CELL 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the CMB Department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 4570 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the CMB Department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 4660 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CELL 3030 and 3750.

Maximum Hours: 99

CELL 4665 Special Topics Lab (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 4710 Molecular Biology of Cancer (3)
The complex multistep process which transforms a normal cell into a cancer cell, carcinogenesis, will be examined with emphasis on current molecular insights. Major topics include oncogenes, tumor suppressor genes, tumor viruses, genetic instability, metastasis, the regulation of gene expression in cancer cells, and cancer treatment strategies. This course also requires students to analyze and present research papers.

Prerequisite(s): CELL 3750.

CELL 4730 Neurodevelopment and Disease (3)
The assembly of a functional nervous system is one of the most complex developmental processes in nature. This course provides advance knowledge on the mechanisms controlling nervous system development, at the cellular, circuit, and functional levels, and how failure on these mechanisms underlie neurodevelopmental disorders. Also, this course will introduce the student to most current techniques and research topics on neurodevelopment.

Prerequisite(s): CELL 3310 or NSCI 3310.

CELL 4780 Developmental Genetics (3)
This course examines the genetic pathways regulating development and the underlying molecular mechanisms by which these pathways are regulated. The goal of the course is to expose students to topics and techniques shaping the field of development biology.

CELL 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 4910 Independent Study (1-3)
The student will participate in laboratory research under direction of a faculty member. Students may perform their independent study in a laboratory outside of the CMB department or even at another institution; the student will still need a departmental sponsor to act as the instructor of record, and the grade for the project will be submitted by the CMB faculty sponsor in consultation with the host laboratory supervisor. The student may sign up for 1, 2, or 3 hours of independent study, depending on the time that can be devoted to the project. 1 credit can be earned for 3 - 4 hr/wk during the semester or 45-60 total hours over the summer. 2 credits can be earned for 6 - 8 hr/wk during the semester or 90-120 total hours over the summer. 3 credits can be earned for 9 - 12 hr/wk during the semester or 135-180 total hours over the summer. Independent study may be used once to fulfill a laboratory elective requirement for the major. Independent study can fulfill the capstone requirement for the major if the student learns how to read the scientific literature under supervision and presents the project before the end of the semester. The format can be a written paper, a poster defense, or an oral presentation, but it must include the rationale for the project, the materials and methods, the experimental results, and an interpretation of those data. Course may be repeated up to six credit hours.

Maximum Hours: 6

CELL 4920 Independent Study (1-3)
Can only be taken for S/U credit after 6 credits of CELL 4910. The student will participate in laboratory research under direction of a faculty member. Students may perform their independent study in a laboratory outside of the CMB department or even at another institution; the student will still need a departmental sponsor to act as the instructor of record, and the grade for the project will be submitted by the CMB faculty sponsor in consultation with the host laboratory supervisor. The student may sign up for 1, 2, or 3 hours of independent study, depending on the time that can be devoted to the project. The hours needed per credit are similar to CELL 4910. Independent study may be used once to fulfill a laboratory elective requirement for the major. Independent study can fulfill the capstone requirement for the major if the student learns how to read the scientific literature under supervision and presents the project before the end of the semester. The format can be a written paper, a poster defense, or an oral presentation, but it must include the rationale for the project, the materials and methods, the experimental results, and an interpretation of those data. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

CELL 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

CELL 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): CELL 4990.

CELL 5110 Capstone Component: CELL 4910 (0)
Corequisite(s): CELL 4910.

Corequisite(s): CELL 4910.

CELL 5111 Capstone Component: CELL 4920 (0)
Corequisite(s): CELL 4920.

Corequisite(s): CELL 4920.

CELL 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 6010 Cellular Biochemistry (3)
An examination of the structure and function of biological molecules, energetics of biological reactions, enzyme kinetics, metabolism, synthesis of macromolecules, and assembly of structures. Emphasis is placed on mammalian metabolism and mechanisms of control used to regulate metabolic pathways. Detailed explorations into the chemical function of biomolecules lay the foundation for the course. In addition, a term paper or oral presentation is required.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6020 Integrative Fundamentals of Biochemistry (3)
Exploration of the structure and function of biological molecules, energetics, metabolism, synthesis of macromolecules, and assembly of structures. Fundamental concepts are taught through reading, analysis, and presentation of primary literature.

CELL 6030 Molecular Biology (3)
The course is designed to provide basic knowledge of molecular biology. Topics covered include DNA replication, gene structure and regulation, transcription, translation, and protein structure and regulation. Basic laboratory techniques and experimental design in molecular biology are emphasized.

Prerequisite(s): CELL 2050.

CELL 6035 Molecular Biology Lab (1)
Laboratory experience in molecular biology techniques. Students will learn to analyze DNA via gel electrophoresis; isolate, detect, and quantitate RNA and/or protein; and use plasmids to clone and express a gene.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6040 Trends in Neuroscience (1)
Students select, analyze, present, and discuss recent empirical articles in the field of Neuroscience.

CELL 6050 Foundations of Pharmacology (3)
This course explains cellular mechanisms by which drugs act in the body. Specific topics include basic pharmacokinetics, drug receptor interactions, drug tolerance, toxicity and drug interactions. The course integrates biology and chemistry by using examples of drug action on the autonomic and central nervous systems, cardiovascular and endocrine systems as well as the treatment of infections. Concepts from cell biology, anatomy, biochemistry, neurochemistry and physiology are covered.

CELL 6070 Neurobiology of Aging (3)
This course will survey the current literature in clinical and research journals regarding the Neurobiology of the aging process. Emphasis is placed on the state of research in aging, looking at experimental design issues as well as published results. Connections will be drawn between the research literature and current clinical practice, as well as what the research literature says regarding aging and lifestyle.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6080 Adv Dev & Cell Biol II (3)
Lectures, readings, and discussion of the literature in the fields of cellular, developmental, and molecular biology.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6110 Human Histology (4)
Descriptive study of mammalian microscopic anatomy in a physiological context. Lectures and laboratory. In addition, a term paper is required.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6111 Human Histology Lab (0)
Lab section for CELL 6110

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6130 Embryology (3)
Anatomical study of developmental processes in humans. Lecture. In addition, a term paper is required. Course may be repeated 2 times for credit.

Prerequisite(s): CELL 3750.
Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

Course Limit: 2

CELL 6131 Embryology Lab (0)
Lab section for CELL 6130

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6140 Research Methods in Cellular and Molecular Biology (3)
A team-taught lecture course exposing students to contemporary theories and techniques used in cellular and molecular biology by Tulane researchers in their own research programs.

CELL 6160 Developmental Biology (3)
The origin and development of form and patterns in organisms. Recent investigations and research methodology on the processes of growth and differentiation are stressed. In addition, a term paper is required.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6170 Psychedelics (3)
This course will examen the pharmacology, neuroscience, and sociological impacts of psychedelic drugs. Emphasis will be on the actions of these agents at the cellular and neuronal network level. Potential therapeutic applications and existing published data will be examined.

CELL 6180 Biomedical Research in Animals (3)
Lectures, readings, presentations, and discussion of the use of animal models in biomedical research. A term paper is required.

CELL 6200 General Endocrinology (3)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6210 Physiology (3)
This course is a survey of the organ systems of the human body. The cellular and molecular mechanisms of organ function are discussed. Emphasis is placed on clinical implications. Oral presentations are required.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6220 Microbiology (3)
Taxonomy, physiology, genetics and ecology of microorganisms. This course will cover the role of microbes in medicine and industry, and as model systems for research. In addition, a term paper is required.

Prerequisite(s): CELL 3750.
Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6225 Microbiology lab (1)
Laboratory studies of microbial taxonomy, physiology, biochemistry, and genetics.

Enrollment limited to students in the Cell Molecular Biology department.

CELL 6230 Virology (3)
In the virology lecture course you will learn about the structural and reproductive cycles for the major classes of viruses. You will gain an understanding of the structural and genetic factors involved in the virus-host cell interaction. You will also learn about the techniques used to study viruses. You will be using all this knowledge to identify new viruses, solve case studies, hypothesize how specific features of viruses evolved, and propose experiments to study the virus life cycle. A mock research proposal is required.

CELL 6310 Cellular Neuroscience (3)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students will be introduced to the synaptic organization of higher neural systems, such as the visual system and somatic sensory system.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6320 Systems Neuroscience (3)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences. In addition, a term paper is required.

Prerequisite(s): CELL 6310 or NSCI 6310.
Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6325 Neuroanatomy Lab (1)
The subject of this course is the anatomy of the human nervous system. Students will learn to identify and map the structure and position of nuclei, pathways, and anatomical divisions of the brain and spinal cord. The course is a practical correlate to Systems Neuroscience, and is intended to prepare students for further study in the neurosciences.

Prerequisite(s): CELL 3320* or NSCI 3320*.
* May be taken concurrently.
Enrollment limited to students in the Cell Molecular Biology department.

CELL 6340 Neurobiology of Disease (3)
Advanced course on the higher neural functions of the nervous system and neurological diseases resulting from disruption of these functions. An emphasis is placed on the physiology of the nervous system and neural dysfunction caused by inherited and acquired diseases. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. In addition, a term paper is required.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6350 Developmental Neurobiol (3)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse, activity-dependent development, and applications of these to injury and disease. In addition, a term paper is required.

CELL 6370 Molecular Neurobiology (3)
Introduction to the molecular biology of neurons and neuronal functions. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit, and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology. In addition, a term paper is required.

Enrollment limited to students in the Cell Molecular Biology department.

CELL 6400 Regenerative Biology (3)
This course provides the various cellular and molecular mechanisms of natural or injury-induced regeneration in vertebrates and the applications to the development of therapies to restore tissues and organs damaged by injury or disease. Attributes: Capstone

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6430 Introductory Bioinformatics (3)
The aim of this course is to introduce biology and computer science students to computational research techniques using biological data. This field, generally referred to as bioinformatics, is growing faster then the current workforce available. We will cover the experimental methods used to create the biological data, how to understand the data in the context of biology, and the common computational methods used to derive understanding and make hypothesis from this data. The course will be taught through relevant, hands on projects, and all the tools are computer based. The projects will be based around "omics" data, which is the basis of personalized medicine and precision oncology. This course is designed to be approachable for all students, regardless of their current computational abilities or computer ownership.

Prerequisite(s): CELL 6030*.
* May be taken concurrently.

CELL 6440 Adv Molecular Biology (3)
Current topics in molecular biology with emphasis on higher-order chromatin structure and transcription, mutability, and DNA repair mechanisms in prokaryotes and eukaryotes. Other topics include: nuclear hormone receptors, HOX gene activation in development, RNAi, and genome organization. In addition, a term paper is required.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6450 Genome Biology (3)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics. and proteomics will be covered in the context of disease and the development of novel therapeutics.

Prerequisite(s): CELL 3030 or NSCI 4370.

CELL 6480 Head and Neck Anatomy (3)
This 3 credit lecture and laboratory course focuses on the gross anatomy of the head and neck, as well as central nervous system anatomy. This includes cadaver dissection of the head, neck, cranial nerves, and brain. This class mirrors dental and medical school anatomy courses and will prepare students to succeed in medical school, dental school, or allied health professions.

Prerequisite(s): CELL 6490.

CELL 6490 Anatomy (0-4)
An exploration of the back, upper and lower extremities with an emphasis on bones, muscles, arteries, nerves, and veins in these regions of the human body.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

Corequisite(s): CELL 6491.

CELL 6491 Anatomy Lab (0)
Co-requisite lab for CELL 6491 Anatomy

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

Corequisite(s): CELL 6490.

CELL 6550 Synaptic Organization of the Brain (3)
The goal of this course is to discuss and understand functional connections within and between areas of the brain to lead to a greater understanding of brain function and behavior. We will focus on limbic and memory systems. A strong emphasis will be placed on in- class discussions and student presentations to enhance critical thinking and oral presentation skills.

Prerequisite(s): CELL 3310 or NSCI 3310.
Enrollment limited to students in the Cell Molecular Biology department.

CELL 6560 Pathophysiology (3)
This course focuses on the molecular pathophysiology of infectious disease, immunopathology of the cardiovascular system and skin disorders. The impact of a diseased cardiovascular system will be examined. Concepts from cell biology, anatomy, biochemistry, and physiology are covered. Oral presentations are required.

CELL 6660 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 6665 Special Topics Lab (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 6710 Molecular Biology of Cancer (3)
The complex multistep process which transforms a normal cell into a cancer cell, carcinogenesis, will be examined with emphasis on current molecular insights. Major topics include oncogenes, tumor suppressor genes, tumor viruses, genetic instability, metastasis, the regulation of gene expression in cancer cells, and cancer treatment strategies. This course also requires students to analyze and present research papers.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6730 Neurodevelopment and Disease (3)
The assembly of a functional nervous system is one of the most complex developmental processes in nature. This course provides advance knowledge on the mechanisms controlling nervous system development, at the cellular, circuit, and functional levels, and how failure on these mechanisms underlie neurodevelopmental disorders. Also, this course will introduce the student to most current techniques and research topics on neurodevelopment.

CELL 6750 Cell Biology (3)
An examination of the structure and function of eukaryotic cells. Emphasis is placed on mechanisms of intracellular and transmembrane transport, cellular control, and intercellular and intracellular signaling. Experimental methods and applications will be emphasized. A term paper is required as part of this course.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

CELL 6755 Cell Biology Lab (1)
Laboratory experience in in vitro methodologies. Students will learn to maintain and manipulate mammalian cell cultures.

Students in the Biochemistry (SSE) or Cell Molecular Biology departments may **not** enroll.

CELL 6840 Current Topics Dev Biol (2)
Reports and discussions of current literature on developmental processes. Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Biochemistry (SSE) or Cell Molecular Biology departments.

Maximum Hours: 99

CELL 6910 Independent Study (1-3)
Independent Study course in Cell and Molecular Biology; topics vary.

Maximum Hours: 6

CELL 6920 Independent Study (1-3)
Independent Study course in Cell and Molecular Biology; topics vary.

Maximum Hours: 6

CELL 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

CELL 7110 Research Rotations (1-3)
Individual research supervised by faculty.

CELL 7120 Research Rotations (1-3)
Individual research supervised by faculty.

CELL 7130 Research (2-10)
Individual research supervised by faculty. Course may be repeated 2 times for credit.

Course Limit: 2

CELL 7260 Graduate Communications (3)
In today's competitive science market place, effective communication can be the deciding factor in obtaining postdoctoral fellowships, faculty positions or alternative career options, as well as in getting grants funded and manuscripts published. Deliberate practice of these skills is therefore critical for graduate level science trainees. This course will involve extensive discussion and practice of oral and written communication. By the end of the semester, students will have prepared a draft of their proposals required for qualifying exams and will receive input on the clarity, rigor, format, grammar, and writing style of this document. This course is open to Ph.D. students only, and is recommended to students in their 4th semester of graduate study.

CELL 7450 Genome Biology (3)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics. and proteomics will be covered in the context of disease and the development of novel therapeutics.

CELL 7860 Master's Seminar (3)
Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Cell Molecular Biology department.

Maximum Hours: 99

CELL 7870 Doctoral Seminar (1)
Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Cell Molecular Biology department.

Maximum Hours: 99

CELL 7940 Trasfer Credit-Grad (1-12)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CELL 7990 Research (1-9)
Individual research supervised by faculty.

Enrollment limited to students in the Cell Molecular Biology department.

CELL 8000 Research (3)
Individual research supervised by faculty.

Enrollment limited to students in the Cell Molecular Biology department.

CELL 9980 Masters Research (1-9)
Research course.

Maximum Hours: 99

CELL 9990 Dissertation Research (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Center for Engaged Learning and Teaching (CELT)

CELT 7010 The Essentials of Learning and Teaching (1)
This course provides the framework upon which excellence in teaching is built. Students will explore the science of learning, evaluate different course designs, discuss ways to ensure inclusive and diverse classroom environments and the pedagogy of service learning. The course will culminate with the writing of a teaching philosophy.

CELT 7020 Practical Course Design and Teaching Skills (1)
This course is designed to provide students feedback on actual teaching opportunities. Some students maybe the faculty of record for a course in their department, others will be a guest lecturer or give lectures to peers.

Prerequisite(s): CELT 7010.

CELT 7030 Teaching Practicum (1)
This course is designed to provide students feedback on actual teaching opportunities. Some students maybe the faculty of record for a course in their department, others will be a guest lecturer or give lectures to peers.

Prerequisite(s): CELT 7010 and 7020.

Chemical Engineering (CENG)

CENG 1005 Intro Electronics with Lab (3)
Introductory course designed for high school students enrolled in the TSSP summer program.

CENG 1100 Innovations in Chem Eng w/ Lab (3)
This course will introduce students to the basic concepts and calculations in the field of chemical engineering. In addition to lectures, students will gain hands-on experience utilizing modern techniques and exposure to real-world applications through labs and activities. This course is limited to high school students.

CENG 1180 Impacts in Chem Engineering (1)
This course will connect core chemical engineering concepts to real-world applications- showcasing the global impact that chemical engineers have on our planet and the grand challenges that they are working to address. Topics include energy generation and renewability, advances in medicine, large-scale food production, revolutionary materials, and pollution prevention and sustainability. Students will learn through relevant readings, discussions, tours of local businesses, hands-on projects, and guest lectures from leaders in the field.

Prerequisite(s): CHEM 1070.

CENG 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

CENG 2110 Matl & Energy Balances (3)
Basic concepts in mass and energy balances are presented in this introduction to chemical process engineering. Properties of pure materials and relevant equations of state are reviewed in illustrative examples.

Prerequisite(s): CHEM 1080 and (MATH 1220 or 1310).

CENG 2120 Thermodynamics I (3)
Concepts of energy, equilibrium, and reversibility are presented in the setting of the theoretical development of classical thermodynamics. Energy conversion cycles and elementary fluid mechanics are used to illustrate applied thermodynamics in chemical process technology. Optional co-requisite: CENG 2320.

Prerequisite(s): MATH 2210*, CENG 2110*, CHEM 1070 and PHYS 1310.

* May be taken concurrently.

CENG 2230 Prof Dev for Chem Engr (3)
This course is designed for students who wish to enhance the soft skills necessary for life-long success as a professional engineer. Topics include effective written and oral communication, resume building, networking, employment search strategies, the interview process, teamwork and critical thinking. Learning will be reinforced through practical activities including a mock interview, a staged networking event and oral presentations with class discussion and feedback.

CENG 2320 Transport I: Fluids (3)
Principles of hydrostatics and fluid mechanics. Emphasis is on mass, energy and momentum balances. Fluid flow through pipes and other types of chemical engineering equipment are considered in detail. The fundamental operations of vector analysis and the development of basic differential equations that govern fluid flow are used to solve representative problems in which viscosity is important. Prerequisites: CENG 2120* and MATH 2240* *May be taken concurrently.

Prerequisite(s): MATH 2240* and CENG 2120*.
* May be taken concurrently.

CENG 2500 Intro To Biotechnology (3)
This course begins with an introduction to physical and biological properties of cells through cell and molecular biology teachings, and then expands with the application of these principles to the realm of biotechnology. Theory and practice of specific laboratory techniques will be covered and demonstrated, and typical data sets will be interpreted. Applications of biotechnology in the business and medical communities will be discussed.

CENG 2505 Intro Biotech Lab (1)
This course is designed to introduce students to essential laboratory skills and modern techniques utilized in the field of biotechnology. These include aseptic technique, microbial and mammalian cell culturing, flow cytometry, and engineering and analysis of genes in E. coli. Laboratory notebook maintenance, executing protocols, analyzing data and teamwork are emphasized. This course is intended for students without any prior research experience.

Corequisite(s): CENG 2500.

CENG 2780 Special Topics (1-3)
Course may be repeated up to unlimited credit hours.

Prerequisite(s): CHEM 1070.

Maximum Hours: 99

CENG 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

CENG 3020 Chem & Eng Sci in Community (1)
This course satisfies the university's public-service requirement. Topics include public outreach, application of engineering principles to community issues, and educating the community on scientific and engineering issues.

CENG 3110 Thermodynamics II (3)
Basic concepts in physical and chemical equilibria. Systems of variable composition. Chemical reaction equilibria. Thermodynamic analysis of processes. Principles of statistical mechanics. Partition functions.

Prerequisite(s): CENG 2120 and CHEM 1080.

CENG 3120 Materials Science & Engr (3)
The structure and properties of engineering materials are considered. Coverage includes basic atomic and microscopic structure, testing methods, phase relationships, and strengthening techniques. Emphasis is placed on common industrial materials. Thermodynamics and kinetics aspects of material science are discussed.

Prerequisite(s): CHEM 1080 and PHYS 1320.

CENG 3230 Numr Meth For Chem Eng (3)
Numerical solution of linear and nonlinear algebraic equations, and ordinary and partial differential equations. Numerical differentiation and integration. Linear and nonlinear regression analysis. Optimization methods. Applications to chemical and biomolecular engineering design-oriented problems. Excel spreadsheets are used for all computations. An introduction to Visual Basic for Applications programming is included. All applications and homework problems are related to Chemical and Biomolecular Engineering. A brief introduction to MatLab is included.

Prerequisite(s): MATH 2240.

CENG 3240 Unit Operations Lab (4)
Bench scale laboratory experiments in Unit Operations. Report writing, safety, oral presentations, ethics and group activities are emphasized.

Prerequisite(s): CENG 3110 and 3390.

CENG 3340 Separation Processes (3)
The analysis and design of mass-transfer based separation processes. Fundamental concepts are derived and applied to representative industrial process configurations. Subject area coverage includes the fundamentals of mass transfer, as well as the design of countercurrent operations such as gas-liquid absorption, distillation, liquid-liquid extraction and leaching.

Prerequisite(s): CENG 3390.

CENG 3390 Transport II: Heat and Mass (3)
The analysis of problems in conductive, convective, and radiative heat transfer. The formulation and solution of heat and mass transfer problems by means of shell balances. Exact and numerical solutions to heat and mass transfer problems. Correlations for convective heat transfer. Analogies between heat and mass transfer. The application of basic principles of heat/mass transfer to heat exchange, evaporation, condensation, boiling and drying operations.

Prerequisite(s): CENG 2320 and MATH 2240*.
* May be taken concurrently.

CENG 3420 Transport in Cells & Organs (3)
Fundamental principles of fluid mechanics and mass transport will be applied to biological systems at the cellular, tissue, and organ levels. The topics of this course will be the cardiovascular and respiratory systems, transmembrane and transvascular transport, cell adhesion and intracellular transport, drug transport and pharmacokinetics, and transport-related diseases (atherosclerosis, sickle cell disease, embolism, cancer metastasis).

CENG 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

CENG 4130 Surf. & Colloid Phenomen (3)
A study of surface and colloid chemistry. Topics include characterization of particles and surfaces, stability of colloidal systems, interactions of charged particles, and electrokinetic phenomena.

Prerequisite(s): CHEM 1080 and PHYS 1320.

CENG 4140 Electrochemistry (3)
This course will cover the fundamentals of electrochemistry followed by more detailed consideration of the thermodynamics and kinetics involved in electrochemical deposition processes. Faradaic and non-faradaic processes at electrode/electrolyte interfaces will be covered in addition to electrochemical methods used to characterize such interfaces. The course will include reviewing research papers followed by class discussions. Towards the end of the course, the use of electrochemistry in sensor applications will be covered. The graduate equivalent of this course is CENG 6140.

Prerequisite(s): CHEM 1080, PHYS 1320 and MATH 2210.

CENG 4150 Reactor Design (3)
The design and analysis of chemical, biological, and polymerization reactor systems are achieved by application of the principles of chemical kinetics and equilibrium coupled with mass and energy transport. Specific areas of study include kinetics, ideal reactors, multiple reactor systems, nonideal flow and mixing, and catalysis.

Prerequisite(s): MATH 2240 and CENG 2120.

CENG 4160 Heterogeneous Catalysis (3)
A study of the fundamental concepts underlying catalytic processes in the petroleum processing industry and in synthetic fuels research. Topics include molecular theories of adsorption and catalysis, catalyst design and formulation, instrumental methods of catalyst characterization, transport in catalysts, shape-selective catalysis, etc. Applications discussed include catalytic cracking, reforming, hydrodesulfurization, Fischer-Tropsch synthesis, direct and indirect coal liquefaction, etc.

CENG 4310 Chemical Process Design (3)
The elements of industrial design and supporting economics are presented in the context of a representative design project. Extension of the student's early background in unit operations through practical design considerations including materials of construction is accomplished. Methods are presented for capital and operating cost estimation, raw materials and utilities pricing, and assembly of investment costs, taxes, environmental and other site requirements. Realistic design constraints are included; e.g., economic factors, safety, reliability aesthetics, ethics, and social impact.

Prerequisite(s): CENG 4150.

CENG 4400 Intro. To Gene Therapy (3)
A survey into the fundamental aspects of gene delivery and their application to gene therapy. Topics include various gene carriers, carrier/DNA interaction and complex formation, complex interactions with cells and cell structures, targeting, gene therapy applications, host response. A knowledge of cell and molecular biology is not required.

CENG 4420 Survey Contemporary Poly Rsh (3)

CENG 4450 Applied Biochemistry I (3)
Biochemistry is the study of the chemistry and chemical processes involved with the molecules that are utilized by living organisms. This two-semester series will provide an in-depth coverage of carbon- and nitrogen-containing molecules such as proteins and DNA and certain cofactors. In the first semester enzyme kinetics and catalysis will be covered, along with carbohydrates and their metabolism. The metabolic pathways and associated bioenergetics of glycolysis and the TCA cycle will be examined in detail. The material will be related to everyday life, diet, nutrition, and exercise performance.

Prerequisite(s): CHEM 2420 or 2440.

CENG 4460 Applied Biochemistry II (3)
This course is a continuation of CENG 4450 (please refer to the related course description). Principles taught in CENG 4450 will be extended as they are applied to lipids and nitrogen-containing molecules, and the metabolism of each. Example molecules include fats, triglycerides, DNA, amino acids, heme, and urea. The interplay of biochemistry and molecular biology will also be examined.

Prerequisite(s): CENG 4450.

CENG 4500 Chemical Process Control (3)
An introduction to linear control theory is presented in which processes are described mathematically through transfer functions and flow diagrams. Laplace transforms are used on state space models to allow for description of control systems in algebraic ways. On/off controllers are introduced, and conventional three-mode (PID) controllers are specified. Other topics include feedback, feed-forward, closed-loop, and open-loop systems, damping and stability, plus low-order, higher-order, and nonlinear systems.

Prerequisite(s): CENG 2120 and MATH 2240.

CENG 4650 Synthetic Biology and Genetic Engineering (3)
Introduces the basics of synthetic biology and genetic engineering for biotechnological and health applications. Focuses on synthetic biology and genetic engineering techniques and methods in bacterial and mammalian systems within the context of an engineering-driven approach for reprogramming existing, and constructing new, biological systems via the design-build-test-learn paradigm. Topics include DNA synthesis, DNA recombineering, CRISPR/Cas methods and techniques, modular genetic parts, next generation DNA sequencing, and metabolic engineering. The course will comprise lectures, reading and discussion of primary and secondary literature, and a written project.

Prerequisite(s): CENG 4450, 4460, CHEM 3830 or CELL 3030.

CENG 4680 Data Science and Machine Learning for Scientific Research (3)
This course will cover data science and machine learning principles and techniques, such as visualization, linear and nonlinear regression, and regularization. The course will be project-focused, and will emphasize application to scientific research problems. Students should have familiarity with basic linear algebra, statistics, and coding.

CENG 4710 Biochemical Engineering (3)
An advanced course in biochemical engineering. Topics include enzyme catalyzed and cell-associated reactions, engineering aspects of recombinant DNA technology, cell culture, bioreactors and tissue engineering.

CENG 4750 Practice School (6)
Students are placed in groups of three or four and are assigned to a project at a local industrial facility, hospital, or government agency. The project is one of current concern to the organization and may range from a study of an operating process to the development of a new process. The projects are open ended and the students are expected to apply the principles of good design practice involving realistic constraints such as economics, safety, reliability, aesthetics, ethics, and social impact. Students normally are assigned to a project which fulfils certain career goals. This internship, under the direction of a faculty member, utilizes engineers and other personnel at the host site. Students are required to submit interim and final written and oral reports.

Prerequisite(s): CENG 3240, 3340 and 4150*.
* May be taken concurrently.

CENG 4760 Energy and Sustainability (3)
This class will provide an introduction to current energy production technologies, as well as an introduction to potential alternative technologies being touted. Both categories of technologies will be analyzed and assessed through a variety of Chemical Engineering principles. The goal of the course is to provide students with a foundational framework for meaningfully evaluating current and proposed routes for energy production and their implications.

CENG 4770 Advances In Biotechnolog (3)
The objectives of the course are to enhance understanding of the basic principles of biotechnology and to introduce the most current biotechnology research. Topics include gene therapy, microbial pesticides, genetically engineered food, stem-cell technology and tissue engineering.

CENG 4780 Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 4781 Special Topics (3)

CENG 4810 Independent Study (2-4)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration.

CENG 4820 Independent Study (2-4)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration.

CENG 4870 Biomolecular & Cellular Engr (3)
Introduction to genetic and environmental manipulation of cells for production of proteins and other bioproducts. Topics include biomolecular interactions (protein energetics, binding equilibria, association kinetics), protein aggregation, cloning and gene expression in different host systems, posttranslational processing, and protein engineering. Will include case studies class discussions of primary literature.

Prerequisite(s): CENG 2500, 4450 or GBCH 6010.

CENG 4890 Polymer Engr & Science (3)
Fundamentals of polymer science and engineering, including synthesis, characterization, properties and processing of polymeric materials. An overview of polymer structure, including classification, tacticity, conformation and configuration will be given. Synthetic techniques will be reviewed, including addition and condensation polymerization and copolymerization. Polymer thermodynamics will be described, including an introduction to Flory-Huggins theory, as well as polymer-polymer miscibility and blends. A brief overview of characterization will be given, including molecular weight and glass transition temperature determination. Properties will be discussed, including mechanical properties of semi-crystalline polymers and elastomers. The time-temperature superposition principle will be described, as well as a brief introduction to processing techniques. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 4910 Independent Study (1-3)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 4920 Independent Study (1-4)
Under special circumstances, course credit is granted to students undertaking independent research studies. A project adviser should be identified and permission for enrollment filed with the department chair prior to registration. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 4930 Independent Studies (1-3)

CENG 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

CENG 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

CENG 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): CENG 4990.

CENG 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 6000 Chemical Eng. Seminar (0)
Students are exposed to the important research findings, presented by invited speakers as well as by professors and advanced PhD candidates of our own department.

CENG 6010 Math Meth For Engineers (3)
Review of calculus and ordinary differential equations, series solutions and special functions, complex variables, partial differential equations, and integral transforms.

CENG 6130 Surf. & Colloid Phenomen (3)
A study of surface and colloid chemistry. Topics include characterization of particles and surfaces, stability of colloidal systems, interactions of charged particles, and electrokinetic phenomena.

CENG 6140 Electrochemistry (3)
This course will cover the fundamentals of electrochemistry followed by more detailed consideration of the thermodynamics and kinetics involved in electrochemical deposition processes. Faradaic and non-faradaic processes at electrode/electrolyte interfaces will be covered in addition to electrochemical methods used to characterize such interfaces. The course will include reviewing research papers followed by class discussions. Towards the end of the course, the use of electrochemistry in sensor applications will be covered. The undergraduate equivalent of this course is CENG 4140.

Prerequisite(s): CHEM 1080, PHYS 1320 and MATH 2210.

CENG 6150 Reactor Design (3)
The design and analysis of chemical, biological, and polymerization reactor systems are achieved by application of the principles of chemical kinetics and equilibrium coupled with mass and energy transport. Specific areas of study include kinetics, ideal

CENG 6160 Heterogeneous Catalysis (3,4)
A study of the fundamental concepts underlying catalytic processes in the petroleum processing industry and in synthetic fuels research. Topics include molecular theories of adsorption and catalysis, catalyst design and formulation, instrumental methods of catalyst characterization, transport in catalysts, shape-selective catalysis, etc. Applications discussed include catalytic cracking, reforming, hydrodesulfurization, Fischer-Tropsch synthesis, direct and indirect coal liquefaction, etc.

CENG 6210 Molec Biophysics & Polymer Phy (3)
An introduction to the physics of polymers and the physical bases underlying the biofunctionality of macromolecules in living systems. Themes of molecular self-organization, conformation, complementarity, and information content are emphasized and related

CENG 6390 Transport Phenomena II (3)
The analysis of problems in conductive, convective, and radiative heat transfer. The formulation and solution of heat and mass transfer problems by means of shell balances. Exact and numerical solutions to heat and mass transfer problems. Correlations for

CENG 6400 Intro. To Gene Therapy (3)
A survey into the fundamental aspects of gene delivery and their application to gene therapy. Topics include various gene carriers, carrier/DNA interaction and complex formation, complex interactions with cells and cell structures, targeting, gene therapy applications, host response. A knowledge of cell and molecular biology is not required.

CENG 6420 Survey Contemp Polymers Rsh (3)
Fundamentals of condensed matter are elaborated upon, namely bonding, structure, physical properties, phase equilibria and thermodynamics of solids. Characterization of condensed phases as it reviewed. Manipulation of material properties for specific applications is discussed.

CENG 6450 Applied Biochemistry I (3)
Biochemistry is the study of the chemistry and chemical processes involved with the molecules that are utilized by living organisms. This two-semester series will provide an in-depth coverage of carbon- and nitrogen-containing molecules such as proteins and DNA and certain cofactors. In the first semester enzyme kinetics and catalysis will be covered, along with carbohydrates and their metabolism. The metabolic pathways and associated bioenergetics of glycolysis and the TCA cycle will be examined in detail. The material will be related to everyday life, diet, nutrition, and exercise performance.

CENG 6460 Applied Biochemistry II (3)
This course is a continuation of CENG 6450 (please refer to the related course description). Principles taught in CENG 6450 will be extended as they are applied to lipids and nitrogen-containing molecules, and the metabolism of each. Example molecules include fats, triglycerides, DNA, amino acids, heme, and urea. The interplay of biochemistry and molecular biology will also be examined.

CENG 6650 Synthetic Biology and Genetic Engineering (3)
Introduces the basics of synthetic biology and genetic engineering for biotechnological and health applications. Focuses on synthetic biology and genetic engineering techniques and methods in bacterial and mammalian systems within the context of an engineering-driven approach for reprogramming existing, and constructing new, biological systems via the design-build-test-learn paradigm.Topics include DNA synthesis, DNA recombineering, CRISPR/Cas methods and techniques, modular genetic parts, next generation DNA sequencing, protein engineering, and metabolic engineering.The course will comprise lectures, reading and discussion of primary and secondary literature, and a written project.

Prerequisite(s): CENG 4450, 4460, CHEM 3830 or CELL 3030.

CENG 6680 Data Science and Machine Learning for Scientific Research (3)
This course will cover data science and machine learning principles and techniques, such as visualization, linear and nonlinear regression, and regularization. The course will be project-focused, and will emphasize application to scientific research problems. Students should have familiarity with basic linear algebra, statistics, and coding.

CENG 6710 Biochemical Engineering (3)
An advanced course in biochemical engineering. Topics include enzyme catalyzed and cell-associated reactions, engineering aspects of recombinant DNA technology, cell culture, bioreactors and tissue engineering.

CENG 6720 Nanostructured Materials (3)
An introductory graduate course on nanoscale materials focusing on soft materials. The course will emphasize fundamentals.

CENG 6760 Energy and Sustainability (3)
This class will provide an introduction to current energy production technologies, as well as an introduction to potential alternative technologies being touted. Both categories of technologies will be analyzed and assessed through a variety of Chemical Engineering principles. The goal of the course is to provide students with a foundational framework for meaningfully evaluating current and proposed routes for energy production and their implications.

CENG 6770 Advances In Biotechnolog (3)
The objectives of the course are to enhance understanding of the basic principles of biotechnology and to introduce the most current biotechnology research. Topics include gene therapy, microbial pesticides, genetically engineered food, stem-cell technology and tissue engineering.

CENG 6780 Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 6781 Special Topics (3)

CENG 6800 Special Topics (1-3)

CENG 6860 Readings and Research (2-4)

CENG 6870 Biomolecular & Cellular Engr (3)
Introduction to genetic and environmental manipulation of cells for production of proteins and other bioproducts. Topics include biomolecular interactions (protein energetics, binding equilibria, association kinetics), protein aggregation, cloning and gene expression in different host systems, posttranslational processing, and protein engineering. Will include case studies class discussions of primary literature.

Prerequisite(s): CENG 2500.

CENG 6890 Polymer Engr & Science (3)
Fundamentals of polymer science and engineering, including synthesis, characterization, properties and processing of polymeric materials. An overview of polymer structure, including classification, tacticity, conformation and configuration will be given. Synthetic techniques will be reviewed, including addition and condensation polymerization and copolymerization. Polymer thermodynamics will be described, including an introduction to Flory-Huggins theory, as well as polymer-polymer miscibility and blends. A brief overview of characterization will be given, including molecular weight and glass transition temperature determination. Properties will be discussed, including mechanical properties of semi-crystalline polymers and elastomers. The time-temperature superposition principle will be described, as well as a brief introduction to processing techniques. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

CENG 7010 Graduate Mentoring Seminar I (1)
The graduate mentoring seminar will provide students an opportunity to improve their communication skills, develop a basic appreciation of the science of learning, and engage with faculty on a variety of professional development topics. Class Hours: (Lecture 1)

Enrollment limited to students in the Chemical Biomolecular Eng department.

CENG 7020 Graduate Mentoring Seminar II (1)
The graduate mentoring seminar will provide students an opportunity to improve their presentation skills, provide basics in lab safety, and engage with faculty on a variety of professional development topics. Class Hours: (Lecture 1)

CENG 7110 Modern Thermodynamics (3)

CENG 7120 Thermo of Macromolecules (3)
Thermodynamics is applied to macromolecules. Fundamentals of the thermodynamics of polymers in solution and in the melt. Topics of polymer self-assembly, polymer-surfactant interactions, and polymer nanocomposites are incorporated in the course. Students will learn methods of characterization of polymer thermodynamics using spectroscopy, microscopy and scattering techniques.

CENG 7150 Advanced Reactor Design (3)
Coupled reaction and transport phenomena as they are involved in major reactor configurations are studied with attention to data resources and computational capabilities.

CENG 7320 Advanced Transport Phenomena (3)

CENG 7520 Applied Statistical Mech (3)
The course covers the fundamental principles and methods of statistical mechanics. Emphasis is placed on applications to thermodynamics, phase behavior, polymer science and self-assembly phenomena.

CENG 7780 Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 7810 Adv Independent Research (1-9)
Research studies performed under faculty tutelage by prior arrangement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 7820 Adv Independent Research (1-9)
Research studies performed under faculty tutelage by prior arrangement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 7870 Special Topics (3)

CENG 7910 Research Orientation (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 7920 Research Methods (1)

CENG 7940 MA Research Orient & Methods (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 8910 Doctoral Research Seminar (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 8920 Doctoral Research Seminar (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 9980 Master's Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CENG 9990 Dissertation Research (3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Chemistry (CHEM)

CHEM 1000 Special Topics (3)

Maximum Hours: 99

CHEM 1010 Introduction to Chemical Purification (3)
We are all continually surrounded by chemicals, from drugs to fuel to food additives. Ensuring these materials are free of dangerous contaminants is essential for human health and development. This course will introduce students to the most important techniques for purifying chemicals. We will use what we have learned in the classroom to isolate a number of different molecules in the lab, from ethanol to inorganic materials of eye-catching color. Open to high school students only.

CHEM 1070 General Chemistry I (3)
An introduction to chemical principles. Stoichiometry, thermochemistry, states of matter, periodic relationships, atomic structure and bonding. Three hours of lecture per week. Concurrent registration in 1075 required.

Corequisite(s): CHEM 1075.

CHEM 1075 General Chemistry Lab I (1)
Laboratory to accompany 1070. Basic principles of chemical safety. Introduction to laboratory techniques in chemistry. Experiments dealing with stoichiometry, thermochemistry, properties of gases, and simple analytical techniques. One three hour lab per week. Concurrent registration in 1070 required.

Corequisite(s): CHEM 1070.

CHEM 1080 General Chemistry II (3)
The chemistry of solutions, equilibrium, thermodynamics, electrochemistry, kinetics. Three hours of lecture per week. Concurrent registration in 1085 required.

Prerequisite(s): CHEM 1070 and 1075.
Corequisite(s): CHEM 1085.

CHEM 1085 General Chemistry Lab II (1)
A continuation of 1075. Chemical safety in the workplace. Experiments to illustrate principles of chemical equilibrium, electrochemistry, kinetics, thermodynamics, qualitative and quantitative analysis. One three hour laboratory per week.

Prerequisite(s): CHEM 1070 and 1075.
Corequisite(s): CHEM 1080.

CHEM 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

CHEM 1945 Transfer Credit (0-20)
Transfer Coursework

Maximum Hours: 99

CHEM 2310 Quantitative Analysis (3)
Basic theory of gravimetric, volumetric and selected instrumental methods of analysis. Three hours of lecture per week. Offered by arrangement.

Corequisite(s): CHEM 2315.

CHEM 2315 Quantitative Analysis Lab (1)
Laboratory to accompany 2310. Practice of gravimetric, volumetric and selected instrumental methods of analysis. Two four hour laboratory periods per week. Offered by arrangement.

Corequisite(s): CHEM 2310.

CHEM 2410 Organic Chemistry I (3)
An introduction to organic reaction mechanism and organic spectroscopy. Three hours of lecture per week.

Prerequisite(s): CHEM 1080 and 1085.
Corequisite(s): CHEM 2415.

CHEM 2415 Organic Chemistry Lab I (1)
Laboratory to accompany 2410. Introduction to laboratory techniques in organic chemistry. Synthesis of organic compounds. One four-hour laboratory period per week.

Prerequisite(s): CHEM 1080 and 1085.
Corequisite(s): CHEM 2410.

CHEM 2420 Organic Chemistry II (3)
Laboratory to accompany 2420. A continuation of 2415. Includes identification of unknown organic compounds. One four-hour laboratory period per week.

Prerequisite(s): (CHEM 2410 and 2415) or (CHEM 2430 and 2435).
Corequisite(s): CHEM 2425.

CHEM 2425 Organic Chemistry Lab II (1)
Laboratory to accompany 2420. A continuation of 2415. Includes identification of unknown organic compounds. One four-hour laboratory period per week.

Prerequisite(s): (CHEM 2410 and 2415) or (CHEM 2430 and 2435).
Corequisite(s): CHEM 2420.

CHEM 2430 Organic Chemistry I: Deep-learning (3)
An advanced introduction to organic chemistry and organic reaction mechanisms. This small class is focused on group-learning, peer-instruction, and problem solving. Evaluations will be based on non:standard testing, e.g., open-book and/or (effectively) open-ended testing. Three hours of lecture per week.

Prerequisite(s): CHEM 1080 and 1085.
Corequisite(s): CHEM 2435.

CHEM 2435 Organic Chemistry I Laboratory: Deep-learning (1)
An advanced laboratory to accompany CHEM 2430. Introduction to laboratory techniques inorganic chemistry. Separation/purification, synthesis, and characterization of organic molecules. One four-hour laboratory period per week.

Prerequisite(s): CHEM 1080 and 1085.
Corequisite(s): CHEM 2430.

CHEM 2440 Organic Chemistry II: Deep-learning (3)
An advanced analysis of the major classes of molecules and reaction types, the spectroscopic analysis of organic molecules, and the major classes of bio(macro)molecules. This small class is focused on group-learning, peer-instruction, and problem solving. Evaluations will be based on non-standard testing, e.g., open-book and/or (effectively) open-ended testing.

Prerequisite(s): (CHEM 2410 and 2415) or (CHEM 2430 and 2435).
Corequisite(s): CHEM 2445.

CHEM 2445 Organic Chemistry Laboratory II: Deep-learning (1)
An advanced laboratory to accompany CHEM 2440 (and therefore limited to 30 students). A continuation of CHEM 2435. The laboratory continues to introduce organic synthesis techniques with a range of illustrative chemical syntheses combined with accompanying chromatographic, and Nuclear Magnetic Resonance (NMR) and Infrared (IR) Spectroscopic characterization of reaction components and products.

Prerequisite(s): (CHEM 2410 and 2415) or (CHEM 2430 and 2435).
Corequisite(s): CHEM 2440.

CHEM 2480 Chemistry of Energy (3)
Chemistry associated with natural as well as human caused energy changes. The course is designed for students with a serious interest in environmental issues.

Prerequisite(s): CHEM 1070.

CHEM 2500 Environmental Chemistry (3)
An overview of the many aspects of environmental chemistry. Topics include: aquatic chemistry, including water pollution and water treatment; atmospheric chemistry, air pollution and major threats to the global atmosphere; geochemistry and soil chemistry; nature, sources, and environmental chemistry of hazardous wastes; and toxicology chemistry.

Prerequisite(s): CHEM 1070 and 1080.

CHEM 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

CHEM 2945 Transfer Credit (0-20)
Transfer Coursework

Maximum Hours: 99

CHEM 3110 Physical Chemistry I (3)
Elementary quantum mechanics, quantum theory of molecular structure and bonding, fundamentals of spectroscopy. Three hours of lecture per week.

Prerequisite(s): CHEM 1080, 1085 and MATH 2240.
Corequisite(s): CHEM 3115.

CHEM 3115 Physical Chemistry Lab I (1)
Laboratory to accompany 3110. Experiments in spectroscopy and spectroscopic analysis. One four-hour laboratory period per week. Concurrent registration in 3110 required.

Prerequisite(s): CHEM 1080, 1085 and MATH 2240.
Corequisite(s): CHEM 3110.

CHEM 3120 Physical Chemistry II (3)
First, Second, and Third laws of thermodynamics, thermodynamic energy state functions, phases of pure substances, properties of mixtures, chemical equilibrium, equilibrium electrochemistry, statistical thermodynamics. Three hours of lecture per week.

Prerequisite(s): CHEM 1080, 1085 and MATH 2210.
Corequisite(s): CHEM 3125.

CHEM 3125 Physical Chemistry Lab II (1)
Laboratory to accompany CHEM 3120. Experiments illustrate thermodynamic and statistical mechanical principles. One four-hour laboratory period per week.

Prerequisite(s): CHEM 1080, 1085 and MATH 2210.
Corequisite(s): CHEM 3120.

CHEM 3210 Inorganic Chemistry (3)
Periodic relationships, types of bonding, coordination complexes, acid-base concepts, inorganic reaction mechanisms. Three hours of lecture per week. Concurrent registration in 3230 required. Prerequisite(s): CHEM 3110 and 3115. Corequisite(s): CHEM 3215.

Prerequisite(s): CHEM 3110 and 3115.
Corequisite(s): CHEM 3215.

CHEM 3215 Inorganic Chemistry Lab (1)
Laboratory to accompany 3210. Synthetic methods in inorganic and organometallic chemistry. Use of instrumental methods in organic chemistry. One four hour laboratory period per week.

Prerequisite(s): CHEM 3110 and 3115.
Corequisite(s): CHEM 3210.

CHEM 3310 Instrumental Analysis (3)
Introduction to modern methods of instrumental analysis including separation techniques and spectroscopic and electrochemical methods. Three hours of lecture per week. Concurrent registration in 3330 required. Offered in alternate years.

Prerequisite(s): (CHEM 2410 and 2415) or (CHEM 2430 and 2435).

CHEM 3315 Instrumental Analysis Lab (1)
Laboratory to accompany 3310. Practice of separation techniques and spectroscopic and electrochemical methods of analysis. Two four-hour laboratory periods per week. Concurrent registration in 3310 required. Offered in alternate years.

Prerequisite(s): (CHEM 2410 and 2415) or (CHEM 2430 and 2435).
Corequisite(s): CHEM 3310.

CHEM 3410 Macromolecular, Supramolecular, and Nanochemistry (3)
An advanced courses for those interested in chemistry of nanomaterials and polymers. This should be beyond the two courses of general chemistry and the two courses of organic chemistry. Evaluations will be based on quizzes, tests, plus the final exam. The class will be schedule three hours per week.

Prerequisite(s): (CHEM 2420 and 2425) or (CHEM 2440 and 2445).

CHEM 3510 Python Programming for Chemistry (3)
Introduction to basic Python programming skills with applications in Chemistry.

Prerequisite(s): CHEM 1070 and 1080.

CHEM 3660 Special Topics (1-3)
Special topics in Chemistry. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 3665 Special Topics Lab (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 3830 Intro To Biochemistry (3)
Properties of biological compounds. Bioenergetics, basic metabolic pathways, general biochemical mechanisms. Offered jointly with the cell and molecular biology department.

Prerequisite(s): CHEM 2420 or 2440.

CHEM 3835 Intro to Biochem Lab (2)
Eight hours of laboratory per week. Offered in the Fall semester.

CHEM 3840 Intermediate Biochem (3)
Intermediary metabolism with emphasis on the integration of lipid, saccharide, and amino acid metabolism. Electron transport and oxidative phosphorylation. Photosynthesis. Purine and pyrimidine metabolism. Offered jointly with the cell and molecular biology department.

Prerequisite(s): CHEM 3830.

CHEM 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 3915 Special Topics in Chemistry (1-3)

CHEM 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

CHEM 4010 Research (1-3)
Individual research supervised by the faculty. Students are expected to present a short seminar based on their research. At least 10 hours of research effort per week. Course may be repeated up to 3 credit hours.

Maximum Hours: 3

CHEM 4020 Research and Seminar (1-3)
Individual research supervised by the faculty. Students are expected to present a short seminar based on their research. At least 10 hours of research effort per week. A maximum of three credits may be taken.

Maximum Hours: 3

CHEM 4030 Research (1-3)
Individual research supervised by the faculty. Students are expected to present a short seminar based on their research. At least 10 hours of research effort per week. A maximum of three credits may be taken.

Maximum Hours: 3

CHEM 4080 Computational Neurochemistry (3)
Introduction to 3D computational modeling of electrochemical signaling, including laws of diffusion, electrochemisty, resting and action potentials, synaptic communication between neurons, and synaptic plasticity.

Prerequisite(s): CHEM 1080 and (CELL 3310 or NSCI 3310).

CHEM 4660 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 4910 Independent Study (1-4)
Laboratory or library research under direction of a faculty member.

CHEM 4920 Independent Study (1-3)

CHEM 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

CHEM 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

CHEM 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): CHEM 4990.

CHEM 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 6080 Computational Neurochemistry (3)
Introduction to 3D computational modeling of electrochemical signaling, including laws of diffusion, electrochemisty, resting and action potentials, synaptic communication between neurons, and synaptic plasticity.

Prerequisite(s): NSCI 6310 or CELL 6310.

CHEM 6150 Interm Physical Chem I (3)
Elementary quantum mechanics, quantum theory of molecular structure and bonding, fundamentals of spectroscopy.

CHEM 6160 Interm Physical Chemistry II (3)
First, Second, and Third Laws of thermodynamics, thermodynamic energy state functions, phases of pure substances, properties of mixtures, chemical equilibrium, equilibrium electrochemistry, statistical thermodynamics.

CHEM 6250 Intermediate Inorganic (3)
Periodic relationships, types of bonding, coordination complexes, acid-base concepts, inoganic reaction mechanisms.

CHEM 6460 Intermediate Organic (3)
Structural, chemical, and physical properties of organic compounds.

CHEM 6510 Python Programming for Chemistry (3)
Introduction to basic Python programming skills with applications in Chemistry

Prerequisite(s): CHEM 1070 and 1080.

CHEM 6660 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 6830 Intro To Biochemistry (3)
Properties of biological compounds, Bioenergetics, basic metabolic pathways, general biochemistry mechanisms.

CHEM 6840 Intermediate Biochemistry (3)
Intermediary metabolism with emphasis on the integration of lipid, saccharide, and amino acid metabolism. Electron transport and oxidative phosphorylation.

CHEM 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

CHEM 7010 Independent Study (1-3)
This is a directed study course that allows a graduate student to pursue a topic of particular interest under the direction of a faculty member.

CHEM 7020 Independent Study (1-3)

CHEM 7110 Intro to Quantum Mechanics (3)
The classical wave equation; the Schrödinger equation; principles of quantum mechanics; harmonic oscillator; rigid rotor; hydrogen atom; approximate methods: perturbation theory, variational principle.

CHEM 7120 Statistical Mechanics (3)
Review of the principles of thermodynamics; canonical and other ensembles; Bose-Einstein, Fermi-Dirac, and Boltzmann statistics; non-interacting system; Monte Carlo methods; phase transitions, classical fluids; non-equilibrium systems.

CHEM 7130 Advanced Quantum Chemistry (3)
Advanced topics in quantum chemistry and dynamics.

CHEM 7140 Computational Quantum Chemistry (3)
This introductory course in computational quantum chemistry will discuss selected topics of molecular modelling with an emphasis on quantum mechanical methods. The scope of this course incorporates ab initio methods, density functional theory, molecular mechanics, and semiempirical approaches. This course is set up for graduate-level requirements, but should be accessible to advanced undergraduates. Graduate-level quantum mechanics is not required, but a good undergraduate-level quantum chemistry background is expected.

CHEM 7150 Chemical Physics (3)
Classical and quantum theory of radiation.

CHEM 7190 Selected Topics Physical Chemi (3)
Selected topics in experimental and/or theoretical physical chemistry. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7210 Inorganic Stru & Bond (3)
Descriptions of bonding theories as applied to inorganic systems. The course covers symmetry and group theory, crystal field theory, and generalized aspects of molecular orbital theory. Three hours of lecture per week.

CHEM 7220 Inorganic Reaction Mechanics (3)
The course discusses the primary reactions of transition metal, organometallic and main group compounds. Concepts of chemical kinetics are applied to inorganic substitution, isomerization, oxidation/reduction, catalysis and photochemistry. The theoretical framework associated with electron and atom transfer reactions is also presented.

CHEM 7230 Organomet/Trans. Metals (3)
The chemistry of compounds containing transition metal-carbon bonds. A survey of major classes of organotransition metal compounds, their bonding, and their reaction chemistry. The role of transition metal organometallic compounds in homogeneous catalysis. Three hours of lecture per week.

CHEM 7240 Organometallic Chemistry (Main Group Metals) (3)
The chemistry of compounds containing main group metal-carbon bonds. A survey of major classes of organometallic compounds, their bonding, and their reaction chemistry. The role of main group organometallic compounds in organic synthesis and polymer chemistry. Three hours of lecture per week.

CHEM 7250 Phys Meth Inorganic Chem (3)
This course is a problem solving based course focusing on characterization of inorganic substances using methods common to Inorganic Chemistry including multinuclear NMR, ESR, Mass Spectrometry, IR, electrochemical methods, magnetic methods and other more specialized techniques.

CHEM 7260 Crystallography (3)
Basic principles of single crystal x-ray diffraction and their applications to the determination of the structures of small molecules. Each student will collect x-ray data on a crystal and determine the structure of the molecule.

CHEM 7270 Photochemistry (3)
Photophysical processes, experimental methods, photochemistry of transition metal complexes, photosynthesis, solar photochemistry, photoinduced energy and electron transfer processes, photochromism.

CHEM 7280 Inorganic Nanochemsitry (3)
The course will explore a variety of systems 0D (nanoparticles), 1D (nanotubes, nanoribbons), and 2D (nanosheets) using a number of illustrative examples, including gold and silica nanoparticles, silicon nanotubes, fullerenes, and graphenes. Emphasis will be placed on synthetic methods, characterization techniques, and applications.

CHEM 7290 Selected Topics Inorg Chem (3)
The chemistry of metals in biology. An overview of the important metalloenzyme systems and other metallobiomolecules, such as O2 transport proteins. The course also covers inorganic pharmaceuticals and metal-based imaging agents in medicine. Three hours of lecture per week. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7390 Selected Topics Biolog Chem (3)
Biochemical and biophysical methods, mechanisms of enzyme catalysis, membrane structure and function, metabolic regulation, physical biochemistry, protein folding related topics. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7410 Adv Organic Physical Organic (3)
This course focuses on the fundamentals of Organic Chemistry, including molecular orbital theory, thermochemistry/strain/stability, stereochemistry, acid/base chemistry, reactivity, kinetics, and catalysis. The course is designed to provide the theoretical foundation behind experimental synthetic chemistry.

CHEM 7420 Adv Organic Spectroscopy (3)
This course covers the elementary theory and slightly more advanced interpretation of common instrumental methods employed by organic chemists. These include NMR spectroscopy (including some 2D, multinuclear, and dynamic NMR), mass spectrometry, X-ray crystallography, IR, UV, and EPR spectroscopy, and various chiroptical methods.

CHEM 7430 Adv Organic Chem Natural Prod (3)
Structural determination, synthesis, and biosynthesis of both classical and modern natural product target molecules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7440 Adv Organic Polymer Chemistry (3)
This course establishes a basic fundamental background for polymer chemists, including the major synthetic techniques for preparing polymers, the strengths and weakness of various techniques for determining molecular weight and structure, as well as correlation between polymer molecular structure and the resultant physical properties (and therefore useful applications).

CHEM 7450 Adv Organic Supramolecular Che (3)
This course focuses on a variety of aspects of supramolecular chemistry. It includes the fundamental physical chemistry important to the field and a review of the current state-of-the-art. The course also includes hands-on experience with analyzing supramolecular systems using spectroscopic and/or calorimetric approaches.

CHEM 7460 Adv Organic-Synthetic Ap (3)
Design of syntheses for complex organic molecules. The strategies involved for constructing molecules with complex stereo and regio chemistry, while addressing issues of efficiency and yield.

CHEM 7470 Adv Organic Chem Nucleic Acids (3)
This course provides a background to understanding the structure of nucleic acids and the forces involved in their binding and recognition. A particular focus involves the how to design sequences that enable binding, including topics such as using aptamers for selective binding and recognition.

CHEM 7480 Medicinal Chemistry (3)
Medicinal chemistry deals with the method of developing new drugs. This class will discuss the drug development process, techniques that are used to develop new drugs (e.g., screening, computer modelling), and the mode of action of existing drugs. The prerequisites are successful completion of an organic chemistry course (e.g., CHEM 2410) and a biochemistry course (e.g., CHEM 3830).

CHEM 7490 Selected Topics Org Chem I (3)
This is a survey course covering key topics in contemporary organic chemistry. The focus is on growing and far-reaching issues that are central to all forms of organic chemistry research.

CHEM 7491 Selected Topics Org Chem II (3)
This is an in-depth course covering a key, topic of contemporary organic chemistry. The focus is on growing and far-reaching issues that are central to organic chemistry research in an academic or industrial setting. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7660 Special Topics (0-4)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7870 Division Seminar (1)
Weekly seminars by visiting faculty and students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7880 Division Seminar (1)
Weekly seminars by visiting faculty and students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7890 Techniques of Research (1-9)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7900 Techniques of Research (1-9)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 7940 Transfer Credit-Grad (1-12)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 9980 Masters Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CHEM 9990 Dissertation Research (0-3)
Research toward completion of a doctoral degree.

Maximum Hours: 99

Chinese Language (ASTC)

ASTC 1010 Beginning Chinese I (4)
Designed for students to acquire a knowledge of the fundamentals of the Chinese language to be demonstrated in four areas of basic language skills: oral and listening comprehension, speaking, writing (Chinese characters), and some reading ability.

ASTC 1020 Beginning Chinese II (4)
A continuation of the objectives presented in Beginning Chinese I. Attention is given to practical and topics-oriented conversational skills, moods of speech, and complex level of syntax.

ASTC 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ASTC 2030 Intermediate Chinese I (4)
An intensive study of communicative Chinese in both speaking and writing on daily topics. Continued emphasis on reading, writing, listening, and speaking abilities.

ASTC 2040 Intermediate Chinese II (4)
A continuation of intensive study of communicative Chinese in both speaking and writing with greater length and more diverse topics. Continued emphasis on reading, writing, listening, and speaking abilities.

ASTC 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTC 2940 Transfer Coursework (0-4)

Maximum Hours: 99

ASTC 2990 Foreign Language Exempt (0)
Foreign language exempt.

ASTC 3050 Adv Chinese Language I (4)
First semester advanced instruction in the Chinese language, including conversation, reading, and writing.

ASTC 3051 Heritage Chinese (4)
ASTC 3051 is tailored to accommodate students who grew up in an environment in which Chinese is spoken by parents or guardians at home and for those who are familiar with the language and possess intermediate-mid proficiency level in listening comprehension and speaking. Students will be listening to and read about topics about their surroundings, such as colors and shapes, forms of objects, types of products, materials and specifications, physical features of a person, apparels and attires, industry and professions, nature and disaster, geographical environment and natural resources, city and urban characteristics etc.

Prerequisite(s): ASTC 3050.

ASTC 3060 Adv Chinese Language II (4)
An advanced course with emphasis on language functions (making comparison, detailed description, reporting, etc.) This course aims to continue improving students' Chinese communicative and presentational competence.

Prerequisite(s): minimum score of PASS in 'ASTC 3060 Placement' or ASTC 3050.

ASTC 3065 Issues in Contemporary China (4)
An advanced course aimed to develop students' advanced language skills in both spoken and written forms as well as knowledge of contemporary Chinese culture and society. Students are expected to listen, watch and read multi-media materials in Chinese about modern Chinese society.

Prerequisite(s): ASTC 3060.
Course Limit: 3

ASTC 3070 Business Chinese (3)
This course is for students who have achieved intermediate-low/mid Chinese language proficiency. The goal is for students to acquire the necessary linguistic competence and understand the business culture in China to function effectively in a business setting. At the end of the semester, students are expected to the proficiency level of intermediate-mid to advanced low in listening, speaking, reading and writing (based on ACTFL foreign language proficiency guidelines).

Prerequisite(s): ASTC 3050 or 1040.

ASTC 3890 Service Learning (0-1)
Service Learning

Maximum Hours: 99

ASTC 3910 Special Topics (1-3)
Special topics in Asian studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTC 3940 Transfer Coursework (3)
Course Limit: 99
Maximum Hours: 99

ASTC 4070 Adv Chinese Read & Write (3)
The course aims to improve students' proficiency in Mandarin Chinese at advanced level as well as knowledge of Chinese culture and society.

Maximum Hours: 9

ASTC 4080 Chinese Media Literacy (3)
An advanced course that focuses on developing students' skills in Mandarin Chinese as well as knowledge of contemporary Chinese culture and society. Students will be listening to, watching or reading multi-media materials from the media on modern Chinese society.

Maximum Hours: 9

ASTC 4350 Chinese Lit and Culture (3)
This course aims at improving students reading and writing proficiency in the language through the study of the writings of Chinese authors. Students will read, discuss, and write about essays written in the contemporary period.

Prerequisite(s): ASTC 3060 or 1030.

ASTC 4360 Special Topics in Chinese Lang (3)
Course Limit: 4

ASTC 4810 Special Topics (0-4)

Maximum Hours: 99

ASTC 4890 Service Learning (0-1)
Service Learning

Corequisite(s): ASTC 4070.

Maximum Hours: 99

ASTC 4920 Independent Studies (3-4)
Independent study in Asian studies.

ASTC 4940 Transfer Coursework (0-4)

Maximum Hours: 99

ASTC 5380 Junior Year Abroad (1-20)
Junior year abroad.

Maximum Hours: 99

ASTC 5390 Junior Year Abroad (1-20)
Junior year abroad.

Maximum Hours: 99

ASTC 6910 Independent Study (0-3)

Maximum Hours: 99

Cinema Studies (CINE)

CINE 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

CINE 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

CINE 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

CINE 4570 Internship Studies (3)
Internship Studies course for the Cinema Studies program.

Maximum Hours: 99

CINE 4910 Independent Study (1-3)
Independent study on film topic. Approval of Director required.

CINE 4920 Independent Study (1-3)
Independent study on film topic. Approval of Director required.

CINE 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

CINE 4990 Honors Thesis (3)
Honors Thesis.

CINE 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): CINE 4990.

CINE 5110 Capstone (0)
This course will enable students to integrate knowledge about the specific nature of film as a medium and the history of theoretical debates that have shaped the study of film and of cinema. It will also provide students with an opportunity to apply the formal and theoretical knowledge gained from the two required courses for the major to consider new theoretical problems about cinema, revisions, and reassessments of earlier debates in film studies and related fields, questions of national cinema, and/or new developments in filmmaking. Notes: This course, which carries 0 credit, is combined with a capstone designated course (3 credits) or a special topics course that is designated as a capstone (3 credits). Consult the Cinema Studies catalog page for approved courses.

CINE 5380 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CINE 5390 Junior Year Abroad (1-20)
Junior year abroad.

Maximum Hours: 99

City, Culture, and Community (CCCC)

CCCC 6040 Introductory Data Analysis (3)
This course provides basic training in descriptive and inferential statistics with social science applications.

CCCC 7010 CCC Pro-Seminar I (3)
The course covers a wide range of topics central to the professional development of CCC students

CCCC 7100 CCC Theory I (3)
First course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core

CCCC 7140 Special Topics (3)
Special topics in Sociology, Social Work, and Urban Studies.

CCCC 7150 CCC Theory II (3)
Second course in a two-semester graduate-level introduction to key theoretical issues, debates, figures, and works in the interconnected program core areas of city, culture, and community.

CCCC 7200 Research Design (3)
This course focuses on the logic and processes of research design, with emphasis on the fit between substantive research questions and empirical

CCCC 7300 Quantitative Analysis (3)
This course develops in-depth knowledge of multivariate data analysis.

CCCC 7350 Qualitative Analysis (3)
This course develops in-depth knowledge of, and practical experience with, the collection and analysis of qualitative data.

CCCC 7700 Teaching Seminar (3)
This course is a professional development seminar in which participants explore a variety of pedagogies and gain practical experience in the mechanics of teaching

CCCC 7750 Teaching Practicum (0)
Teaching/research apprenticeship in collaboration with supervising faculty member

Maximum Hours: 99

CCCC 7800 Research Practicum I (1)
First semester research collaboration with Area Exam 1 supervising faculty member.

Course Limit: 1
Maximum Hours: 1

CCCC 7850 Research Practicum II (1)
Second semester research collaboration with Area Exam 2 supervising faculty member.

CCCC 7950 CCC Pro-Seminar II (3)
The final academic course is led by a team of CCC program faculty and focuses on the students' emerging dissertation projects

CCCC 7980 Independent Study (1-3)
Independent Study in Sociology.

Maximum Hours: 99

CCCC 9990 Dissertation Research (0)
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Classics (CLAS)

CLAS 1010 The Rise of Rome (3)
This course traces the history of Rome from its earliest foundations to the fall of the Roman republic. While learning about major historical events, we will also explore various aspects of Roman cultural and social history. Topics for discussion include politics, social status, gender roles, religion, warfare, murder and conspiracy, and ancient spectacle. No prerequisites. (Note: Not open to senior history majors)

CLAS 1030 The Greeks (3)
This course offers an introduction to the literature, history, culture, art and architecture of the ancient Greeks. Focusing on Greeks living throughout the Mediterranean from the Bronze Age down to the Hellenistic Period, the course is organized around targeted investigations that explore important aspects of ancient Greek civilization such as colonial expansion, the invention of alphabetic writing, the birth of drama, etc. The aim of the course is not to be exhaustive, but rather to introduce students to the study of antiquity. We will regularly delve into scholarly debate, consider what kinds of evidence underlie our knowledge, and examine the limits of interpretation all while developing our familiarity with the ancient Greeks.

CLAS 1040 Mythology (3)
This course will introduce you to the gods, heroes, and monsters of Greek and Roman mythology. The focus of the course involves reading and discussing selected works of ancient Greek and Roman literature in English translation, but we will also move beyond these narratives to examine how the Greeks and Romans portrayed their myths in other media, including art and architecture.

CLAS 1050 The Romans (3)
The Romans focuses on the social and cultural history of the ancient Roman world. We will examine Roman identity, institutions, society, technology, architecture, religion, and other aspects of Roman life using a variety of Roman texts alongside examples of material culture (i.e., archaeological objects, architecture, and art). The texts used in this course include excerpts of literary and historical works as well as inscriptions and graffiti.

CLAS 1290 Semester Abroad (1-20)
Study abroad in Classical Studies. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

CLAS 2020 The High Roman Empire (3)
This course introduces the institutional, social, and cultural changes of the empire from Augustus to Diocletian. Emphasis is placed upon the birth of imperial administration, cultural change and continuity, and the rise of Christianity.

CLAS 2120 The Archaeology of Israel (3)
This course explores the archaeology of the southern Levant from the Bronze Age to the creation of the state of Israel (ca. 3330 B.C.E. - 1948 C.E.). It provides an introduction to the methodology and theory of archaeology and an overview of the material cultures of the complex societies that inhabited the region. Special attention will be paid to cultures of the Israelites, Phoenicians, Philistines, and Arabs and the impact of external imperial rule (from the Egyptians, Assyrians, and Babylonians to the Greeks and Romans) on the life and culture of these socieites. We will also investigate the transformation of the region from the rise of Christianity and the Muslim conquest through emergence of Israel as a modern nation-state. Throughout we will focus on extant texts, inscriptions, material culture such as pottery, figurines, and sculpture, and public, religious, and domestic architecture to reconstruct a detailed picture of this region as a dynamic crossroads of civilizations.

CLAS 2220 New Testament Historical Intro (3)
This course is a literary and historical introduction to the canonical New Testament. It will engage issues of authorship, dating, theology, genre, and special problems related to the scientific" (or scholarly) study of the New Testament. There will be some engagement with literature outside of the canonical New Testament but only as it relates to special issues and topics in New Testament interpretation."

CLAS 2310 Tyrants & Democrats Anc Greece (3)
This course examines the origins and characteristics of basic Greek forms of government in their historical context, concentrating on tyranny and democracy in the archaic and classical periods. The course stresses the development of Greek political institutions and political thought.

CLAS 2320 Ancient Greek Religion (3)
What was the ancient Greek religion about? And how can we know about the religious experience of a population that is long gone? Both these questions are interconnected and represent the core of this course. Week after week, we will reconstruct the principles and articulation of religious beliefs and practice in ancient Greece, reflecting on the evidence we can use. We will discover the ways that religious system mirrors a specific understanding of human society and its place in the universe. And, with it, we will find that, surprisingly or not, that religious system provided a solid base to several modern religious practices.

CLAS 2330 Alexander the Great (3)
Alexander the Great (356-323) is justifiably one of the most celebrated figures of antiquity. Conquering all of the Greek world and Asia from the Mediterranean to the Indus River in Pakistan by the age of 30, he unquestionably changed the world, bringing Greeks, Macedonians, Persians, Egyptians and Jews into close contact and exchange. But who was the historical Alexander? Was he a charismatic strategist, a genius and visionary? Or a paranoid, alcoholic, and violent megalomaniac who brought about the end of his dynasty and left his empire, and much of the world, in chaos? Many wrote about his life in exploits, but the problematic nature if the ancient sources presents serious difficulties in reconstructing an account of the 'historical' Alexander. We will explore various genres (history, fiction, myth, biography) and sources (literary, visual, archaeological) to analyze critically the sources and uses of Alexander in various periods and places of history.

CLAS 2340 Troy: Beyond the Myth (3)
The Trogan War: famous heroes against each other, astute decoys, tragic deaths, plotting, intrigue, and the gods in the midst of it. Was it all fiction? In this class, we will use literary and archaeological evidence to answer this question.

CLAS 2390 Semester Abroad (1-20)
For transfer of credit. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 2400 Ancient Medicine (3)
This course traces the evolution of the practice of medicine in Ancient Greece and Rome via a multitude of ancient literary, documentary, and material sources. Topics include medicine in mythology, theories of medicine, pharmacology, military medicine, medical tools, women's health, and physicians in society. Students will not only gain a knowledge of the foundation of medicine, but also better understand the practice of medicine as it exists today through guest lectures and a field trip to the Pharmacy Museum in the French Quarter.

CLAS 2410 Race: Antiquity to U.S. (3)
This course will examine cultural constructions of race, moving between the ancient Mediterranean to the modern United States. Together, we will explore literary and artistic evidence to understand how the Greeks and Romans conceptualized the world and the humans within it. As we will see, ancient thinkers found numerous ways to explain human variety, none of which correspond precisely to modern notions of race. Flowing forwards and backwards in time, we will investigate how the authors of America's racial caste system pressed Greece and Rome into the service of contemporary power structures, reimagining them as ancestors of White America. Additionally, we will study Black Americans—enslaved and free—who have pushed against this reconstruction, reclaiming the ancient Mediterranean as their own.

CLAS 2600 The Classical World in Film (3)
This interdisciplinary course investigates the use of themes from classical history, literature, and mythology in modern cinematography. Its focal point is the artistic appropriation of these themes in service of a fresh literary and cinematic vision. Films with classical themes are viewed as a part of the process of creative imitation and reinvention of a "classic". Each segment of the course discusses a specific theme, starting with the thorough analysis of the relative ancient texts and material culture/archaeology. Reading assignments will include selections from Greek and Roman, such as epic, tragedy, history, lyric poetry, philosophy, and novel. The readings will be flanked by a selection of movies and clips that show modern adaptations of the same theme discussed in the readings.

CLAS 2610 Sex and Gender in Antiquity (3)
This course explores a wide range of topics related to sexuality and gender in the ancient Mediterranean. Using ancient literary sources, inscriptions, artwork, and modern scholarship, we will try to reconstruct Greek and Roman attitudes about sexuality and gender at different places and different times. In particular, we will focus on the depiction of female leadership in ancient literature, and will consider the following questions: How do the male writers of antiquity describe female leaders? Do they display the same attributes of leadership as their male counterparts, or is there something distinctly feminine about their mode of leadership? Are women depicted in leaders in various spheres of activity (battle, home, politics, etc.)? Is there always a sense of transgression or inferiority associated with female leadership? Do literary depictions match the primary evidence that documents the roles of women in their communities? How can these ancient texts inform the current debates about women in leadership roles?

CLAS 2810 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 2811 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

Corequisite(s): CLAS 2890.

CLAS 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): CLAS 2811.
Course Limit: 99

CLAS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

CLAS 3060 Greek Drama (3)
In this class, we will read several ancient plays (in English translation) written in 5th century BCE Athens alongside a series of 20th and 21st century plays from Nazi-occupied France, apartheid-era South Africa, and Nigeria (during the Iraq War) that draw on these ancient plays for inspiration in radically different political and cultural climates.

CLAS 3090 Law & Society In Ancient Rome (3)
In this course we will focus on the law of the Roman family, covering such topics as personal status, marriage, divorce, and inheritance, as well as the situation of women and children within the Roman family.

CLAS 3120 Etruscans & Early Rome (3)
From the Late Bronze Age until their assimilation into the Roman world, the Etruscans were building cities, decorating tombs, and establishing trade networks at home and abroad. While their literature and written history are lost, their extensive material culture survives. In this course, students will learn how to examine a culture known primarily from its artifacts and discover how it influenced early Rome.

CLAS 3160 The Aegean Bronze Age (3)
The civilizations that populated the Aegean during the Bronze Age were later remembered in mythology, fabulous tales, and epic poetry. Homer sang about the cultural wealth of those earlier kingdoms, from Crete to Mainland Greece. This course offers you the chance to explore their rich and varied archaeological remains. From the majestic palaces to the elaborate frescoes, the decorated pottery, the administrative records, and other material evidence, we will reconstruct the life and activities of the populations of the Aegean from the beginning to the end of the Bronze Age. In our journey, we will also stop and discuss the archaeological methodologies and the current topics of investigation on the Aegean Bronze Age.

CLAS 3170 Greek Art & Archaeology (3)
In this course, we will explore the archaeological remains and the development and use of specific artistic trends of the ancient Greek culture. Human inhabitation of Greece left the remains of a rich and complex society, with grandiose public architecture, elaborate vase painting, and a legacy that still lives on. Working together as a class, we will explore how to use these material remains to find the Greeks, interpret their lives, and understand their choices and the impact they had on their culture. By studying a variety of archaeological remains, from pottery to art and architecture, we will bring the Greeks back to life, in class, with us! We will cover aspects of Greek political organization, trade and contact with other civilizations in the ancient Mediterranean, funerary habits. At the same time, we will be discussing about our modern approach to the study of the Greeks, focusing on the use of art and archaeology in politics and propaganda, current problems and controversies in Greek archaeology, archaeological methods, and issues of archaeological ethics.

CLAS 3180 Roman Art & Archaeology (3)
The Roman Empire encompassed the entire rim of the Mediterranean Sea and much of western Europe. This course will undertake an intensive analysis of the material culture of ancient Rome through its art and archaeology. In successfully completing the semester, you will gain a thorough knowledge of the art and archaeology of ancient Rome and its world, focusing especially on changes through time and on the political, social, and economic developments that are illuminated by material remains. We will also discuss current issues related to Roman antiquities and the preservation of world cultural heritage. Working together as a class, we will learn how to use the archaeological record to reconstruct the past, while at the same time examining our own culture and its role in human history.

CLAS 3190 Pompeii:Life in a Roman Town (3)
The Roman city of Pompeii, utterly destroyed by the eruption of Mt. Vesuvius in 79 C.E., has captured the world's imagination for nearly three centuries. This semester, we will examine the material remains of Pompeii, analyzing how evidence as diverse as standing architecture, monumental inscriptions, portable and permanent art, and even garbage and graffiti can be used to reconstruct ancient lives. Working together as a class, we will investigate the development of Pompeian studies from the earliest systematic excavations of the 1750s to current projects utilizing groundbreaking technologies, and propose new directions for future research in a city that has many more secrets to reveal.

CLAS 3230 Ancient Christianity (3)
In this course we examine the development of Christianity in the Roman Empire during the first four centuries CE. We will consider both the development of the Church from its beginnings as a religious movement to its becoming one of the dominant institutions in the Roman Empire. We will investigate how the Church gained converts, how it was structured, the relationship between orthodox Christianity and 'heresies,' the Church's conflicts with the Roman Empire, and the changes in the Church resulting from the conversion of Constantine in the early fourth century.

CLAS 3510 The Ancient Novel (4)
We are all familiar today with the literary form called the novel: a lengthy fictional narrative in prose. It was ancient Greek and Latin authors, however, who first created this form. Many of these works survive and they always intrigue and delight readers with their highly sophisticated plotting of love affairs, comical depictions of pirates, and teasing explorations of sexuality. We will closely read, in English translation, the major ancient novels and some of their literary predecessors in order to understand the originality of the form and content of the novels. The class concludes with a consideration of the ancient novel's contribution to the development of fiction in the West.

CLAS 3810 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 3811 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 3899 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

CLAS 4060 Classical Epic (3)
This course will offer a detailed survey of Greek and Roman epic poetry from Homer's Iliad to Lucan's Bellum Civile, with specific attention paid to the production and performance contexts of each text. Over the course of the semester, students will become familiar with the central themes and issues of the epic genre and consider what differentiates poems written in different times and places. Specific topics to be investigated include the role of the gods in mortal affairs, tensions between fate and human agency, how to negotiate personal tragedies within larger conflicts, the relationship between individuals and their society, and the intimate connection between poet and his subject. All texts will be read in translation.

CLAS 4080 Sem Anc Society & Econ (3,4)
Seminar on topics involving ancient society and economy, for example, Slavery in Ancient Society or Family in Ancient Rome. May be repeated when the topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive). Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 4110 Classical Leadership Lab (3)
What can the ancient Mediterranean world teach us about leadership now? How can we apply the lessons of the past to modern communities and organizations, or even our own lives? This course will use a case-study approach to issues of leadership in across the ancient Mediterranean, including questions about becoming a leader, the role emotional intelligence plays in leadership, and navigating transitions in power. We will examine in depth the questions of how studying the humanities can be a method of leadership development, and what the limitations are to this approach to leadership

CLAS 4170 Seminar: Greek Art & Archaeology I (3,4)
This is a seminar featuring current topics in Greek art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Athens and Knossos & Its Afterlife. May be repeated when topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 4180 Seminar: Greek Art & Archaeology II (3,4)
This seminar features topics in Greek art and archaeology where the analysis of material culture and what it can illuminate about Greek society are emphasized. Methods and scholarship from the social sciences are included. Students should expect to do close readings of second scholarship and perform independent research. Topics in this seminar may include Greek Pottery and Topics in Aegean Prehistory. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

Course Limit: 3

CLAS 4190 Seminar: Greek Art & Archaeology III (3,4)
This seminar features topics in Greek art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

Maximum Hours: 99

CLAS 4200 Seminar: Roman Art & Archaeology I (4)
The seminar features topics in Roman art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Rome. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive). Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 4210 Seminar: Roman Art & Archaeology II (3,4)
This seminar features topics in Roman art and archaeology where the analysis of material culture and what it can illuminate about Roman society are emphasized. Methods and scholarship from the social sciences are included. Student should expect to do close readings of secondary scholarship and perform independent research. Topics may include Gender in Roman Archaeology. May be repeated when topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

Course Limit: 3

CLAS 4220 Sem Roman Art & Archaeo III (3,4)
This seminar features topics in Roman art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics include Ancient Painting and Mosaics and Roman Sculpture in Context. May be repeated when topic is different (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive). Course may be repeated 3 times for credit.

Course Limit: 3

CLAS 4810 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 4811 Special Topics (3-4)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 4890 Service Learning (0-1)
Corequisite(s): CLAS 4110.

CLAS 4900 Seminar in Classical Culture (3,4)
The seminar features topics that examine aspects of society and culture in the Greek and/or Roman world. While these topics are approached primarily through literature in translation and historical texts, where appropriate, these topics may also include some units on material culture and art. Topics of this course may include Alexandria Cosmopolis, Afterlives of Antigone, Athens in Persia.

Course Limit: 3

CLAS 4910 Independent Study (3)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to superior students provided approval of department is granted and an appropriate faculty director is available. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 4920 Independent Study (3)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to superior students provided approval of department is granted and an appropriate faculty director is available. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 4990 Honors Thesis (3)
Course reserved for students writing an honors thesis for a major in classical studies. Requires approval of the department and an appropriate faculty director.

CLAS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): CLAS 4990.

CLAS 5190 Semester Abroad (1-20)
Study abroad in Classical Studies. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 5370 Washington Semester (1-20)
For transfer of credit. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 5380 Junior Year Abroad (1-20)
Study abroad in Classical Studies. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 5390 Junior Year Abroad (1-20)
Study abroad in Classical Studies. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

CLAS 6080 Sem Anc Society & Econ (3)
Seminar on topics involving ancient society and economy, for example, Slavery in Ancient Society or Family in Ancient Rome. May be repeated when the topic is different. Open to Graduate Students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 6170 Sem Greek Art & Archaeo I (3)
This is a seminar featuring current topics in Greek art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Athens, Greece in the Archaic Age, Knossos & Its Afterlife, and Mycenaean Citadels. May be repeated when topic is different. (NOTE: 3 credits/4 credits when offered as Tier 2 writing intensive).

CLAS 6180 Sem Greek Art & Archaeo II (3)
This seminar features topics in Greek art and archaeology where the analysis of material culture and what it can illuminate about Greek society are emphasized. Methods and scholarship from the social sciences are included. Students should expect to do close readings of second scholarship and perform independent research. Topics in this seminar may include Greek Pottery, Greece in the Iron Age, and Topics in Aegean Prehistory.

CLAS 6190 Sem Greek Art & Archaeo III (3)
This seminar features topics in Greek art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics may include Greek Vase Painting, Greek Sculpture, and Classical Athens.

CLAS 6200 Sem Roman Art & Archaeo I (3)
The seminar features topics in Roman art and archaeology that are studied through the use of primary texts (histories, literature, inscriptions) as well as secondary scholarship. The topics offered under this heading may include Monuments of Ancient Rome, Building the City of Rome, and the World of Augustus.

CLAS 6210 Sem Roman Art & Archaeo II (3)
This seminar features topics in Roman art and archaeology where the analysis of material culture and what it can illuminate about Roman society are emphasized. Methods and scholarship from the social sciences are included. Student should expect to do close readings of secondary scholarship and perform independent research. Topics may include Gender in Roman Archaeology and The Roman Way of Death. Open to graduate students.

CLAS 6220 Sem Roman Art & Archaeo III (3)
This seminar features topics in Roman art and archaeology that employ methods of art history, including the appreciation of the aesthetics of ancient art. Topics include Ancient Painting and Mosaics and Roman Sculpture in Context. Open to graduate students. May be repeated when topic is different.

CLAS 6300 Summer Seminar in Rome (1-6)
Study abroad in Classical Studies. Open to Graduate Students only. Registration requires department approval.

CLAS 6320 War & Power in Ancient Greece (3)
In this course we will look at ancient Greek warfare and state formation, including how states developed and changed, how and why the ancient Greeks interacted and fought with each other and with outsiders, and what were the immediate outcomes and long-term consequences of endogenous and exogenous power struggles. Students will gain an understanding of the particular roles played by factors such as geography, military innovations, socio-political institutions, individual leaders, ideological shifts, and specific series of decisions and events

CLAS 6810 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CLAS 6811 Special Topics (3)
Special topics in Classical Studies focused on particular areas and issues in the fields of ancient culture, religion, history, and/or archaeology.

CLAS 6900 Seminar in Classical Culture (3)
The seminar features topics that examine aspects of society and culture in the Greek and/or Roman world. While these topics are approached primarily through literature in translation and historical texts, where appropriate, these topics may also include some units on material culture and art. Topics of this course may include The Age of Perikles, Individuals & Communities in Greece and Rome, Alexandria Cosmopolis, Greeks and Barbarians, and Afterlives of Antigone. Course may be repeated 3 times for credit.

Course Limit: 3

CLAS 6910 Independent Study (1-3)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to graduate students provided approval of department is granted and an appropriate faculty director is available.

CLAS 6920 Independent Study (1-3)
Independent study on particular areas or issues of ancient culture, religion, history, and/or archaeology. Open to graduate students provided approval of department is granted and an appropriate faculty director is available.

CLAS 7890 Thesis Research (3)
Course reserved for students writing a thesis for the Master's degree in classical studies. Requires approval of the department and an appropriate faculty director.

CLAS 7910 Independent Study (3)
Graduate-level independent study in Classical Studies. Department approval required.

CLAS 9980 Masters Research (0)
Course reserved for students writing a thesis for the Master's degree in classical studies. Requires approval of the department and an appropriate faculty director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Clinical Research (MSCR)

MSCR 6420 Responsible Conduct of Resrch (1)

MSCR 6430 Introduction to Clinical and Translational Research (3)
In this course, students will study IRB relations and regulations, discuss the required elements in a clinical research contract and the responsibilities of the clinical researcher, identify effective use of research personnel, and develop negotiating skills to facilitate support for clinical research. The course will also encompass the principle of randomization and “intention-to-treat” analysis in experimental studies, integration of clinical trials and lab support, specimen collections and laboratory problem-based learning. A researcher/clinician centric insight into the logistics of technology transfer and intellectual property (IP) development will be studied. The practical aspects of technology transfer in an academic context will be investigated. Discussed topics will include local academic tech transfer policy, related procedures and available resources. Career pathways and opportunities open to the clinical researcher in the academic and private sector will be explored and discussed.

MSCR 6440 Protocol Design and Writing (1-3)

MSCR 6450 Therapeutics Seminar (4)

MSCR 7070 Molecular Medicine (4)

MSCR 7080 Cultural Competence Research (3)

MSCR 7090 Grant Writing (3)

MSCR 7150 Journal Club (1)
Course Limit: 99

MSCR 7300 Clerkship (0.5-5.75)

MSCR 7400 Surgical Education Conference (1)

Maximum Hours: 99

MSCR 7410 Surgical Research Consortium (0.5)

Maximum Hours: 99

MSCR 7420 Clinical Mentorships (2)

Maximum Hours: 99

MSCR 7430 Residency Didactics (0.5-0.75)

MSCR 7440 Independent Study (0-3)

MSCR 7450 Practical Skills (3)

Maximum Hours: 99

MSCR 9980 Mentored Research Component (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Colloquia (COLQ)

COLQ 1010 Freshmen Colloquium Seminar (1-3)
First-year Seminar Colloquium course.

COLQ 1020 Freshman Colloquium (1-3)
First-year seminar course; topics vary by instructor.

COLQ 1025 Freshmen Colloquia Lab (0)

COLQ 1030 Quest for Answers (1.5)

COLQ 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Course Limit: 99

COLQ 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

COLQ 2010 Honors Soph Colloquium (1.5-3)

COLQ 2030 Sophomore Colloquium (1-3)

COLQ 2050 Grant Writing for Non-Profit Organizations (3)
Students in this course learn elements of successful grant writing for non-profit organizations in a series of seminars/workshops. Topics include the elements of a proposal, persuasive writing, researching funding sources, and building relationships with community partners and prospective funding sources. Students identify and collaborate with community partner non-profit organizations to assess program needs and goals and research potential funding sources. Teams of students prepare and submit a funding proposal to support a partner organization. The course consists of 3 hours of seminar per week and fulfills the Newcomb-Tulane college intensive writing requirement. Enrollment in co-requisite Tier 1 service learning is required. Enrollment is limited to sophomores.

Corequisite(s): COLQ 2890.

COLQ 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 2890 Service Learning (1)
Service Learning course to be taken with a 2000-level COLQ course that offers a service component.

Corequisite(s): COLQ 2050.

Maximum Hours: 99

COLQ 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

COLQ 3010 Science & Human Values (3)
Prerequisite(s): PSYC 1000 or 1010.

Prerequisite(s): PSYC 1000 or 1010.

COLQ 3020 God(S) and Science (3)

COLQ 3030 Science and Religion (3)

COLQ 3040 Honors Junior Colloquium (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 3041 Honors Junior Coloquim (1-3)

COLQ 3050 Junior Colloquium (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 3601 Adverse Childhood Experiences: Intersections of violence, neuroscience, law, and public health (3)
This course takes a unique 360 perspective on early adversity, violence, and child maltreatment. Through integrating hands on experiences, small group discussions, internationally renowned guest speakers, community engagement and writing and social media assignments students are expected to increase their ability to think across disciplines, specifically neuroscience, public health, law, public policy and psychology.

COLQ 3602 Professional and System Responses to Adverse Childhood Experiences (3)
This course is designed to provide the student with both a unique and an integrated perspective of the individual professions (e.g., psychology, pediatrics, social work, education, forensic interviewing, legal, law enforcement, etc.) and professional and system responses related to a child's exposure to, the prevention of, and the identification and treatment of early adversity, violence, and child maltreatment. Through integrating hands-on experiences, internationally renowned guest speakers, community engagement, writing and social media assignments utilizing a rhetorical appeals approach to effective communication, students are expected to increase their ability to critically evaluate this issue across disciplines while building their skills in effective scientific translation and communication simultaneously to multi-disciplines. This course expands the students' understanding of the different professional and system responses to adverse childhood experiences (ACEs).

Prerequisite(s): PSYC 1000, SPHU 1010 or EDLA 2000.

COLQ 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 4010 Honors Humanities Colloq (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 4011 Honors Humanities Colloq (1-3)

COLQ 4012 Honors Humanities Colloq (1-3)

COLQ 4013 Honors Thesis Workshop (1-3)

COLQ 4020 Honors Humanities Colloq (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 4120 The Grand Canyon (3,4)
This course covers central aspects of the geology, biology, anthropology and history of the US Southwest, concentrating on the areas contiguous with the path of the Colorado River through what is today Northern Arizona. After a semester of classroom work, familiarizing the students with geography, geology, flora, fauna, peoples, cultures and histories of the region, the class will travel to Lee's Ferry and the float for seven days on Hatch River Expeditions rafts through a natural laboratory. Those students taking this course as a capstone in Environmental Studies will pay special attention to landforms and waterways, water law, the environmental and biological consequences of damming, and endangered species. Students taking this course for elective credit in Anthropology or Geology must write their term papers on a topic in their discipline.

COLQ 4140 Nat History Arch Mesoame (3)
Geologic history of Mesoamerica, archaeology of Mesoamerica, history of the conquest and colonial period, flora and economic botany of the region.

COLQ 4200 Honors Senior Colloquium (3)
Prerequisite(s): PSYC 1000.

Prerequisite(s): PSYC 1000.

COLQ 4210 Senior Colloquium (3)

COLQ 4570 Public Service Internshp (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 5000 Honors Thesis (4)
Honors Thesis

COLQ 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COLQ 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

COLQ 6010 Mellon Professorship-Hum (3)
An interdisciplinary course offered by a scholar of notable achievements both in teaching and research in humanistic learning. This course is not assigned to any particular discipline but spans the broad area of the humanities: classical, English, foreign languages and literatures, history, history of fine arts, and philosophy.

COLQ 6020 Mellon Professorship-Hum (3)
An interdisciplinary course offered by a scholar of notable achievements both in teaching and research in humanistic learning. This course is not assigned to any particular discipline but spans the broad area of the humanities: classical, English, foreign languages and literatures, history, history of fine arts, and philosophy.

Communication (COMM)

COMM 1150 Introduction to Cinema (3)
Historical survey of international cinema focusing on political, social, economic, technological, and aesthetic factors. Major film movements and historical developments from 1895 to the present are covered including U.S. silent cinema, Soviet montage, German expressionism, French impressionism and surrealism, the transition to sound, classical Hollywood cinema, the impact of WWII, Italian neorealism, the French New Wave, art cinema, new German cinema, and new Hollywood cinema.

COMM 1250 Introduction to Television (3)
This course is an introduction to the study of television as a unique audio-visual culture with its own history, aesthetics, and meaning production. Students will learn about the television industry, its audiences, and its programming. Examples from television programming from the 1950s to the present will supplement readings.

COMM 1350 Intro to Cultural Studies (3)
This course introduces students to the terms, analytical techniques, and interpretive strategies commonly employed in cultural studies. Emphasis on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed and responded to in diverse ways. This course follows Cultural Studies from its inception at the Center for Contemporary Cultural Studies in Birmingham in postwar Britain, to its present loosely defined formation. As students become more familiar with how the scholars of previous generations used Cultural Studies, they will develop the skills to begin develop their own cultural studies research agenda.

COMM 1450 Introduction to Global Media (3)
We are living in an increasingly globalized world and the media have a significant role in the process of globalization. In today's world, communication students need to be thoroughly knowledgeable about the communication systems in different parts of the world, media institutions, and the larger processes that affect the global, regional and national media systems. In this course we are going to discuss the concept of media globalization from various perspectives, look into the history of global communication and analyze different theoretical perspectives that aim to explain this complex process with its actors and institutions. Throughout the course we will have different case studies that exemplify the current controversies and issues in the field of global media and communication studies

COMM 1550 Intro to New Media & Internet (3)
An investigation of the histories and theories associated with the Internet and other forms of new media. The main course objectives are to learn how to analyze Internet settings and employ new media methods. Conceptions of new technologies and newness will be theorized and examined. We consider how new media technologies are identified as tools and the ways they are critiqued for producing gendered, racial, and sexual identities. Topics include Afrofuturism, cyber feminism, science fiction, the web, social networking, fan fiction, hypertext, Internet authorship, and surveillance.

COMM 1650 Introduction to Media Studies (3)
This course is designed for students who have grown up in a rapidly changing global multimedia environment and want to become more literate and critical consumers and producers of culture. Through an interdisciplinary comparative and historical lens, the course defines "media" broadly as including oral, print, theatrical, photographic, broadcast, cinematic, and digital cultural forms and practices. The course looks at the nature of mediated communication, the functions of media, the history of transformations in media and the institutions that help define media's place in society.

COMM 2230 Interpersonal Communication (3)
Introduction to theories and models of interpersonal communication, which enhance understanding, and development of interpersonal relationships. Course content covers topics such as listening behavior, intrapersonal processing, dyadic interaction, conflict management, intercultural, intimate and nonverbal communication.

COMM 2300 Political Communication (3)
A survey of theories, empirical research, and critical analysis of contemporary political communication processes in the United States. Topics may include the role of the media in electoral campaigns, strategies of presidential communication, as well as the relationship between media and political institutions, including Congress and the Courts. News coverage of social movements and political protest will also be discussed. The course covers a variety of political communication genres, such as journal ism, political advertising, talk shows and political websites.

COMM 2350 Media and Criminal Justice (3)
This class examines the interrelationships between crime, criminal justice, and Media, Television, film, newspaper and electronic/internet media intersect with crime and the criminal justice system in a number of important ways. The point of this course is to explore how the media represents influences, distorts, and/or filters crime and justice issues. Also, the media is used as a mechanism to explore issues (e.g., political ideology, corrections policy, causes of crime) that are central to the study of crime. The impact of media images of crime and violence on individuals, groups, and public policy will be considered. Issues regarding the future of crime, criminal justice, and mass media also will be discussed. In addition, the course requires 20 hours of service learning. Students will work with local community organizations involved with criminal justice.

COMM 2400 Topics in Int'l Film Movements (3)
This course focuses on specific film movements in international cinema, with an emphasis on understanding stylistic and aesthetic innovations in their social-historical context. Topics may include European film movements, Chinese cinemas and others. Notes: May be repeated for credit up to 2 times if different topic with the permission of the Film Studies Director.

Course Limit: 2

COMM 2405 Topics in Comparative and Transnational Asian Media (3)
Asian media industries have played a crucial role in shaping the global mediascape. This course employs comparative and transnational approaches to media studies to examine the transnational character of Asian media in relation to media cultures and practices in other global regions. Topics include the international circulation of genres and aesthetic innovations, the transnational political economy of media production and distribution, and spectatorship across national contexts and cultures. The media examined (e.g. film, television, radio, digital media) as well as specific national and regional contexts may change with different iterations of the course

Course Limit: 3

COMM 2450 Topics Gender/Race/Class/Media (3)
This course introduces students to the research about gender, race, and class in the media. We will cover the main concepts, theories, methods, and debates in media and communication scholarship about multiple forms of inequalities. We will explore the intersections of gender, race, and class and how different types and technologies of media (television shows, news, movies, magazines, commercials, digital media etc.) reinforce, challenge or re-shape existing power differences in society. The course explores these topics by focusing on the institutional structures of commercial media, representations, and audiences. Throughout the course, we will examine a broad range of media texts as examples.

COMM 2500 Film and Society (3)
This class investigates various social issues that emerge from an examination of films produced in the United States, Europe and the developing world. Students consider societal forces such as class, race, gender, youth, family, prejudice, education and homelessness. The cinematic depiction of these factors as well as the connection between cinematic language, syntax, structure and a films ultimate meaning or message are explored.

COMM 2650 Mass Communication Law (3)
Studies federal and state regulation of both print and broadcast media in the United States to understand how legal mandates and constraints have defined the roles of media in society. Historical and contemporary analyses include laws in areas such as libel, privacy, free press versus fair trial, access to government information, regulation of advertising and regulation of broadcasting.

COMM 2700 Visual Communication (3)
This course examines the history and theory of visual communication and its application in a variety of cultural contexts. Topics include the transition from print to visual media, the development of visual literacy and the role of emerging technology. Students will complete applied projects using photography, video and electronic media, digital imaging, and web-based visual technology.

COMM 2720 Media & Reproductive Rights (3)
This course focuses on the relationships between reproductive politics, popular and social media, and movements for reproductive rights and justice in the United States. Students will learn key concepts and theories related to reproductive rights and justice, as well as media studies and analysis. The course covers historical and contemporary portrayals of reproduction within popular and alternative media with a focus on their racial, sexual, class, and gendered dimensions. Students will also learn about various ways in which television, film, and new media technologies function within government and nonprofit advocacy around reproductive issues. In sum, this course maps the intersections between reproductive politics and media technologies, while helping students develop their analytical prowess, communication skills, and knowledge of media, culture, and social inequity in the United States.

Corequisite(s): COMM 2890.

COMM 2730 Childhood, Sex & the Media (3)
The course examines contemporary and historical U.S. popular media texts for how they represent dominant notions of childhood, sexuality, and racial and gender politics. Students read scholarship that examines the socially and historically contingent construct of childhood. They also read about and practice media analysis, applying ideas about the social construction of childhood to media they consume in their everyday lives.

COMM 2750 Latin American Icons (3)
This course examines the rise of political icons in modern and contemporary Latin American societies. In particular, it highlights the intersections between historical context, individual biographies and mass media. The course emphasizes how symbolic representations have been mobilized to construct and challenge the iconic status of political actors and explores some of the most important political movements and conflicts that have shaped Latin America's history, including nationalism, populism, and revolution.

COMM 2810 Special Topics (3)
Special topics course as designed by visiting or permanent Communication department faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 2811 Special Topics (3)
Special Topics in Communication.

Course Limit: 99

COMM 2812 Special Topics (3)
Special Topics in Communication.

COMM 2813 Special Topics (3)
Special Topics in Communication.

Maximum Hours: 99

COMM 2814 Special Topics (3)
Special Topics in Communication.

COMM 2815 Special Topics (3)
Special Topics in Communication.

COMM 2820 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 2821 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 2822 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

COMM 2823 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

COMM 2824 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

Course Limit: 2

COMM 2825 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated unlimited times for credit.

Course Limit: 99

COMM 2826 Special Topics (3)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated unlimited times for credit.

Course Limit: 99

COMM 2827 Special Topics (3)

COMM 2828 Special Topics (3)

COMM 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): COMM 2720.

Maximum Hours: 99

COMM 3140 Cross-Cultural Analysis (3)
A critical examination of communication in intercultural, interethnic and international contexts. An overview of models and approaches designed to explain cultural differences in communication with emphasis on the dimensions of symbolization, acculturation, prejudice, stereotyping and ideology. Conceptual frameworks are applied and tested within a range of cultural populations as defined by race, ethnicity, gender, physical disability, sexuality, socio-economic class and geographic location.

Prerequisite(s): COMM 1150, 1250, 1350, 1450, 1550 or 1650.

COMM 3150 Film Analysis (4)
Introduction to film analysis designed to help students develop a visual literacy with regard to film and a critical understanding of how films produce meanings. Focus is on formal analysis of film including elements such as narrative, mise-en-scene, editing, camera movement, sound and on key critical and theoretical approaches such as neoformalism and psychoanalysis. Classical Hollywood cinema and avant-garde and independent filmmaking traditions are studied in order to focus on the politics of form required film journal helps students develop analytical and critical skills. Required course for the film studies minor.

Prerequisite(s): COMM 1150, 2550, 1250, 1350, 1450, 1550 or 1650.

COMM 3160 Technology Analysis (3,4)
The study of the structure of technology industries and their properties based on humanistic and social science approaches. Theorizes history and major trends in technology ownership and governance: the function of materialities and their infrastructures in reinforcing or altering societal relations: and the effects of this political economy on users and citizens. Familiarizes students with research methods for analyzing technology in society.This course fulfills a core course for Communication majors in the area of Structures and Institutions and a Social and Behavioral Course in the Core Curriculum.

Prerequisite(s): COMM 1150, 1250, 1350, 1450, 1550 or 1650.

COMM 3250 Rhetorical Criticism (3,4)
The description, analysis, interpretation and evaluation of persuasive uses of language. Emphasis on classical, situational, generic, dramatistic and ideological methods of criticism. Judgments about aesthetic, pragmatic, logical and ethical dimensions of rhetoric.

Prerequisite(s): COMM 1150, 1250, 1350, 1450, 1550 or 1650.

COMM 3260 Media Industry Analysis (3,4)
The study of the structure of media industries and their contents based on humanistic and social science approaches. Theorizes major trends in industry ownership and practices; the effects of political economy on textual symbols, discourses and genres; the function of media programming in reinforcing or altering perceptions of ideas, events, and people. Familiarizes students with research methods for analyzing media.

Prerequisite(s): COMM 1150, 1250, 1350, 1450, 1550 or 1650.

COMM 3270 Topics in Authors and Genres (3)
Questions of authorship and of genre are two key paradigms of film criticism. This course examines the aesthetic and theoretical bases for notions of authorship and genre in the cinema including romantic theories of art, auteur criticism, structuralism and post-structuralism. It also considers the historical development of the oeuvre of individual directors as author e.g. Hitchcock) and of particular film genres both in Hollywood cinema (e.g. film noir) and in non-mainstream and non-U.S. cinema. Genres and directors studied will change. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3310 Comm for Feminism Activitism (3)
What is feminist activism? Words like “feminism” or “activism” often carry socialized meanings beyond their textbook definitions. Advocacy and feminism are about action, and students will learn about the many different kinds of social change activities available to them. Students will learn tactics and strategies to communicate their persuasive messages to stakeholders, including clients, news media, and decision makers

COMM 3320 Politics of Popular Culture (3)
This course will introduce students to critical thinking through the theories of cultural studies, ranging from culturalism, Marxism, psychoanalysis, gender and sexuality, and postcolonialism to postmodernism. Theories of cultural studies critically contextualize, examine and theorize culture as it influences and shapes our everyday lives and social structures. Students will learn about the various approaches to analyzing culture based on the canonical works of cultural study theorists and how to apply their critical theories to contemporary examples.

COMM 3350 New Media Analysis (3)
In this course, we study key issues in contemporary new media studies and engage in close textual analysis. We focus on the multi-layered textual aspects of the Internet and computer. These texts are some combination of images.

Prerequisite(s): COMM 1150, 1250, 1350, 1450, 1550 or 1650.

COMM 3410 Reality TV (3,4)
This course is a critical examination of the ever-growing roster of reality television programs. It is impossible for us to consume and analyze every reality television show or sub-genre this term. Instead, we will study the contours of the genre and critically engage with a sample platter of reality televisual offerings. Through scholarly readings, lectures, group discussions, in-class and at-home episode screenings, and creative projects, we will study reality television's history; its deep ties to neoliberalism and surveilance culture; its role as a celebrity-making apparatus; and the voyeuristic experience of watching and being watched. Moreover, we will pay particular attention to the intersection of gender, race, class, sexuality, and citizenship in reality TV representations and reception, as well as depictions of New Orleans and Louisiana culture on reality TV.

COMM 3420 Disability & Reality TV (3)
This course examines the ever growing-roster of reality television programs focused on the disabled body and mind. Bridging critical disability studies of reality television together we will explore the politics of ability in reality televisual texts with emphasis on representations of disability and their intersection with gender, race, class, sexuality, and citizenship. This course contextualizes our analysis in a broader history of disability as a site of public spectacle and the emergency of reality television as a genre. Students will interrogate the social function and consequences of these televisual texts as well as critically consider their own relationships to them.

COMM 3500 British Cultural Studies (3)
This course examines British contemporary multicultural society through the field and method known as cultural studies, which also has its intellectual roots in Britain. This course will introduce students to the terms, analytical techniques, and interpretive strategies commonly employed in cultural studies. Emphasis is on interdisciplinary approaches to exploring how everyday cultural processes and cultural artifacts are produced and how meaning is shaped through contestations of race, class and gender, and national identity. Through discussion, research, and writing, class members investigate these varied dimensions of British multiculture; learn to understand them in their broader historical, aesthetic, and political contexts.

COMM 3510 Environmental Comm (3)
The purpose of this course is to provide an understanding and analysis of communication processes used in defining environmental issues and shaping environmental policies. Topics include defining nature and environment; diverse audiences and environmental messages; developing strategies for risk communication; and creating effective environmental campaigns. Case studies of successful and unsuccessful environmental communication will be examined.

COMM 3520 Topics in Cinema and Politics (3,4)
This course focus on the relationship between cinema and politics as it pertains to formal, historical, and institutional ways of analyzing film. Topics will include environmentalism and contemporary eco cinema, sexual representation and pornography, and social problem films during the progressive Era in the United States Hollywood, silent cinema, global and national cinemas will be included as they are relevant to the topic covered.

COMM 3560 History of Animation (3,4)
This course examines the history of animation within the field of film studies. The shift to digital cinema has encouraged historians and theorists to revise distinctions between animation and film and to reckon with the pervasiveness of moving image media created through diverse techniques. To understand the implications of this shift and the significance of animation within media history, this course analyzes animation genres, techniques, and styles and investigates theories of animation as they developed from the late 19th century up to the present.

COMM 3600 Documentary Film (3)
The films to be studied in this course are selected from the spectrum of documentary film practice from the 1920s to the present. Concentration will be on specific topics as well as an historical overview. Consideration placed on the developing and shifting conception of documentary film practice, social issues, political and propagandistic values, and documenting other.

COMM 3610 Alternative Journalism (3,4)
This course is rooted in building community engagement journalism practice as well as examining media coverage of underrepresented histories through a social justice lens.

COMM 3620 Digital Civic Engagement (1-3)
Digital Civic Engagement is a course that studies, analyzes, and teaches how citizens engage communities online to improve public knowledge and civic dialogue. The connectivity created by digital platforms to foster citizen engagement is one of the most important and distinctive organizing features of contemporary political life. Dispersed knowledge and community engagement helps define and deconstruct boundaries of the social and political community while redefining, and at times erasing, divisions that are founded on inequity and exclusion. Given largely asynchronously with synchronous check-ins, students choose how they apply this knowledge by serving a digital nonprofit through one of five service projects: content creation, content curation, media archiving, development/fundraising, online research.

COMM 3650 Feminist Doc & New Media (3)
A service-learning, praxis-oriented course in which students develop analytical and reflective skills by critiquing and creating feminist documentation in various media. Study of history and theory of feminist documentary filmmaking and new media will be complemented with learning production and postproduction skills. Weekly volunteer work will be done with an organization serving women and girls in New Orleans.

COMM 3720 Disability Media Studies (3)
In this class, we will explore the relationship between disability and media. Our analyses will span film, television, advertisement, new media, social media, media technologies, and other cultural mediums across history and into the present. The beginning of the course will introduce students to the field of disability studies and its relevance to media studies. Through an interdisciplinary lens, students will consider how people with disabilities were and are represented in the media with particular attention to how disability intersects with gender, race, sexuality, and class identity. Beyond themes of representation, our course deeply interrogates disability media access. We will consider how people with disabilities have responded to inaccurate and inaccessible media and innovatively used media outlets to represent themselves and produce culture on their own terms.

COMM 3730 Race, Nature, and Disaster (3)
This interdisciplinary course examines the intersections of race, politics, and environmental and biological disaster. We will look at how ideas about race in the U.S. have shaped and been shaped by social policy, global politics and economics, and U.S. foreign policy, and investigate how certain populations within and outside the U.S. become disproportionately vulnerable to wide-scale disaster. Readings and discussions focus on the human-made dimensions of biological disasters, such as typhus, the bubonic plague, HIV/AIDS, the cholera outbreak in Haiti after the 2010 earthquake, and the current COVID-19 crisis. In thinking about how vulnerability is created and maintained according to a racial logic, we will interrogate the following questions: How is the construct of “nature” framed in opposition to “humanity”? How do claims to objective knowledge about nature operate in political realms? In what ways has the nature/humanity binary informed the construction of racial categories and racism? How do ideas of nature serve to obscure the complex intersections of environmental and social factors in our daily realities? How do discussions of crisis and disaster (in other words, exceptional situations) serve to authorize extreme measures? How do certain versions of international humanitarianism deny the global interconnectedness of nation-states and the culpability of those giving aid in the dire circumstances of those receiving it?

COMM 3750 Digital Cinema (3,4)
This course introduces students to the history of digital cinema and examines the cultural and political implications of our evolving digital media environment. The transition to the everyday use of digital technologies has been theorized as remediating, relocating, and converging earlier media forms. This course explores the place of film history and theory in this transition and it considers whether this transition marks the end of cinema.

COMM 3800 Cine Reception & Cult Memory (3)
This course investigates historical changes in film audiences, film exhibition and film reception from the silent to the contemporary period as well as the issue of cultural memory and cinema. Issues focusing on who the audience for cinema has been during different historical periods, that changes have taken place in the venues in which films have been shown and cinema reception as cultural history are explored. The course also theorizes questions of reception and memory in terms of psychoanalysis, oral history and the public sphere. This course includes an optional service learning component. COMM 3150, Film Analysis, is recommended but not required.

COMM 3810 Special Topics (1-4)
Special Topics in Communication. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3811 Special Topics (3-4)
Special Topics in Communication. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3812 Special Topics (3-4)
Special Topics in Communication. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3813 Special Topics (3-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3814 Special Topics (3)
Special Topics in Communication. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3820 Special Topics (3-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3821 Special Topics (3-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3822 Special Topics (3-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3823 Special Topics (3-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3824 Special Topics (3-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics.

Maximum Hours: 99

COMM 3825 Special Topics (3-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 3940 Transfer Coursework (3)

Maximum Hours: 99

COMM 4140 Black Internationalism in U.S. (3,4)
Throughout the twentieth century, African American cultural producers used international travel to see beyond the limits of racial discrimination in the U.S. Traveling abroad allowed these authors to imagine new configurations of race, gender, and class back at home. This course will trace the vibrant, ongoing tradition of black internationalism, focusing on its often utopian undercurrents—in particular, its frequent crossing of racial and sexual hierarchies. In so doing, this course will address the relationship between internationalism as a unifying movement of resistance and nationally enforced oppressions; between a solidarity of what Richard Wright termed “scattered but kindred spirits” and enfranchisementat home. Our course will investigate black internationalism as a diverse appropriation of socialist thought as developed by key theorists and activists of the African Diaspora.

COMM 4150 Contemporary Hollywood Cinema (3)
This course focuses on three key aspects of contemporary Hollywood cinema, namely, the film industry, film form and style, and the production, distribution, and reception of films in the digital age. Key topics include conglomeratization of the film industry, the blockbuster film, films as a franchises, the rise of independent cinema, and independent films, digital distribution, the role of film festivals, and ·pop-up cinema. The course concludes with how the film experience is changing in the era of digital distribution and multiple screens.

COMM 4160 Contemporary Chinese Cinema (3)
This course offers a survey of Chinese-language films made from mid-1980s to early 2000s. The class will focus on three aspects of contemporary Chinese cinema: its artistic features, historical context, and socio-political implications and tackle the following questions: What is a Chinese" cinema? How do contemporary Chinese filmmakers inherit

COMM 4170 U.S. Film History (3,4)
This course covers major formal, industrial and cultural issues in the history of cinema in the United States from 1895 to the present Course topics include the formal distinctiveness of the early period, the emergence of continuity editing and the classical Hollywood style, post-classical cinema. Monopolistic industry practices, exhibition venues, the studio system, synchronized sound. Contemporary independent production, and the relationship between film and commodity culture. Case studies on censorship, the representation of race and black radical politics, and female spectatorship integrate formal, industrial and cultural analysis.

COMM 4190 Intro to Latin American Film (3)
The development of cinema in Latin American from its arrival as an imported technology to the present. Films studied in relation to the sociopolitical environment and emphasis placed on close analysis as well as a contextual understanding of the material. Topics include the struggle to create national Film industries, the art film and New Cinema movements, and recent trends in countries such as Mexico and Argentina.

COMM 4200 Media Literacy/Media Educ II (3)
This is the second semester of a two-semester course that introduces students to media literacy–what it is, media education, and basic media pedagogy. In the second semester, students put to use the media literacy knowledge gained in the first semester by applying those pedagogical considerations in the classroom, assessing student outcomes, and effectively teaching media literacy concepts.

Prerequisite(s): COMM 3200.

COMM 4261 Feminism, Sci-Fi & Technology (3,4)
This course considers how contemporary science fiction, new technologies and critical writings about feminism, gender, identity and the body interconnect. Topics under consideration include differently gendered worlds, horror, alien invasions, parasitical relationships, cyborg embodiment, and the gendering of computer and Internet settings.

COMM 4262 Dangerous Women: Communication, Culture & Body (3,4)
An investigation of how human bodies communicate cultural identities and relations historically and across spaces. May repeat under a different topic. May repeat under a different topic (COMM 4260, 4261) for credit.

COMM 4270 SciFi, Sex and Race (3)
While science fiction forces us to see what is familiar in new and surprising ways, imagining the unfamiliar also builds upon the familiar. This makes sci-fi a good 'venue' to study the widespread assumptions about human nature in different settings. This course interrogates how we negotiate these basic human categories through various science fiction films and theoretical essays. Reflection on these topics will hopefully provoke fascinating and difficult philosophical questions about the nature of reality, the limits of human knowledge, the notions of personal (racial, ethnic, sexual) identity, and the nature and foundations of universality of these categories.

COMM 4280 Race, Ethnicity & Television (3)
This course examines race and ethnicity in American television from the 1950s to the present. More specifically, it explores the social, political, historical and institutional contexts that have shaped representations of Asian/Americans, Latino/as, and African Americans on television. By analyzing racial and ethnic images within the development of television, students will gain a deeper understanding of the complex histories that shaped the formation of each ethnic group. While the focus of the course centers on the politics of representation, it moves the discussion beyond the question of stereotypes to explore how concepts such as Orientalism, whiteness, multiculturalism, and post-race contribute to our understanding of racial politics in the United States.

COMM 4300 Cultural Politics & Cinema (3)
This course examines the relationship between media, society, and political discourse as they manifest in the complexities of cultural production beyond US borders. As such, it will be framed around issues pertaining to historical formation and broader political dynamics. This course presumes familiarity with methods of film or media analysis. May repeat under a different topic (COMM 4301, 4302) for credit. Notes: Fulfills capstone requirement for FMST. For capstone credit, students should register for FMST 5110 with 0 credits.

COMM 4301 Media & Democracy in Latin Am (3)
This course examines the role of the mass media in contemporary Latin American democracies. In particular, it investigates whether communication institutions and practices have contributed to promote or to curb the regions' process of democratization, especially in terms of the quality of political representation and political accountability. The course also examine the impact of social and political democratization on the region's media systems.

COMM 4350 Gender and The Cinema (4)
Explores the position of women in Hollywood and other cinemas by studying the evolution of women's cinema and of feminist film theories from the 1920s to the present. The history of feminist film analysis, focusing on theoretical sociological, psychoanalytic, semiological underpinning of feminist critiques of both commercial and independent avant-garde film practices.

COMM 4360 Formation of Cultural Space (3)
This course will serve as an introduction to the concept of "space" as it applies to theories of technology, emerging media and communication. Students will be exposed to the foundational theorists in each of these areas as well as the threads connecting them. Students will be asked to take these models and apply them to the rich media landscape that surrounds them. They will be asked to evaluate the changing relationship between theory and practice as well as the problem of increased technological advancement

COMM 4400 Media and the Public Sphere (3,4)
This course explores theories of and debates about the public sphere, with a particular focus on the role of media in shaping power an democracy. Taking canonical theorists such as Hannah Arendt and Jürgen Habermas as our starting point, we explore the rich potential and the limitations of classic conceptualizations of the public sphere for understanding contemporary politics. We consider the role played by dynamics such as public debate, gender, sexuality, race, crowds, mass culture, political paranoia, and fake news in shaping twentieth and twenty-first century political ideals and practices, examining the similarities and difference in how these dynamics work in global contexts from capitalism to state socialism, in the Global North and in the Global South. We also consider what insights might be gained by an interdisciplinary approach to questions of the public sphere.

COMM 4410 Ethnography of Digital Media (3,4)
In this course, we consider how ethnographers have adapted to new 21 st century methodological challenges, what new challenges are posed by COVID-19, and how ethnography can shed light on a range of pressing topics in media studies, including the politics of infrastructure, representations of the self, labor and the information economy, media piracy, fan cultures, fake news, and contemporary social movements. As part of the course, students also conduct their own ethnographic research project on a digital media topic of their choosing.

COMM 4440 Critical Race Theory (3,4)
Critical race theory was a term that was coined to refer to an area of legal studies developed by African American, Latino, and Asian American scholars to address questions of racial injustice. However, the broader field of critical race theory today incorporates multi-disciplinary scholarship that works to create critical knowledge about social inequalities and racialized power relations.

COMM 4553 Brazilian TV & Culture (3,4)
This course analyzes the dynamic interactions between television, culture and power in Brazil. It emphasizes the role of television as one of the central institutions that mediate the constitution of hegemonic values and meanings in Brazilian society, with an emphasis on the dominant media company (TV Globo) and on the most popular TV genre (telenovelas).

COMM 4560 Internship Studies (3)
This course will challenge the student to apply intelligently the principles, methods, and skills that they have learned in academic settings to the practical experience of an internship with a nonprofit, social service organization. Topics include learning about communication within a complicated political and cultural context, how context affects rhetorical strategies, adaptive communication among diverse social groups, and how these experiences work to prepare the student for a career in a communication field. Provides combination of academic work, and practical experiences in communication with specific service learning organizations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 4570 Internship Studies (3)
This course will challenge the student to apply intelligently the principles, methods, and skills that they have learned in academic settings to the practical experience of an internship with a nonprofit, social service organization. Topics include learning about communication within a complicated political and cultural context, how context affects rhetorical strategies, adaptive communication among diverse social groups, and how these experiences work to prepare the student for a career in a communication field. Provides combination of academic work, and practical experiences in communication with specific service learning organizations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 4580 Media Moral Panics & Crisis (3)
This course will focus primarily on how fears spread, become a major public concern, and turn into a social and political crisis. We will look at controversies, panics around issues such as pedophilia, drugs and terrorism, and analyze the processes that elicit alarm about perceived threats to society and produce 'folk devils' (enemies of society).

COMM 4610 National Cinema Latin Am (3)
A detailed historical, thematic, and stylistic analysis of individual national cinemas in Latin America (Cuban cinema, Brazilian cinema, Mexican cinema, for example). Emphasis will be placed on understanding the development of national cinema industries and movements in the context of other social, economic, political, and aesthetic forces. Notes: May be repeated for credit if the national cinema studied is different. COMM 4190, Intro to Latin American Cinema, is highly recommended, although not a prerequisite.

COMM 4650 Asians in American Film & TV (3)
This course examines representations of Asian/Americans in American film, video and television, from the silent era to the present, situating them within their social, cultural, political, and historical contexts. The course will address a series of key questions including but not limited to: Orientalism. Yellow Peril, the Model Minority myth, masculinity, and Asian American aesthetics. By critically exploring these issues, we will gain a deeper understanding of the complex history that has shaped Asian/American experiences and identity formations. The course further expands beyond the question of stereotypes to situate Asian/American media in dialogue with concepts such as Third Cinema. diaspora, identity politics, and racial performance.

COMM 4670 Creative Economy Topics (3,4)
This course explores the intersections between political economy and culture in the formation and sustainability of creative economies and creative production. Topics to be covered in this course may include: creative and cultural policy, creative classes, cultural labor, specific cultural industries, and film and media economies. Course may be repeated up to unlimited credit hours. Topics courses may be repeated for credit under different topic titles, such as: Creative Cities, Creative Labor, and Creative Industries. At the undergraduate level, this course fulfills the tier-2 service learning requirement. It is one of the possible 4000-level electives for the major. At the graduate level, this course fulfills an elective in programs in the School of Liberal Arts. Please consult your program advisor for the course's commensurability with your area of study.

Corequisite(s): COMM 4890.

Maximum Hours: 99

COMM 4750 New Media Theory (3)
This course will explore the conceptual frameworks and theories that are essential to an understanding of modern media, a succession of new media including photography, film and digital media. We will focus on theories of semiotics, ideology, psychoanalysis, narrative, modernism, and postmodernism, which have formed the bases for analyzing forms of reproduction from the mechanical to the digital. We will consider the interrelationships, linkages and ruptures, between different media and the process of remediation in which the content of a new medium is the older medium that it has replaced. We will end by examining digital media in the context of social/cultural/political formations, gender, race, community, public sphere and global flows.

COMM 4770 Theories of Consumption & Prod (3)
This course analyzes theoretical construction of media audiences and media producers historically and in contemporary contexts. Liberal, Marxist and feminist paradigms will be explored along with a variety of research methods used in audience and producer studies.

Prerequisite(s): COMM 3260.

COMM 4810 Special Topics (3,4)
Special Topics in Communication. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 4811 Special Topics (3,4)
Special Topics in Communication.

Maximum Hours: 99

COMM 4812 Special Topics (3-4)
Special Topics in Communication.

COMM 4813 Special Topics (3)

COMM 4814 Special Topics (3-4)
Special Topics in Communication.

Maximum Hours: 99

COMM 4820 Special Topics (3,4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics. This course satisfies the capstone requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 4821 Special Topics (1-4)
A detailed study of particular issues, problems and developments in the history, theory and criticism of communication. Topics may be drawn from any of the departmental areas of concentration, for example, the concept of invention, the rhetoric of religion, non-verbal communication, mass media and culture and similar themes. May be taken twice for credit on different topics. Course may be repeated up to unlimited credit hours.

COMM 4830 Spectacular Cinema (4)
This course investigates the spectacular nature of cinema and the function of spectacle and visual/special effects in the history of cinema. Filmic expressions of spectacle are studied in dialogue with philosophers and theorists equally interested in spectacular aesthetics and concepts ranging from the sublime and uncanny to commodity fetishism and attention economy.

COMM 4840 Cinema, History, Archive (3,4)
This course focuses on cinema as a site for interrogating historical, textual, institutional and theoretical issues about the archive. Topics include tropes of archive, the media/ted archive, films as cultural memory, histories of cinema archives, the electronic archive, theories of the archive, and archives in relation to power and knowledge. Film examples are drawn from contemporary Hollywood cinema, silent cinema, classical Hollywood cinema, experimental documentary, and independent and avant-garde cinema.

COMM 4850 Cinema Technology Modernity (3-4)
Focus on cinema as a cultural practice during the early and late periods especially as it has shaped perception and experience. Films are assessed for the way they reenact the logic of key technologies and for the way they represent technologies. Cinema is also viewed as a technology of vision in its own right. In particular, 19th century optical toys, the railroad, photography , the computer and cinema are assessed in relation to shifting conceptions of space and time, modes of experience, the terms of everyday life, and the status of mass culture and reproduction in the modern and postmodern periods.

COMM 4860 Film Theory (4)
An advanced course focusing on contemporary French, British and U.S. film theory. Topics include realism and phenomenology, Russian Formalism, neoformalism, structuralism, narratology, Marxism and ideology, psychoanalysis, cinema semiotics, feminism and poststructuralism. Debates covered assess film as a text; the relationship between film and the spectator; and the implications of cinema as a historical phenomenon, including the status of digital cinema. Early, classical Hollywood, contemporary, and avant-garde films screened. A required film journal helps students develop analytical skills. Required for the Film Studies major or minor.

Prerequisite(s): COMM 3150.

COMM 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): COMM 4670.

Maximum Hours: 99

COMM 4910 Independent Study (1-3)
Open to qualified juniors and seniors only. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 4920 Independent Study (1-3)
Open to qualified juniors and seniors only. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 4990 Honors Thesis (3)
This course will enable students to integrate knowledge about the specific nature of film as a medium and the history of theoretical debates that have shaped the study of film and of cinema. It will also provide students with an opportunity to apply the formal and theoretical knowledge gained from the two required courses for the major to consider new theoretical problems about cinema, revisions, and reassessments of earlier debates in film studies and related fields, questions of national cinema, and/or new developments in filmmaking. Fulfills capstone requirement for FMST when approved as film topic. In this case, students should also register for FMST 5110 with 0 credits.

COMM 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): COMM 4990.

COMM 5110 Capstone Component (0)
The zero credit add-on that designated an approved upper-level course to satisfy the capstone requirement. Consult the department for this list of courses.

Corequisite(s): COMM 4830.

COMM 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 5390 i (0-20)

Maximum Hours: 99

COMM 6210 Seminar In Comm Studies (3)
An intensive study of a specific issue or set of issues in rhetoric and public address, interpersonal communication, or mass communication (e.g. propaganda, legal communication research), or of an individual theorist (e.g. Aristotle. Kenneth Burke), or genre of discourse (e.g. ideological argumentation, the rhetoric of social movements). Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 6220 Seminar In Comm Studies (3)
An intensive study of a specific issue or set of issues in rhetoric and public address, interpersonal communication, or mass communication (e.g. propaganda, legal communication research), or of an individual theorist (e.g. Aristotle, Kenneth Burke), or genre of discourse (e.g. ideological argumentation, the rhetoric of social movements). May be taken twice for credit on different topics. This course satisfies the capstone requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

COMM 6670 Topics in Creative Economy (3)
This course explores the intersections between political economy and culture in the formation and sustainability of creative economies and creative production. Topics to be covered in this course may include: creative and cultural policy, creative classes, cultural labor, specific cultural industries, and film and media economies. Course may be repeated up to unlimited credit hours. Topics courses may be repeated for credit under different topic titles, such as: Creative Cities, Creative Labor, and Creative Industries. This course fulfills an elective in programs in the School of Liberal Arts. Please consult your program advisor for the course's commensurability with your area of study.

Course Limit: 99

COMM 6910 Independent Study (1-3)

Maximum Hours: 99

Computational Science (COSC)

COSC 2020 Comput Concepts & Applic (4)
This course introduces students to the foundations of algorithm development and programming, basics of matrix algebra and numerical analysis, solving ordinary differential equations.

Corequisite(s): COSC 2021.

COSC 2021 Computing Concepts & App Lab (0)
Lab for ENGP 2020.

Corequisite(s): COSC 2020.

COSC 3000 C++ Prog For Sci & Engr (3)
This course begins with an introduction to C++ and will cover up to relatively sophisticated programming techniques including data structures, abstract data types, interfaces, and algorithms. The goal is for the student to get a taste of the design and implementation of large programs and to become proficient at programming in C++.

COSC 3100 Data Visualization (3)

COSC 3200 Large Scale Computation (3)

COSC 6000 C++ Prog For Sci & Engr (3)
This course begins with an introduction to C++ and will cover up to relatively sophisticated programming techniques including data structures, abstract data types, interfaces, and algorithms. The goal is for the student to get a taste of the design and im

COSC 6100 Data Visualization (3)

COSC 6200 Large Scale Computation (3)

COSC 6600 Comput Model Biomed Sys (4)
The objective of this graduate course is to provide students with the skills and knowledge necessary for computational modeling of biological and physiological systems. The first half of the course will cover introduction to UNIX, and elements of programming.

Corequisite(s): COSC 6601.

COSC 6601 Comp Model of Biomed Sys Lab (0)
Lab section for COSC 6600.

Corequisite(s): COSC 6600.

COSC 6700 Math Models Ecol & Evolution (3)
An introductory course in mathematical modeling in biology with emphasis on construction and interpretation of models in ecology. The goals of the course are to provide training in a wide variety of mathematical and computational techniques that are used

Computer Science (CMPS)

CMPS 1005 Python Programming (3)
An introductory course on computer programming, in which the students design, implement, test, and debug programs for computational problems using Python programming language. This course emphasizes program design process, object-oriented software development approach, and practical programming skills that translate to programming in other modern languages. Assignments include practical problems drawn from various fields (e.g. biology, linguistics, graphics, and games). Open to high-school students only, no prerequisites. Credits don't count toward Coordinate Major in Computer Science.

CMPS 1100 Foundations of Programming (3)
An introductory practice-oriented course on computer programming, in which the students design, implement, test and debug programs for computational problems drawn from various fields using Python programming language, while working individually and in groups. This course emphasizes program design process, object-oriented software development approach, and development of practical programming skills that translate to programming in other modern languages. This is a stand-alone introductory computer science course that is not a part of the coordinate major in computer science program. It is aimed at students with no prior computing background who wish to learn the foundations of programming and computational problem solving.

CMPS 1500 Intro to Computer Science I (4)
Computational tools are a critical part of our everyday lives. Software is the driving force behind cutting-edge scientific discovery, blockbuster entertainment, and today's fast-paced marketplace. This course is an introduction to techniques, ideas, and problem-solving approaches that are used to develop some of these tools. At a high level, we focus on developing "computational thinking", which is the practice of using abstraction to design and implement algorithms and software to solve problems that arise in many different areas of our daily lives, such as networks, social media, and scientific computing, to name just a few. At a practical level, students will design, implement, test and document their programs to learn introductory programming concepts, such as: data types and data structures (e.g. lists, dictionaries, trees); programming techniques (modular design using functions, recursion, object-oriented programming); performance analysis via theoretical estimate, profiling and timing. Most assignments in this course are programming assignments aimed to teach the students to express their ideas in efficient and elegant code; no prior programming experience is necessary to join and succeed in the course. Lecture periods are dedicated to introducing new material, discussions, individual and group activities. Lab periods are used for programming practice. CMPS 1500 is the first course for the Coordinate Major in Computer Science.

Corequisite(s): CMPS 1501.

CMPS 1501 Intro to Computer Sci I Lab (0)
Corequisite lab of CMPS 1500.

Corequisite(s): CMPS 1500.

CMPS 1600 Intro to Computer Science II (4)
This course is an introductory breadth course for computer science, focusing on several core topics in the design, analysis and implementation of computational tools that are drawn from the fields of data structures, software engineering, and programming languages (such as Java, C, Haskell). Object-oriented programming, test-driven development, data structures and abstract data types, imperative programming and memory management, and functional programming will all be covered. By solving practical, real-life problems in different programming languages and in different ways, students learn to select a language and approach most appropriate for the situation and prepare to learn new languages independently. The high-level goal of this course is to train students to be able to draw from a versatile set of skills, which in turn will provide a strong foundation for further study in computer science.

Prerequisite(s): CMPS 1500, BMEN 2020, ENGP 2020 or CMPS 3160.
Corequisite(s): CMPS 1601.

CMPS 1601 Intro to Comp Science II Lab (0)
Corequisite lab of CMPS 1600.

Prerequisite(s): CMPS 1500 or (CMPS 1100 and 3160).
Corequisite(s): CMPS 1600.

CMPS 1660 Special Topics in Computer Sci (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 1940 Intro Topics in Computer Sci (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 1950 Computer Science Principles (3)

CMPS 2120 Programming and Prob Solving (3)
An introductory course on computer programming and problem-solving using computers. In this course students design, implement, test and debug programs for computational problems using Python programming language. This course emphasizes program design process, object-oriented software development approach, and practical programming skills that translate to programming in other modern languages. Assignments include practical problems drawn from various fields (such as biology, linguistics, graphics, and games).

CMPS 2170 Intro to Discrete Math (3)
This course is an introduction to several areas of mathematics that are particularly useful in computer science. The topics include an introduction to predicate and propositional logic, mathematical induction, combinatorics and counting, and discrete probability theory. In lieu of prerequisites please contact instructor for consideration.

Prerequisite(s): MATH 1210, 1310, 1150 or 1110.
Corequisite(s): CMPS 2171.

CMPS 2171 Intro to Discrete Math Lab (0)
Co-requisite lab of CMPS 2170.

CMPS 2200 Intro to Algorithms (3)
This course is an introduction to the design and analysis of algorithms, and covers several basic algorithmic paradigms and their application to core computational problems in graph theory and optimization, as well as analysis of time and space complexity. The primary focus of the course will be on understanding the divide-and-conquer, greedy and dynamic programming paradigms for algorithm design as well as the problem areas to which they can be applied. Example application areas include graph theory, discrete optimization, numeric and scientific computing and machine learning. Topics usually include: asymptotic analysis and big-O notation; divide-and-conquer algorithms; recurrences and the master method; greedy algorithms; graph algorithms (Breadth-First Search, Depth-First Search, Connectivity and Shortest Paths); dynamic programming; linear programming; lower bounds and computational complexity.

Prerequisite(s): CMPS 1600 and (MATH 2170 or CMPS 2170).

CMPS 2201 Intro to Algorithms Lab (0)
Corequisite lab of CMPS 2200.

Prerequisite(s): CMPS 1600 and (MATH 2170 or CMPS 2170).
Corequisite(s): CMPS 2200.

CMPS 2300 Intro to Comp Sys & Networking (3)
Modern computer systems must take advantage not only of the latest hardware technology, but also of the ability to compute and communicate over a network. In this course the students will study the principles behind the design of modern operating systems and distributed systems through theoretical study of classic solutions and hands-on programming assignments in C. The study of architecture and organization of modern operating systems focuses on the concepts of virtualization, concurrency, and persistence. In the study of distributed systems we will examine topics such as protocol design, asynchronous and synchronous communication, and layered network architecture.

Prerequisite(s): CMPS 1600.
Corequisite(s): CMPS 2301.

CMPS 2301 Intro to Comp Sys & Netwk Lab (0)
Corequisite lab of CMPS 2300.

Prerequisite(s): CMPS 1600.
Corequisite(s): CMPS 2300.

CMPS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

CMPS 3130 Intro Computational Geometry (3)
This course provides an introduction to geometric algorithms and geometric data structures. Computational Geometry is a young discipline which enjoys close relations to mathematics and to various application areas such as geometric databases, molecular biology, sensor networks, visualization, geographic information systems (GIS), VLSI, robotics, computer graphics and geometric modeling. Covered topics include fundamental geometric algorithm design and analysis paradigms, geometric data structures for planar subdivisions and range searching, algorithms to compute the convex hull, Voronoi diagrams, and Delaunay triangulation, as well as selected advanced topics.

Prerequisite(s): CMPS 2200.

CMPS 3140 Intro Artificial Intelligence (3)
The aim of this course is to provide the student with an introduction to the main concepts and techniques playing a key role in the modern arena of artificial intelligence. In addition to covering the main topics that concern modern AI, particular attention will be devoted to its applications in several fields. Among the topics covered are: "What is an intelligent artificial agent?", problem solving using search and constraint satisfaction, uncertainty, Bayesian networks and probabilistic inference, supervised learning, planning, sequential decision problems, as well as several additional topics.

Prerequisite(s): CMPS 2200.

CMPS 3160 Introduction to Data Science (3)
The aim of this course is to provide the student with an introduction to the main concepts and techniques required for collecting, processing, and deriving insight into data. Data Science is an interdisciplinary set of topics that includes everything you need to create data driven answers and solutions to specific business, scientific, or sociological questions. Topics typically covered include an introduction to one or more data collection and management systems, e.g., SQL, web scraping, and various data repositories; exploratory and statistical data analysis, e.g., bootstrapping, measures of central tendency, hypothesis testing and machine learning techniques including linear regression and clustering; data and information visualization, e.g., plotting and interactive charts using various technologies; and presentation and communication of the results of these analyses.

Prerequisite(s): CMPS 1500, 1100, ENGP 2020 or BMEN 2020.

CMPS 3170 Introduction to Game Programming (3)
This course covers the fundamentals of 3D game development. We will focus on the Unity game engine and object-oriented programming with C#. You will learn various topics including vector math, event-driven programming, and Unity tools and techniques, the majority of which are applicable to all state-of-the-art game engines.

Prerequisite(s): CMPS 1600* or DMPC 2510.
* May be taken concurrently.

CMPS 3210 Algs Comp Struct Bio (3)
Over the last few decades, as we have been able to determine whole genome sequences, structural biologists have sought to determine and catalog protein structures with an increasing reliance on computational methods. Automated methods to analyze protein structure make it possible to leverage information from previously solved structures, and to interpret experimental data in a principled way. In this course, we will focus on the myriad of algorithms for analyzing numerous aspects of protein structure and protein-protein interactions.

Prerequisite(s): CMPS 2200.

CMPS 3240 Intro to Machine Learning (3)
This course provides an introduction to the fundamental concepts of machine learning and statistical pattern recognition. In addition, several examples of applications will be described. The topics covered include generative/discriminative and parametric/non-parametric supervised learning, including neural networks; unsupervised learning, including clustering, dimensionality reduction and kernel methods; learning theory, including tradeoffs, large margins and VC theory; reinforcement learning, including criteria for optimality, brute force methods, value function methods and direct policy search; feedforward/feedback adaptive control, direct/indirect adaptive control methods; and various applications.

Prerequisite(s): CMPS 2200.

CMPS 3250 Theory of Computation (3)
This course is an introduction to the theory of computation. It begins with regular languages and their representation as finite state automata, and continues with context free languages and pushdown automata. Turing machines and the Church-Turing Thesis are also considered, as well as decidability and reducibility. The basic notions of complexity theory area also covered, including P and NP for time complexity, as well as basic results about space complexity.

Prerequisite(s): MATH 2170 or CMPS 2170.

CMPS 3260 Advanced Algorithms (3)
This course focuses on advanced techniques in the design and analysis of algorithms and illustrates how they are used in deriving a variety of now-classic results. Topics include graph algorithms, randomized algorithms, parallel computing, linear programming, and approximation algorithms.

Prerequisite(s): CMPS 2200.

CMPS 3280 Information Theory (3)
This course is an introduction to Shannon's mathematical theory of information. It considers basic concepts such as information content, entropy and the Kullback-Leibler distance, as well as areas such as data compression and Shannon's Source Coding Theorem, coding, prefix codes, lossless channels and their capacity, and Shannon's Noisy Coding Theorem. Applications to various areas are also featured in the course.

Prerequisite(s): MATH 3050 or 3090.

CMPS 3300 Software Studio (3)
This is a project-oriented course on fundamentals of software development and software engineering. Working in teams, students apply a recognized software engineering methodology, a modern programming language, and software development tools (including an IDE, debugger, version control system, and testing framework) to design and implement a semester-long project – a software solution for a real-world problem. The high goal of the course is to train students to function efficiently in a real-world software development environment. To help reach that goal, the students do a lot of independent learning, teamwork, documentation and public presentation of their product and design process. The particular technologies employed in the course may change in synchrony with changes in the software engineering field, currently the focus is on engineering software-as-a-service using Ruby for programming language and Rails for web development framework.

Prerequisite(s): CMPS 2200.

CMPS 3310 Logic in Computer Science (3)
This course is an introduction to logic and its applications in computer science. The topics covered include soundness and completeness of propositional logic, predicate logic, linear time temporal logic and branching time temporal logics, and their expressive power, frameworks for software verification, Hoare triples, partial and total correctness, modal logics and agents, and binary decision diagrams.

Prerequisite(s): CMPS 2200 and (CMPS 2170 or MATH 2170).

CMPS 3340 Introduction to Deep Learning (3)
Introduction to concepts, algorithms, and practices of deep learning. Topics include mathematical building blocks of neural networks, deep learning libraries, stochastic gradient descent, machine learning fundamentals, classification and regression, computer vision, time series analysis, generative deep learning. (CMPS 6340 for graduate credit)

Prerequisite(s): CMPS 3160, 3240 or 4720.

CMPS 3350 Intro to Computer Graphics (3)
A comprehensive introduction to the mathematics and algorithms that drive today's digital special effects, animation, and games. Designed as a hands-on course, students will gain experience in building 2D/3D interactive applications using OpenGL. Topics covered will include geometric transformations, projections, raster algorithms, 3D object models (surface and volume), visible surface algorithms, texture mapping, lighting/shading, ray-tracing, anti-aliasing, and compositing.

Prerequisite(s): CMPS 1600.

CMPS 3360 Data Visualization (3)
An introduction on how graphical representations of data can be used to aid understanding. This course details the theory and practice of designing effective information or scientific visualizations. The techniques learned in this class have wide applications to all fields in engineering and science, where due to increasing sizes and complexity, data now demands effective presentation and analysis. Topics will include iso-surfacing, volume rendering, transfer functions, vector/tensor fields, topological analysis, large data visualization, and uncertainty in visualizations.

Prerequisite(s): CMPS 1600.

CMPS 3370 Digital Image Processing (3)
In this course, we will cover the fundamentals of processing digital imagery. Planned topics will include filtering, restoration, enhancement, segmentation, compression, features, and patterns. This will be a practical course with a combination of lectures covering the theory behind processing images and practical programming assignments.

Prerequisite(s): CMPS 1500.

CMPS 3510 Computer Organization (3)
Structure and organization of computer systems; instruction sets; arithmetic; data path and control design; memory hierarchy.

Prerequisite(s): CMPS 2300 or ENGP 3140.

CMPS 3660 Special Topics in Computer Sci (1-3)
This course varies from time to time, focusing on topics of interest to the faculty and students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 3661 Special Topics in Computer Science (1-3)
Special topics in computer science

Maximum Hours: 99

CMPS 3662 Special Topics in Computer Science (1-3)

Maximum Hours: 99

CMPS 3663 Special Topics in Computer Science (1-3)

Maximum Hours: 99

CMPS 3665 Special Topics Lab (1-3)
Special Topics Lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): CMPS 3160.

Maximum Hours: 99

CMPS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

CMPS 4010 Capstone Project I (2)
This is the first semester of a two-semester course devoted to the development of the student's capstone project, a required component of the Computer Science coordinate major. Under supervision of a faculty advisor in computer science, students use the tools of computer science to solve a problem from another discipline, usually their primary major area.

Prerequisite(s): CMPS 2200 and 2300.

CMPS 4020 Capstone Project II (2)
This is the second of a two-semester course devoted to the development of the student's capstone project, a required component of the Computer Science coordinate major. Under supervision of a faculty advisor in computer science, students use the tools of computer science to solve a problem from another discipline, usually their primary major area.

Prerequisite(s): CMPS 4010.

CMPS 4150 Multi-agent Systems (3)
This course has two main goals. The first one is to give a broad overview of the fundamentals of multi-agent systems (MAS). MAS are playing an increasingly important role in Artificial Intelligence as distributed resources push for highly distributed forms of intelligence. The second aim is to provide a more in-depth discussion of selected MAS topics: game theory and voting from a computational point of view. Situated at the nexus between economics and computer science, these research areas provide a perfect example of interdisciplinary cross-fertilization and mutual enrichment and lie at the core of multi-agent systems theory. The course will provide the student with an understanding of how self-interested behavior and coordination can be formally modeled and implemented in societies of artificial agents. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CMPS 2200.

Maximum Hours: 99

CMPS 4250 Math Found Comp Security (3)
This course studies the mathematics underlying computer security, including both public key and symmetric key cryptography, crypto-protocols and information flow. The course includes a study of the RSA encryption scheme, stream and clock ciphers, digital signatures and authentication. It also considers semantic security and analysis of secure information flow.

Prerequisite(s): (MATH 1220 or 1310) and (MATH 2170 or CMPS 2170).

CMPS 4330 Human-Computer Interaction (3)
Human-Computer Interaction (HCI) is a rapidly expanding field of research and development that continues to transform how we use computers over the past five decades. This course is designed for both graduate and undergraduate students interested in understanding fundamental HCI theories, techniques, and research methods. The course covers various topics, including human factors (perception and cognition) in computing, graphical design fundamentals, qualitative and quantitative user research methods, interaction modeling, prototyping, and evaluations. The course also briefly reviews emerging areas in HCI research, including human-AI interaction, accessible computing, ubiquitous computing, and augmented reality. Both undergraduate and graduate students will work on semester-long projects.

CMPS 4410 Information Security (3)
This is a hands-on introductory security course designed for upper-level undergraduate students. The course covers the basics of cryptography, methods for safeguarding computer systems from attacks, and malicious software. Students will also learn about network attacks and perimeter defenses used to prevent them. The course further includes an in-depth study of program vulnerabilities that lead to most of the security issues in computing today. Lastly, the course will cover administrative issues that security professionals must consider in their jobs.

Prerequisite(s): CMPS 2300.

CMPS 4610 Algorithms (3)
This course covers fundamental algorithm design principles and data structures, basic notions of complexity theory, as well as an advanced introduction to parallel algorithms, randomized algorithms, and approximation algorithms. Topics include: divide-and-conquer, dynamic programming, amortized analysis, graph algorithms, network flow, map reduce, and more advanced topics in approximation algorithms and randomized algorithms.

Prerequisite(s): (CMPS 2170 or MATH 2170) and (CMPS 2200).

CMPS 4620 Artificial Intelligence (3)
This course is designed for graduate students interested in understanding the design of autonomous intelligent agents. The course will cover fundamental notions and concepts such as uninformed and informed search, local search, constraint satisfaction and constraint-based optimization, Bayesian Networks, Markov Decision Problems and a short introduction on machine learning. Furthermore, advance topics and applications in the context of natural language processing, reasoning about time, algorithmic game theory and computational social choice will be considered as well.

Prerequisite(s): CMPS 2200.

CMPS 4630 Computational Biology & Bioinformation (3)
This course is an introduction to computational methods in molecular biology. Topics covered include: sequence analysis and alignment, sequencing technologies, genome and metagenomic sequencing, protein structure and structure prediction, and phylogenetic analysis. No prior background in biology is assumed.

Prerequisite(s): (CMPS 2170 or MATH 2170) and CMPS 2200.

CMPS 4640 Advanced Computational Geometry (3)
This course focuses on advanced principles for designing and analyzing geometric algorithms and data structures, and their application to other disciplines. Selected topics may include: Dynamic and kinetic data structures, geometric algorithms and data structures in two and higher dimensions, shape analysis and matching, robustness and implementation issues, geometric approximation algorithms. Prerequisites: Introduction to Algorithms or equivalent, or permission by the instructor. CMPS 3130/6130 preferred.

Prerequisite(s): CMPS 2200.

CMPS 4660 Special Topics (1-3)
Special topics in Computer Science. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 4661 Special Topics in Computer Science (1-3)
Special topics in computer science

Maximum Hours: 99

CMPS 4662 Special Topics in Computer Science (1-3)

Maximum Hours: 99

CMPS 4663 Special Topics in Computer Science (1-3)

Maximum Hours: 99

CMPS 4710 Computational Complexity (3)
This course is an advanced introduction to the area of computational complexity. Topics covered include: impossibility and separability results for classical computation, interactive theorem proving and the PCP theorem, derandomization and hardness of approximation, and the quantum model of computation.

Prerequisite(s): CMPS 3260, MATH 3260, CMPS 4610, 6610 or 3250.

CMPS 4720 Machine Learning (3)
This course will cover fundamental and advanced topics in machine learning. Topics will include linear and logistic regression, Lasso, preceptrons, deep neural networks, support vector machines, kernel methods, graphical models, principal and independent component analysis and Gaussian processes. In addition to thoroughly addressing theoretical aspects, several examples will illustrate the application of the different techniques.

Prerequisite(s): (CMPS 2170 or MATH 2170) and CMPS 2200.

CMPS 4730 Natural Language Processing (3)
This course investigates computational methods to work with human language, analyzing its lexical, syntactic, and semantic aspects. Examples include document classification and clustering, syntactic parsing, information extraction, speech recognition, and machine translation. Theoretical and practical aspects of the latest techniques will be covered, including probabilistic modeling, neural networks, and deep learning.

Prerequisite(s): CMPS 3140, 3160, 3240, 4620, 4720 or 4790.

CMPS 4740 Reinforcement Learning (3)
Reinforcement learning (RL) has found successful applications in various domains, including recommender systems, health care, energy, finance, robotics, transportation, and computer systems. Many people believe that RL is a step toward Artificial General Intelligence (AGI). This course introduces both the classic results and state-of-the-art research in RL at the graduate level. We will cover both the theoretical foundation of RL and its applications through case studies.

Prerequisite(s): CMPS 2200.

CMPS 4750 Computer Networks (3)
The objective of the course is to introduce students to the core concepts and analytic techniques in the design and analysis of computer networks and network protocols. We will explain both how computer networks work using the Internet as the paradigm and why they work from an optimization and control perspective.

Prerequisite(s): (CMPS 2170 or MATH 2170) and CMPS 2200.

CMPS 4760 Distributed Systems (3)
This course covers the fundamental concepts in distributed computing. The objective is to introduce students to the core notions, algorithms, and analytic tools in the design of distributed systems. Recent developments in peer-to-peer systems, cloud computing, sensor networks, etc. will be used as case studies to help students establish a firm understanding of the philosophy and pitfalls in the design of computer systems when there is no global clock and when unpredictable failures and variable latency are the norm.

Prerequisite(s): (MATH 2170 or CMPS 2170) and CMPS 2200 and 2300.

CMPS 4780 Computer Architecture (3)
This course teaches students fundamental knowledge in Computer Architecture and Microarchitecture. The objective is to train students in the concepts and methodology of design and the evaluation of computer processors. The topics include fundamentals of computer design, instruction-level parallelism, memory hierarchy, multiprocessors and thread-level parallelism, and recent advances in this area.

Prerequisite(s): CMPS 2300.

CMPS 4790 Data Science (3)
This course is designed for both graduate students and advanced undergraduate students interested in understanding of both the fundamental and advanced concepts, techniques, and technologies required for collecting, processing, and deriving insight into data. Data Science is an interdisciplinary set of topics that includes everything you need to create data driven answers and solutions to specific business, scientific, or sociological questions. Topics typically covered include an introduction to one or more data collection and management systems, e.g., SQL, web scraping, and various data repositories; exploratory and statistical data analysis, e.g., bootstrapping, measures of central tendency, hypothesis testing and machine learning techniques including linear regression and clustering; data and information visualization, e.g., plotting and interactive charts using various technologies; and presentation and communication of the results of these analyses. Students should be comfortable programming in Python and familiar with the fundamentals of algorithmic analysis and computer systems.

Prerequisite(s): CMPS 2200.

CMPS 4830 Computer Vision (3)
This course provides a comprehensive introduction to computer vision techniques and applications. Major topics include image processing, image segmentation (semantic segmentation, co-segmentation), image enhancement (super-resolution, image recovery), 3D reconstruction, image generation, and video segmentation. It will also touch several advanced computer vision topics, such as multi-modal visual understanding, transfer learning, style transfer and image translation. Students will learn the basic concepts of computer vision as well as gain hands-on experience in solving real-life vision problems

Prerequisite(s): CMPS 2200.

CMPS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course.

Corequisite(s): CMPS 4020.

Maximum Hours: 99

CMPS 4891 Public Service Internship (3)
Service Learning Internship

Maximum Hours: 99

CMPS 4910 Independent Study (1-3)
This is a directed study course that allows a student to pursue a topic of particular interest under the direction of a computer science faculty member. No more than three hours of 4910-4920 may be counted toward satisfying the major requirements. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 4920 Independent Study (1-3)
This is a directed study course that allows a student to pursue a topic of particular interest under the direction of a computer science faculty member. No more than three hours of 4910-4920 may be counted toward satisfying the major requirements.

CMPS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

CMPS 4990 Honors Thesis (3)

CMPS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): CMPS 4990.

CMPS 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 6100 Introduction to Computer Science (3)
This course is a graduate level introduction to computer science. Not assuming a background in computer science, it introduces programming fundamentals such as modular design, recursion, and object-oriented programming, key ideas from algorithms and analysis including algorithm design, computational complexity, and parallelism, fundamental data structures, crucial concepts from operating systems, and the organization and design of computer networks. Students in this course will establish a broad foundation for the future study and exploration of computer science. This is a stand-along graduate introductory computer science course that does not count towards any graduate program in computer science.

CMPS 6130 Intro Comp Geom (3)
This course provides an introduction to geometric algorithms and geometric data structures. Computational Geometry is a young discipline which enjoys close relations to mathematics and to various application areas such as geometric databases, molecular biology, sensor networks, visualization, geographic information systems (GIS), VLSI, robotics, computer graphics and geometric modeling. Covered topics include fundamental geometric algorithm design and analysis paradigms, geometric data structures for planar subdivisions and range searching, algorithms to computer the convex hull, Voronoi diagrams, and Delaunay triangulation, as well as selected advanced topics.

CMPS 6140 Intro Artificial Intelligence (3)
The aim of this course is to provide the student with an introduction to the main concepts and techniques playing a key role in the modern arena of artificial intelligence. In addition to covering the main topics that concern modern AI, particular attention will be devoted to its applications in several fields. Among the topics covered are: "What is an intelligent artificial agent?", problem solving using search and constraint satisfaction, uncertainty, Bayesian networks and probabilistic inference, supervised learning, planning, sequential decision problems, as well as several additional topics.

CMPS 6150 Multi-agent Systems (3)
This course has two main goals. The first one is to give a broad overview of the fundamentals of multi-agent systems (MAS). MAS are playing an increasingly important role in Artificial Intelligence as distributed resources push for highly distributed forms of intelligence. The second aim is to provide a more in depth discussion of selected MAS topics: game theory and voting from a computational point of view. Situated at the nexus between economics and computer science, these research areas provide a perfect example of interdisciplinary cross-fertilization and mutual enrichment and lie at the core of multi-agent systems theory. The course will provide the student with an understanding of how self-interested behavior and coordination can be formally modeled and implemented in societies of artificial agents. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 6160 Introduction to Data Science (3)
The aim of this course is to provide the student with an introduction to the main concepts and techniques required for collecting, processing, and deriving insight into data. Data Science is an interdisciplinary set of topics that includes everything you need to create data driven answers and solutions to specific business, scientific, or sociological questions. Topics typically covered include an introduction to one or more data collection and management systems, e.g., SOL, web scraping, and various data repositories; exploratory and statistical data analysis, e.g., bootstrapping, measures of central tendency, hypothesis testing and machine learning techniques including linear regression and clustering; data and information visualization, e.g., plotting and interactive charts using various technologies; and presentation and communication of the results of these analyses.

CMPS 6170 Introduction to Game Programming (3)
This course covers the fundamentals of 3D game development. We will focus on the Unity game engine and object-oriented programming with C#. You will learn various topics including vector math, event-driven programming, and Unity tools and techniques, the majority of which are applicable to all state-of-the-art game engines.

CMPS 6180 Game Programming (3)
This course focuses on 3D game development using Unity game engine and object-oriented programming with C#. You will learn various topics including vector math, event-driven programming, and Unity tools and techniques, the majority of which are applicable to all state-of-the-art game engines, as well as several more advanced topics in game development.

CMPS 6210 Algs Comp Struct Bio (3)
Over the last few decades, as we have been able to determine whole genome sequences, structural biologists have sought to determine and catalog protein structures with an increasing reliance on computational methods. Automated methods to analyze protein structure make it possible to leverage information from previously solved structures, and to interpret experimental data in a principled way. In this course, we will focus on the myriad of algorithms for analyzing numerous aspects of protein structure and protein-protein interactions.

CMPS 6240 Intro to Machine Learning (3)
This course provides an introduction to the fundamental concepts of machine learning and statistical pattern recognition. In addition, several examples of applications will be described. The topics covered include generative/discriminative and parametric/non-parametric supervised learning, including neural networks; unsupervised learning, including clustering, dimensionality reduction and kernel methods; learning theory, including tradeoffs, large margins and VC theory; reinforcement learning, including criteria for optimality, brute force methods, value function methods and direct policy search; feedforward/feedback adaptive control, direct/indirect adaptive control methods; and various applications.

CMPS 6250 Math Found Comp Security (3)
This course studies the mathematics underlying computer security, including both public key and symmetric key cryptography, crypto-protocols and information flow. The course includes a study of the RSA encryption scheme, stream and clock ciphers, digital signatures and authentication. It also considers semantic security and analysis of secure information flow.

CMPS 6260 Advanced Algorithms (3)
This course focuses on advanced techniques in the design and analysis of algorithms and illustrates how they are used in deriving a variety of now-classic results. Topics include graph algorithms, randomized algorithms, parallel computing, linear programming and approximation algorithms.

CMPS 6280 Information Theory (3)
This course is an introduction to Shannon's mathematical theory of information. It considers basic concepts such as information content, entropy and the Kullback-Leibler distance, as well as areas such as data compression and Shannon's Source Coding Theorem, coding, prefix codes, lossless channels and their capacity, and Shannon's Noisy Coding Theorem. Applications to various areas are also featured in the course.

CMPS 6300 Software Studio (3)
This is a project-oriented course on fundamentals of software development and software engineering. Working in teams, students apply a recognized software engineering methodology, a modern programming language, and software development tools (including an IDE, debugger, version control system, and testing framework) to design and implement a semester-long project – a software solution for a real-world problem. The high goal of the course is to train students to function efficiently in a real-world software development environment. To help reach that goal, the students do a lot of independent learning, teamwork, documentation and public presentation of their product and design process. The particular technologies employed in the course may change in synchrony with changes in the software engineering field, currently the focus is on engineering software-as-a-service using Ruby for programming language and Rails for web development framework.

CMPS 6310 Logic in Computer Science (3)
This course is an introduction to logic and its applications in computer science. The topics covered include soundness and completeness of propositional logic, predicate logic, linear time temporal logic and branching time temporal logics and their expressive power, frameworks for software verification, Hoare triples, partial and total correctness, modal logics and agents, and binary decision diagrams.

CMPS 6330 Human-Computer Interaction (3)
Human-Computer Interaction (HCI) is a rapidly expanding field of research and development that continues to transform how we use computers over the past five decades. This course is designed for both graduate and undergraduate students interested in understanding fundamental HCI theories, techniques, and research methods. The course covers various topics, including human factors (perception and cognition) in computing, graphical design fundamentals, qualitative and quantitative user research methods, interaction modeling, prototyping, and evaluations. The course also briefly reviews emerging areas in HCI research, including human-AI interaction, accessible computing, ubiquitous computing, and augmented reality. Graduate students will work on semester-long independent projects.

CMPS 6340 Introduction to Deep Learning (3)
Introduction to concepts, algorithms, and practices of deep learning. Topics include mathematical building blocks of neural networks, deep learning libraries, stochastic gradient descent, machine learning fundamentals, classification and regression, computer vision, time series analysis, generative deep learning. (Undergraduate-level course is CMPS 3340.)

CMPS 6350 Intro to Computer Graphics (3)
A comprehensive introduction to the mathematics and algorithms that drive today's digital special effects, animation, and games. Designed as a hands-on course, students will gain experience in building 2D/3D interactive applications using OpenGL. Topics covered will include geometric transformations, projections, raster algorithms, 3D object models (surface and volume), visible surface algorithms, texture mapping, lighting/shading, ray-tracing, anti-aliasing, and compositing.

CMPS 6360 Data Visualization (3)
An introduction on how graphical representations of data can be used to aid understanding. This course details the theory and practice of designing effective information or scientific visualizations. The techniques learned in this class have wide applications to all fields in engineering and science, where due to increasing sizes and complexity, data now demands effective presentation and analysis. Topics will include iso-surfacing, volume rendering, transfer functions, vector/tensor fields, topological analysis, large data visualization, and uncertainty in visualizations.

CMPS 6410 Information Security (3)
This is a hands-on introductory course on Software Security. This course covers several key topics critical to understanding software security and analyzing malicious software. These topics include cryptography, software security analysis techniques, program vulnerabilities, binary disassembly, fuzzing, and malicious Windows programs. This course will also dive into malware functionality and behavior on computers and over the network to include techniques used to evade detection.

CMPS 6510 Computer Organization (3)
Structure and organization of computer systems; instruction sets; arithmetic; data path and control design; memory hierarchy.

CMPS 6610 Algorithms (3)
This course covers fundamental algorithm design principles and data structures, basic notions of complexity theory, as well as an advanced introduction to parallel algorithms, randomized algorithms, and approximation algorithms. Topics include: divide-and-conquer, dynamic programming, amortized analysis, graph algorithms, network flow, map reduce, and more advanced topics in approximation algorithms and randomized algorithms.

CMPS 6620 Artificial Intelligence (3)
This course is designed for graduate students interested in understanding the design of autonomous intelligent agents. The course will cover fundamental notions and concepts such as uninformed and informed search, local search, constraint satisfaction and constraint-based optimization, Bayesian Networks, Markov Decision Problems and a short introduction on machine learning. Furthermore, advance topics and applications in the context of natural language processing, reasoning about time, algorithmic game theory and computational social choice will be considered as well.

CMPS 6630 Computational Bio & Bioinform (3)
This course is an introduction to computational methods in molecular biology. Topics covered include: sequence analysis and alignment, sequencing technologies, genome and metagenomic sequencing, protein structure and structure prediction, and phylogenetic analysis. No prior background in biology is assumed.

CMPS 6640 Advanced Computational Geometry (3)
This course focuses on advanced principles for designing and analyzing geometric algorithms and data structures, and their application to other disciplines. Selected topics may include: Dynamic and kinetic data structures, geometric algorithms and data structures in two and higher dimensions, shape analysis and matching, robustness and implementation issues, geometric approximation algorithms. CMPS 3130/6130 preferred.

Prerequisite(s): CMPS 2200.

CMPS 6660 Special Topics in Computer Sci (1-3)
This course varies from time to time, focusing on topics of interest to the faculty and students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 6661 Special Topics in Computer Science (1-3)
Special topics in computer science

Maximum Hours: 99

CMPS 6662 Special Topics in Computer Science (1-3)

Maximum Hours: 99

CMPS 6663 Special Topics in Computer Science (1-3)

Maximum Hours: 99

CMPS 6710 Computational Complexity (3)
This course is an advanced introduction to the area of computational complexity. Topics covered include: impossibility and separability results for classical computation, interactive theorem proving and the PCP theorem, derandomization and hardness of approximation, and the quantum model of computation.

CMPS 6720 Machine Learning (3)
This course will cover fundamental and advanced topics in machine learning. Topics will include linear and logistic regression, Lasso, preceptrons, deep neural networks, support vector machines, kernel methods, graphical models, principal and independent component analysis and Gaussian processes. In addition to thoroughly addressing theoretical aspects, several examples will illustrate the application of the different techniques.

CMPS 6730 Natural Language Processing (3)
This course investigates computational methods to work with human language, analyzing its lexical, syntactic, and semantic aspects. Examples include document classification and clustering, syntactic parsing, information extraction, speech recognition, and machine translation. Theoretical and practical aspects of the latest techniques will be covered, including probabilistic modeling, neural networks, and deep learning.

CMPS 6740 Reinforcement Learning (3)
Reinforcement learning (RL) has found successful applications in various domains, including recommender systems, health care, energy, finance, robotics, transportation, and computer systems. Many people believe that RL is a step toward Artificial General Intelligence (AGI). This course introduces both the classic results and state-of-the-art research in RL at the graduate level. We will cover both the theoretical foundation of RL and its applications through case studies.

CMPS 6750 Computer Networks (3)
The objective of the course is to introduce students to the core concepts and analytic techniques in the design and analysis of computer networks and network protocols. We will explain both how computer networks work using the Internet as the paradigm and why they work from an optimization and control perspective.

CMPS 6760 Distributed Systems (3)
This course covers the fundamental concepts in distributed computing. The objective is to introduce students to the core notions, algorithms, and analytic tools in the design of distributed systems. Recent developments in peer-to-peer systems, cloud computing, sensor networks, etc. will be used as case studies to help students establish a firm understanding of the philosophy and pitfalls in the design of computer systems when there is no global clock and when unpredictable failures and variable latency are the norm.

CMPS 6770 Operating Systems (3)
This course covers the design and implementation of operating systems. Operating systems serve as an interface between the hardware of a computer and the software running on it. This course addresses how operating systems enable the sharing of limited resources - CPU, memory, hard disks - robustly, securely, and efficiently amongst all running processes on a computer. CPU virtualization, concurrency, memory virtualization, file systems APIs and implementations, and security are all covered with a focus on the key design ideas and abstractions within the topics. In addition, students get practical experience implementing their own operating system.

CMPS 6780 Computer Architecture (3)
This course teaches students fundamental knowledge in Computer Architecture and Microarchitecture. The objective is to train students on the concepts and methodology of the design and evaluation of computer processors. The topics include fundamentals of computer design, instruction-level parallelism, memory hierarchy, multiprocessors and thread-level parallelism, and recent advances in this area. It is recommended that students have taken CMPS 3510/6510, or have equivalent experience before taking this course.

Prerequisite(s): CMPS 2300.

CMPS 6790 Data Science (3)
This course is designed for both graduate students and advanced undergraduate students interested in understanding of both the fundamental and advanced concepts, techniques, and technologies required for collecting, processing, and deriving insight into data. Data Science is an interdisciplinary set of topics that includes everything you need to create data driven answers and solutions to specific business, scientific, or sociological questions. Topics typically covered include an introduction to one or more data collection and management systems, e.g., SQL, web scraping, and various data repositories; exploratory and statistical data analysis, e.g., bootstrapping, measures of central tendency, hypothesis testing and machine learning techniques including linear regression and clustering; data and information visualization, e.g., plotting and interactive charts using various technologies; and presentation and communication of the results of these analyses. Students should be comfortable programming in Python and familiar with the fundamentals of algorithmic analysis and computer systems.

CMPS 6830 Computer Vision (3)
This course provides a comprehensive introduction to computer vision techniques and applications. Major topics include image processing, image segmentation (semantic segmentation, co-segmentation), image enhancement (super-resolution, image recovery), 3D reconstruction, image generation, and video segmentation. It will also touch several advanced computer vision topics, such as multi-modal visual understanding, transfer learning, style transfer and image translation. Students will learn the basic concepts of computer vision as well as gain hands-on experience in solving real-life vision problems

CMPS 6910 Independent Study (3)
This is a directed study course that allows a student to pursue a topic of particular interest under the direction of a computer science faculty member.

Maximum Hours: 99

CMPS 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

CMPS 7010 Research Seminar (3)
This seminar course introduces students to research methods in Computer Science and to the research conducted in the department. Students will read research papers, participate in active research projects, and practice preparing and presenting research presentations. Department faculty will present on their research in order to expose students to the research projects conducted in the department. Research methods such as literature search, experiment design, technical writing, etc. will also be covered. This course is required for all PhD students in Computer Science. The content of this course varies from semester to semester.

CMPS 7020 Research in Computer Science (3)
In this course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor. At the beginning of the course the scope of the project will be determined by a project proposal prepared by the student. Research will be conducted on an individual basis with the faculty advisor. The student will prepare a final report that summarize the research methodologies and the research outcomes. The content of this course varies from semester to semester.

Course Limit: 2

CMPS 7021 Research in Computer Science (3)
In this course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor. At the beginning of the course the scope of the project will be determined by a project proposal prepared by the student. Research will be conducted on an individual basis with the faculty advisor. The student will prepare a final report that summarize the research methodologies and the research outcomes. The content of this course varies from semester to semester.

CMPS 7022 Research in Computer Science (3)
In this course PhD students engage in a research project in Computer Science, under the direction of a faculty member, normally the student's faculty advisor. At the beginning of the course the scope of the project will be determined by a project proposal prepared by the student. Research will be conducted on an individual basis with the faculty advisor. The student will prepare a final report that summarize the research methodologies and the research outcomes. The content of this course varies from semester to semester.

CMPS 7120 Advanced Topics in Computer Sc (3)
This course varies from time to time, focusing on advanced topics of interest to the faculty and students.

CMPS 7940 Transfer Coursework (0-20)
Transfer coursework at the 7000 level. Departmental approval required.

Maximum Hours: 99

CMPS 7980 Independent Study (3)
This is a directed study course that allows a graduate student to pursue a topic of particular interest under the direction of a computer science faculty member. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 9980 Masters Research (0-3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CMPS 9990 Dissertation Research (0-3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Cybersecurity Management (CSMT)

CSMT 7050 Leadership for CS Profnls (3)
This course is designed to provide the advanced knowledge and skills for management of cybersecurity throughout the enterprise. The course examines internal and external security threats against a network, documenting and advocating for cybersecurity spending, managing resources (including vendors) and development of a security governance plan to establish standards and a framework to protect an organization's information.

CSMT 7300 Data & Database Security (3)
This course provides in-depth study of database architecture (including Cloud based data structures and applications) and database management systems from the perspective of securing data. This course covers principles and methodologies of database design from security, and techniques for database application auditing, aggregating, reporting, analysis and response from a cybersecurity management perspective. Best practices in securing data at rest, data in transit and data in use will be reviewed in depth against the context of recent noteworthy breaches. (Virtual Lab)

CSMT 7500 IT Sec Auditing & Monitoring (3)
This course will review tools and methods to audit and monitor a network, including auditing, aggregating, reporting, analysis and response from a cybersecurity management perspective. This will include in-depth coverage of System event, intrusion detection, intrusion prevention, firewalls, packet monitoring and endpoint secuirty and detection. (Virtual Lab)

CSMT 7700 Cyber Network & Tele Security (3)
This course provides in-depth technical knowledge on securing enterprise networks and telcommunications. The course examines defense and defensible architecture, along with best practice implementations of security tools and solutions, and is designed to equip the student with methods and constructs used to test network security. By the end of the course, students will be able to design a basic network from a security perspective to include tools and technologies to best secure an organization's information.

CSMT 7750 Wireless, Mobile & Cloud Secur (3)
This course reviews architecture, vulnerabilities and security methods for Wireless, Mobile and Cloud Computing technologies in the enterprise. Included topics will be reviewing these network constructs as well as vulnerabilities, and attack vectors. Also covered are best practices for implementing and securing IEEE 802.11 wireless networks, wireless access and BYOD, wireless security protocols, mobile IP communications, and cloud computing categories and services. This course also looks at current and emerging cloud services and cloud-based applications, including the "Internet of Things".

CSMT 7800 Cyber Law & Policy (3)
In this course, students study existing and evolving laws, agreements, legal decisions, regulation and compliance pertaining to cybersecurity and enterprise IT. Students will also explore ethical considerations of cybersecurity practices, including social networking and privacy in the context of enterprise cybersecurity management.

CSMT 7870 Cyber Incident Res & Forensics (3)
This course takes a 360 degree study of cyber incident response and investigation from the standpoint of a cybersecurity manager. This includes securing a cyber-incident scene, preserving digital evidence, establishing and maintaining chain of custody, safeguarding evidence, forensic analysis and tools as well as examination and review of evidence. As part of this review, students will consider decision matrices for notifying and working with government and law enforcement agencies. (VIrtual Lab)

CSMT 7900 Sec & Cyber Threats for Mgrs (3)
This course provides advanced information on current threats to IT systems including an array of current and evolving exploitation methods and vulberabilities. Through research as well as lecture, students examine an array of attack types and goals of attackers with an analysis of the anatomy of an attack including motivation, purpose, types, and phases. This course also considers emergent technologies and technical uses (such as Blockchain, Internet of Things, and Quantam Computing) from the standpoint of threat and security.

CSMT 7920 Software and Web App Security (3)
The goal of this course is to provide cybersecurity managers and practitioners with an in-depth review of the technologies, models, best implementation practices and known software and web application vulnerabilities. The course reviews activities and processes pertaining to the planning, programming, and management of software (and systems that manage software) including ways to secure applications through design and control interfaces. This includes in-depth reviews of application architecture, trust models, key management, web protocols, and digital certificates. This course also delves into means and measures to assess effectiveness of application security.

CSMT 7950 Cryptography (3)
The goal of this course is to provide Cybersecurity Management candidates with an in-depth understanding of ciphers, cryptology, and encryption and their use in safeguarding information and systems in the enterprise. The course covers the standard uses of encryption including access control, authentication, data application security, and virtual private networking and examines technical direction and trends in regards to the future of cryptology. The course will also review legal decisions and implications of encryption in the debate on privacy/civil liberties versus business and secuirty/safety goals.

CSMT 7990 Enterprise CS Mgt Capstone (3)
In this Capstone course, students will apply cybersecurity management concepts, best practices, technical knowledge and principles as learned throughout the Program from the perspective of an organizational CSO/CISO. Through Case Study, students will display mastery of these through the creation of deliverables necessary to manage an effective enterprise cybersecurity program. This will include review/documentation of an IT organization's security posture, and creation of a Risk Management structure, Security Policy/Operational Framework, and Budget. Finally, each student will produce a professional-grade White Paper on a Cybersecurity/Cybersecurity Management topic to be assessed by the MPS in Cybersecurity Management Assessment Board.

Prerequisite(s): CSMT 7050, 7900, 7700, 7800, 7500, 7950, 7300* and CPST 7150.
* May be taken concurrently.

Dance (DANC)

DANC 1470 Transfer Coursework (0-20)
Transfer Coursework.

Maximum Hours: 99

DANC 1510 Dance Composition I (3)
An introduction to dance composition with an emphasis on spatial design, sources of movement, viewing choreography, and the basic elements of space, time, shape, and motion. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 1810 Tap Dance I (2)
A beginning course in tap introducing basic rhythmic movement skills necessary for various tap styles. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 1910 African Dance I (2)
Introduction to basic technique and African ethnic dance forms including three traditional dances. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 1920 Brazilian Dance (2)
Introduction to Brazilian dance, focusing especially on samba, the overview of history and cultural context. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 1930 Ballet I (2)
An introduction to classical ballet. Basic theory and techniques of classical ballet as well as the appreciation of the art form. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 1940 Transfer Coursework (0-20)

Maximum Hours: 99

DANC 1950 Jazz Dance I (2)
An introductory course to the basic foundations of jazz dance, emphasizing body placement, isolations, and rhythmic qualities of jazz. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 1970 Contemporary Dance I (2)
Introduction to contemporary dance technique, with emphasis on alignment and basic elements of space, shape, time, and motion. Includes theory and application of dance as an art form. Course may be repeated 2 times for credit.

Course Limit: 2

DANC 2000 Movement Optimums Vital to Embodiment-MOVE (3)
An introductory movement class designed to provide beginning level students with an embodiment of mind/body/movement skills associated with the concept of movement literacy. Activities: movement sessions, improvisational activities, meaningful reflection and analysis of body language used as experiences in moving/thinking that progress toward a confident person moving with physical intelligence through life.

DANC 2010 Performance I (3)
A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience.

DANC 2020 Performance II (3)

DANC 2050 Embodied Writing (3)
Embodied Writing: This introductory course activates the body and movement to fine tune and discover creative writing modalities. Movement will be the nexus (the connective tissue) agent to discover tools to support existing writing strategies and new ways of writing. Dancers and non-dance majors are welcome.

DANC 2210 Intro. To Dance- Ballet (3)
An introduction to classical ballet including beginning ballet technique and an overview of ballet history from its inception to the present day.

DANC 2220 Intro. To Dance- Modern (3)
An introduction to modern dance including beginning modern dance technique and an overview of modern dance history from its inception to the present day.

DANC 2230 Intro. To Dance- Jazz (3)
An introductory course for students who seek information regarding the different aspects of the dance world, including different genres (ballet, modern, jazz, and world dance). Special emphasis is given to the role of American Vernacular dance - jazz dance and its identity in the dance scene of America.

DANC 2500 Yoga: Fundamentals and Beyond (2)
This course offers an exploration of several aspects of yoga, including the physical practice, breathing techniques, yoga philosophy and meditation. This class is open to students of all levels and we will start with fundamentals and progress into a more vigorous, vinyasa style yoga class. We will use the breath to flow through sequences of yoga postures, including sun salutations, standing asanas, balancing asanas, arm balances, back bends, and inversions. Delving into yoga philosophy and meditation, in class and through outside assignments, will provide students with tools for cultivating mindfulness.

Course Limit: 3

DANC 2520 Dance Composition II (3)
Continuation of DANC 2010.

Prerequisite(s): DANC 2010 or THEA 2010.

DANC 2810 Tap Dance II (2)
Continuation of Tap I. Course may be repeated 4 times for credit.

Course Limit: 4

DANC 2910 African Dance II (2)
Continuation of the development of African dance skills with emphasis on understanding and demonstrating basic components necessary to choreograph traditional African dance movements. Course may be repeated 4 times for credit.

Course Limit: 4

DANC 2930 Ballet II (2)
Continuation of 1930. Course may be repeated 4 times for credit.

Course Limit: 4

DANC 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

DANC 2950 Jazz Dance II (2)
A continuation of the development of movement skills with emphasis on alignment and expanded jazz dance vocabulary. Course may be repeated 4 times for credit.

Course Limit: 4

DANC 2960 Hip-Hop Dance (2)
Continuation of the development of movement skills with emphasis on hip-hop jazz vocabulary and performance. May be taken for credit four times.

Course Limit: 4

DANC 2970 Contemporary Dance II (2)
This 2-credit class offers a continuation of the development of contemporary dance skills with emphasis on coordination, body awareness, alignment and an expanded movement vocabulary. This is a studio course, but includes some aspects of theory, history, and appreciation of modern and contemporary dance. Course may be repeated 4 times for credit.

Course Limit: 4

DANC 3240 US/Caribe Social Dance (3)
This course will study, compare selected social and vernacular dances from early American vernacular jazz dance and selected Afro-Caribbean dance idioms: Coursework includes assigned reading, lecture, research, videotape viewing and studio dancing.

DANC 3330 Pedagogy (3)
A seminar and practicum course providing opportunities for dance students to acquire skills in dance teaching methodologies and strategies. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilization of information technology for instruction, working with diverse populations of students. Activities include observation in college classrooms (shadowing), seminars and conferences with teachers in field, in-class/micro/peer teaching, and 50 hours of field work including observation and consultation with dance field professor and field-experience teaching of assistant teaching at NOPS in discipline-based or curriculum-based programs.

Prerequisite(s): DANC 2010, 2520 and 3520.

DANC 3520 Dance Composition III (3)
An in-depth study of dance composition with an emphasis on choreographic design and dynamics, creating new movement materials, working with music, and choreographing complete solo works.

Prerequisite(s): DANC 1520 or 2520.

DANC 3550 Laban Movement Studies (3)
Laban Movement Analysis (LMA), developed by Rudolph Laban, is a theoretical framework and language for describing movement through movement experiences, observations and theoretical discussions. It is a system of observing, analyzing, and synthesizing patterns of movement within the context of the actions. The goal of LMA is to be fully embodied, to access maximum movement potential, to find authentic movement, and to integrate the body and mind in the study of effort, shape, and space.

DANC 3700 Dance Movement Science (3)
Dance Movement Science is an introduction to the field of Dance Science. This course will explore various somatic practices and benefits of cross-training. Additionally students will learn anatomy, anatomical analysis, conditioning principals and develop applicable skills that they may apply to their studio practice and dance performance.

DANC 3710 Conditioning for Dance (3)
In this course you will learn the principles of conditioning and how to use them to train, maintain and care for your body, the instrument of the art of dance. You will also build physical capacities to improve your dance performance and reduce injury. Additionally, students will be introduced to various somatic practices that support their studio work.

DANC 3800 Contemporary Dance III (2)
This 2-credit class offers a continuation of the development of contemporary dance skills with emphasis on coordination, body awareness, alignment and an expanded movement vocabulary. This is a studio course, but includes some aspects of theory, history, and appreciation of modern and contemporary dance. Can be repeated for credit.

Course Limit: 6

DANC 3810 Tap Dance III (2)
An intermediate course in tap dance with emphasis on alignment and rhythmic skills. Course may be repeated 6 times for credit.

Course Limit: 6

DANC 3820 Ballet III (2)
Continuation of the development of classical ballet technique with emphasis on alignment and expanded movement vocabulary. Includes theory of ballet and appreciation of ballet as an art form. Class meets 2 times per week. Course may be repeated 6 times for credit.

Course Limit: 6

DANC 3830 Intensive Contemporary Dance III (3)
This 2-credit class offers a continuation of the development contemporary dance skills with emphasis on coordination, body awareness, alignment and an expanded movement vocabulary. This is a studio course, but includes some aspects of theory, history, and appreciation of modern and contemporary dance.

Course Limit: 6

DANC 3840 Intensive Ballet III (3)
Continuation of the development of classical ballet technique with emphasis on alignment and expanded movement vocabulary. Includes theory of ballet and appreciation of ballet as an art form. Course meets 4 days per week. Course may be repeated 6 times for credit.

Course Limit: 6

DANC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit croquets course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DANC 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

DANC 3950 Jazz Dance III (2)
A study of jazz dance at the intermediate level, including warm-ups, isolations, and locomotor movements specific to the jazz dance style. Historical developments of jazz and musical theatre dance are emphasized. Course may be repeated 6 times for credit.

Course Limit: 6

DANC 3960 Jazz: Newc Sum Danc Fest (2)
The New Orleans Jazz Project: Newcomb College Summer Dance Festival is presented for two weeks annually in June offering an intensive schedule of technique classes in jazz, African, musical theatre, tap, hip hop, and modern dance forms, with repertory classes which culminates in performance by the participants. Lecture-demonstration projects, special lectures, and professional performances complete programming for evening events. Final decision on placement of students in technique and repertory classes will be determined by the faculty at the beginning of the workshop. Course may be repeated 6 times for credit. Course may be repeated up to unlimited credit hours.

Course Limit: 6
Maximum Hours: 99

DANC 3990 Dance Performance Pract (1)
Practical performing experience in dance. Required for the dance minor. Course may be repeated 6 times for credit.

Course Limit: 6

DANC 4520 Dance Composition IV (3)
A continuation of DANC 3520 with emphasis on group forms, sound sources for dance and development of fully designed dance pieces.

DANC 4560 Internship Studies (1-3)
An experiential learning process coupled with pertinent academic course work, e.g. Internship seminars offered by the Tulane University Center for Public Service for fulfillment of second tier public service. Only one internship may be completed per semester. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DANC 4580 Dance Company (1)
Performing experience, advanced-level dance techniques and practical experience in dance production. Course may be repeated 8 times for credit.

Course Limit: 8

DANC 4590 Senior Project (3)
A continuation of dance composition with emphasis on development, research and production of senior concert pieces with written analysis of process. Course may be repeated 8 times for credit.

Prerequisite(s): DANC 2010, 2520 and 3520.
Course Limit: 8

DANC 4600 Choreography & Media (3)
An introduction to dance for camera in its various forms. It provides a brief overview of aesthetic, historic, and cultural representations of the body through image and media and offers a context in which to explore visual imagery and narrative within the frame of camera/screen.

DANC 4650 Senior Choreographic Project (3)
Advanced choreographic projects.

Prerequisite(s): DANC 3520.

DANC 4710 Dance Hist:Prim To 19 C. (3)
A survey of dance, including the anthropological aspects of dance, in primitive cultures and the development of dance in the Western World.

DANC 4720 Dance Hist:20th C. & Beyond (3,4)
A survey of dance in the 20th-century United States emphasizing the development of modern dance, its impact on classical ballet and on dance in the Western World.

DANC 4730 Dance History: The History of Ballet and Modern Dance (3-4)
This survey course traces the development and evolution of Ballet and Modern Dance from the Renaissance through the present day

DANC 4800 Contemporary Dance IV (2)
This 2-credit class offers a continuation of the development of contemporary dance skills with emphasis on coordination, body awareness, alignment and an expanded movement vocabulary. This is a studio course, but includes some aspects of theory, history, and appreciation of modern and contemporary dance. Course may be repeated for credit.

Course Limit: 8

DANC 4810 Special Topics (1-3)
Specialty courses in dance techniques, projects, and dance related subjects as designed by dance faculty. Course may be repeated 8 times for credit.

Corequisite(s): DANC 4890.
Course Limit: 8
Maximum Hours: 99

DANC 4820 Ballet IV (2)
Classical ballet technique with emphasis on alignment, complex movement combinations, and precision in execution. Includes pointe work and theory of ballet as an art form. Class meets 2 days per week. Course may be repeated 8 times for credit.

Course Limit: 8

DANC 4830 Intensive Contemporary Dance IV (3)
This 2-credit class offers a continuation of the development of contemporary dance skills with emphasis on coordination, body awareness, alignment and an expanded movement vocabulary. This is a studio course, but includes some aspects of theory, history, and appreciation of modern and contemporary dance. Courses may be repeated for credit.

Course Limit: 8

DANC 4840 Intensive Ballet IV (3)
Classical ballet technique with emphasis on alignment, complex movement combinations, and precision in execution. Includes pointe work and theory of ballet as an art form. Class meets 4 days per week. Course may be repeated 8 times for credit.

Course Limit: 8

DANC 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): DANC 4810.

Maximum Hours: 99

DANC 4900 Building Comm Thru Arts (3,4)
This course will be taught in coordination with courses offered at Xavier and Dillard Universities. The course examines the theory and practice of community-based arts, civic engagement in higher education, and the relationship between art and community development. Students will work in teams with local artists on Home, New Orleans?, a multi-disciplinary, art-and-community-development project grounded in 4 selected New Orleans neighborhoods, the 9th Ward, the 7th Ward, Central City and Lakeview.

Corequisite(s): DANC 4890.

DANC 4910 Independent Study (1-3)
Independent projects with professors. Course may be repeated 8 times for credit.

Course Limit: 8
Maximum Hours: 99

DANC 4950 Jazz Dance IV (2)
An advanced study of dance devoted to movement exploration involving spatial, dynamic, and rhythmic combinations of various jazz and musical theatre dance styles. Historical study of jazz dance development is emphasized. Course may be repeated 8 times for credit.

Course Limit: 8

DANC 4960 Tap Dance IV (2)
An advanced course in rhythm tap with emphasis on complex rhythm patterns requiring intricate foot articulations and stylistic dance movements. Course may be repeated 8 times for credit.

Course Limit: 8

DANC 4990 Honors Thesis (3)
Honors Thesis.

DANC 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

DANC 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): DANC 4990.

DANC 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): DANC 4991.

DANC 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

DANC 5390 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DANC 6010 Creative Projects and Movement Practice (3)
Creative Projects (CP) are advanced level choreographic and creative studies or projects coordinated by DGS. Movement Practice (MP) is participation in either existing dance technique classes offered by the department or in existing individual movement practices. CP consists of advanced assignments taught by various dance faculty members, undergraduate student projects, and/or guest artist projects. For MP if students participate in technique classes offered by the department, these classes are combined with undergraduate students. Graduate students are expected to participate in the entire semester of the classes with advanced engagement with class materials. Graduate students, as returning professionals with existing individual movement practice, may elect to continue that practice. This course is core for IDP MFA. Required 5 of 6 semesters and repeatable up to 6 times.

Course Limit: 6

DANC 6210 Sem I: Text & Movement Studies (3)
A graduate level course where choreographers work on individual and collaborative projects that examine the relationship between a variety of texts, existent and original, and communication through movement. Projects/studies are presented throughout the semester. Taught in conjunction with MFA in Playwriting, and with direct in-program experience with Performance I (DANC/THEA 2010) for undergraduate students.

DANC 6220 Seminar II: Dance and Performance Topics (3)
This seminar introduces graduate students to dance and performance research and dance and performance theory by examining the work of contemporary scholars/researchers, dance/performance historians, and dance/performance critics. The class will include creative assignment correlated with theory and will cover several aspects of writing, including: research methods; literature review: dance and performance evolution and history; analysis of choreography and performance; performance descriptions; writing about dance and the moving body; and theoretical approaches to create original scholarship.

DANC 6310 Creative Projects/Rehearsal (2)
Advanced level choreographic or creative projects

DANC 6410 Choreography & Media (3)
This course provides an introduction to dance for camera in its various forms, from the video-taping and editing of dance for the purpose of documentation, to the creation of dances made specifically for the screen. It provides a brief overview of aesthetic, historic and cultural representations of the body through image and media, and offers a context in which to explore visual imagery and narrative within the frame of the camera/screen, in contrast to that of the proscenium stage. This material is intended as a springboard for further in-depth exploration.

DANC 6520 Teaching Practices (3)
Survey of teaching practices.

DANC 6550 Laban Movement Studies (3)
Laban Movement Analysis (LMA), developed by Rudolph Laban is a theoretical framework and language for describing movement through movement experiences observations and theoretical discussions. It is a system of observing, analyzing, and synthesizing patterns of movement within the context of the actions. The goal of LMA is to be fully embodied, to access maximum movement potential, to find authentic movement, and to integrate the body and mind to the study of effort, shape, and space.

DANC 6553 Philanthropy and Social Change (3)
This course focuses on current. not-for-profit. performing arts organizations in New Orleans through real time grant making. Working directly with two local performing arts organizations. students will create project proposals with their community partner, and collectively award $10,000 over the course of the semester. With this experiential philanthropy. we will study the nonprofit sector. civil society. and social justice by having students confront the power and privilege of managing scarce resources in the face of abundant need.

DANC 6820 Special Topics (3)
Special topics in Dance.

Maximum Hours: 99

DANC 6821 Special Topics (3)
Special offering.

DANC 6822 Special Topics (3)
Special topics in Dance.

DANC 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Course Limit: 99
Maximum Hours: 99

DANC 6910 Independent Study (1-3)
Independent Study in Dance.

DANC 7580 MFA Internship (3-9)
MFA Internship, Elective, unpaid, 3, 6, or 9 credits (1/3, 2/3, or full semester variable). The MFA internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. This elective course is for exceptional cases with opportunity to work with an outside organization, arts-specific or otherwise, that benefit the final thesis or work post-MFA of the graduate student. Student is responsible for finding internship partner, presenting an internship prospectus for approval, with student and internship partner signatures, by Tulane registration period during the semester prior to registration for the internship. DGS/faculty approval required prior to registration for the course. See department DGS for specific requirements for each credit level.

DANC 7890 MFA Internship (3-9)
MFA Internship, Elective, unpaid, 3, 6, or 9 credits (1/3, 2/3, or full semester variable). The MFA internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. This elective course is for exceptional cases with opportunity to work with an outside organization, arts-specific or otherwise, that benefit the final thesis or work post-MFA of the graduate student. Student is responsible for finding internship partner, presenting an internship prospectus for approval, with student and internship partner signatures, by Tulane registration period during the semester prior to registration for the internship. DGS/faculty approval required prior to registration for the course. See department DGS for specific requirements for each credit level

DANC 7900 Management / Portfolio (3)
Development of electronic portfolio, including arts administration topics. This course will prepare the student's portfolio, as well as the student, for the professional world, with emphasis on development of digital vitae/resumes, artistic statements, choreography reel, web site, portfolio, organization of materials, job search techniques, grant writing, and interview preparation.

DANC 7990 MFA Thesis Project I - Production (3)
Performance and Written project

DANC 7991 MFA Thesis Project II - Analysis (3)
DANC 7991 is the culminating written component of the IDP MFA thesis project. It is the analysis, dramaturgy, and written thesis of the project developed and presented for DANC 7990, Thesis Project I - Performance. Oral presentation and defense of the thesis project production (DANC 7990) and the written thesis (DANC 7991) is required at the end of the semester for DGS, Dance Faculty, Committee of Study, and invited guests. Graduate school guidelines apply for completion of the written thesis.

Prerequisite(s): DANC 7990*.
* May be taken concurrently.

DANC 9980 Masters Research (3)
Continuation of MFA Thesis work. Course may be repeated up to unlimited credit hours

Maximum Hours: 99

Data Hub (DATA)

DATA 1010 Introduction to Data (3)
DATA 1010 aims to provide students with an overview to what data is, how it is used correctly and incorrectly, how it is found, stored, and managed, and how it can be used as a basis for decision making and analysis. The overall goal of this course is to increase data literacy, such that students are more confidently able to work with the increasing amounts of data in their lives, jobs, and academic careers. This course is aimed towards students in all schools and fields and has no prerequisites.

DATA 1940 Transfer Course Work (0-4)
Transfer Coursework

Maximum Hours: 99

DATA 2020 Data Analysis (3)
This course provides an overview of the statistical tools most commonly used to analyze quantitative data. Topics include describing data, statistical inference, statistical significance, hypothesis testing, and regression analyses. The course focuses on understanding how to use appropriate analytical techniques and interpret the results of statistical analyses for variables with different levels of measurement. For each topic area, the methodology, including the underlying theory, assumptions, and mechanics of how each analytical tool works, is discussed, along with the appropriate interpretation of results. Concepts are presented in the context of real-world examples using publicly available data sets. The course will also introduce students to statistical software. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All data analysis skills will be taught in class.

DATA 2030 Data Visualization (3)
Students will examine different creative and analytical theories and techniques for understanding and developing data visualizations, including maps, graphs, charts, and interactive tools such as dashboards. Students will access and clean data for visualizing potential, analyze data visualizations for bias and persuasive intent, and create data visualizations to communicate findings and tell engaging stories for diverse audiences. Students will also consider the societal role that data visualizations play in validating knowledge while exploring ethical concerns and critiques around communicating arguments visually. As practice, students will storyboard, create, peer review, and justify design choices when using a variety of open-source data visualizations. Students of all skill levels are welcome, and all data visualization skills will be taught in class.

DATA 2040 Text and Qualitative Data Analysis (3)
This course provides an overview of the tools most commonly used to analyze data from textual or qualitative sources such as written or digital text, interviews, focus groups, and opened-ended survey questions. Both manual (i.e., by hand) and software analytic approaches will be explored. For each type of analysis, the underlying theory, assumptions, and mechanics of how each analytical tool works, are discussed, along with appropriate interpretation of results. The course is designed for students from any major with real-world examples drawn from the humanities, social and behavioral sciences, business, and government. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All analysis skills will be taught in class.

DATA 2150 Applied Generative Artificial Intelligence (3)
The introduction of widely available and accessible generative Artificial Intelligence tools, such as ChatGPT, democratizes expertise, unlocks knowledge, and bestows impressive abilities. This hands-on course provides students with practical experience employing generative AI to perform real-world tasks. By the end of the course, students will be able to effectively collect accurate historical and real-time information, generate high-quality text and media, transform content between formats, analyze data to derive insights and deploy generative AI to tackle private and professional challenges.

DATA 2810 Special Topics (3)
Special Topics in Data Literacy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DATA 2940 Transfer Coursework (0-20)
Transfer Coursework

Maximum Hours: 99

DATA 3010 Introduction to Data Collection and Wrangling (3)
This course provides an intensive introduction to data collection, wrangling, and summarization using the R programming language. Students will learn the fundamental skills required to collect, re-shape, transform, manipulate, analytically explore, summarize, and visualize data. Students will learn how data must be organized and formatted in order to perform effective data analysis or be inputted into a machine learning algorithm. Further, students will learn how to produce data-driven dynamic web applications. The time students allocate to learn these data-related skills will allow them to create data sets that promote more efficient, reproducible, and understandable data science products. The course is designed for students from any major with real-world examples drawn from a variety of domains. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All necessary skills will be taught in class.

DATA 3030 Data Science Research and Communication (3)
This course will examine how knowledge production processes relate to designing and communicating data and science research across various digital mediums. Students will develop their expertise in epistemology theories and practices relating to data research. This course will also cover ethical considerations when developing and promoting research using data. They will also examine how political and social issues such as race, gender, sexuality, and disability often affect how data stories are told and interpreted and the treatment of researchers online. This interdisciplinary course will engage a variety of fields, including data science, technology studies, and digital scholarship. Students will learn to use digital tools to convey science communication products. All technical skills will be taught in the course.

DATA 3530 GIS and Mapping Global Issues (3)
Geographic information systems (GIS) involve creating, storing, retrieving, analyzing, and visualizing spatial data. This course examines the global impact on social, political, economic, and environmental dynamics when using geographic information systems (GIS), global positioning systems (GPS), and other geospatial technologies in daily life. Readings and discussions will focus on global affairs, such as critical cartography, GIS integration with social theories, implications for crime, urban planning, scientific research, health, environmental justice, feminist perspectives, and the intersection of economic development with environmental shifts. This course will also introduce students to foundational concepts and skills in working with spatial data, including finding and creating data, spatial analysis, and GIS-based map production. Specific global affairs topics will be analyzed using ESRIs ArcGIS. Students will gather GIS data, analyze global affairs topics using GIS, and produce their own data projects.

DATA 3810 Special Topics (3)
Special Topics in Data Literacy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DATA 3940 Transfer Course Work (0-4)
Transfer Coursework

Maximum Hours: 99

DATA 4030 Data Ethics, Privacy, and Governance (3)
This seminar uses social frameworks to examine historical and contemporary questions around ethics, privacy, and governance. Students will be introduced to concepts relating to critical data studies, such as algorithm bias, machine learning, data colonialism, and critical code studies. Students will examine data in the context of medicine, privacy, capitalism, violence, moral responsibility, biometrics, governance, and labor practices. Readings and seminar discussions will involve identifying data problems and discussing solutions for creating responsible and beneficial data practices for their society. Students will storyboard, write, revise, and present a data ethics paper where they apply ethical reasoning to data issues. All technical skills will be taught in this course.

DATA 4040 Network Data Science (3)
This course provides an overview of the tools most commonly used to collect, analyze, and visualize network data. For each type of analysis, the underlying theory, assumptions, and mechanics of how each analytical tool works, are discussed, along with appropriate interpretation and visualization of the results. The course is designed for students from any major with real-world examples drawn from the social and behavioral sciences, economics and finance, biology, history, anthropology, social media, public health, and government. Students of all skill levels are welcome, including those with limited or no statistical, mathematical, or programming backgrounds. All analysis skills will be taught in class. However, it is highly recommended, but not required, that students complete DATA 2020 or an equivalent course in statistics and/or data analysis, preferably one that utilized the statistical computing programs R and RStudio, prior to enrollment.

Digital Design (DDSN)

DDSN 1100 Digital Design Foundations (3)
This studio course involves inquiry into the nature of the graphic design and interactive fields. Topics introduced in this course are color theory for print and the screen, file types, design terminology, project workflow, aesthetics, visual concepts, typography and Adobe software fundamentals. The course also introduces students to oral and written communication for design practices, presentation techniques and the client-designer relationship. Lectures, readings, class demonstrations, group exercises and writing assignments are used.

DDSN 1101 Digital Imaging (3)
This studio course explores raster image-making in the digital platform while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Adobe Photoshop and Lightroom interfaces, photo manipulation, historical perspectives in digital imaging, digital painting, digital darkroom techniques and preparation of digital images for various media. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: DDSN 1100.

Prerequisite(s): DDSN 1100.

DDSN 1102 Digital Illustration (3)
This studio course explores illustration in the digital platform while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Adobe Illustrator interface, illustration tools and techniques, color, photo-realism, historical perspectives in digital illustration and challenges within the digital interface. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used.

Prerequisite(s): DDSN 1100.

DDSN 1103 Foundations of Art (3)
This studio course examines the fundamental practices of art making. Students will analyze the Principles of Art, Elements of Design, and Color Theory. Students will explore varied drawing styles, techniques, and instruments. This course will introduce students to critique etiquette and the vocabulary of fine art.

DDSN 1400 Typography Studio I (3)
This studio course examines typography from historical and practical perspectives while creating connections between type as a communication tool and type as visual expression. Topics introduced in this course are the history of type, type anatomy, classifications, terminology, type setting for the screen versus print, rules of typography, hierarchy and formalism. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used.

Prerequisite(s): DDSN 1102.

DDSN 1401 History of Graphic Design (3)
This studio course examines the history of graphic design from 15,000 B.C. through the invention of writing to present day composition and strictly follows Meggs' History of Graphic Design. Students will explore various movements in graphic design history and create design works that reflect these periods. Parallels between fine art history will be drawn. Students are expected to produce written projects in this course displaying content knowledge.

Prerequisite(s): DDSN 1101 and 1102.

DDSN 1940 Transfer Coursework - 1000 Lvl (0-20)
Transfer coursework: Digital Design

Maximum Hours: 99

DDSN 2000 Branding & Semiotics (3)
This studio course examines semiotics and identity (logo) design from historical and practical perspectives. Topics introduced in this course are the study of signs and symbols and the fundamentals of branding with a specific focus on identity (logo) design. Various types of logos will be analyzed and identified and the elements that make them iconic and memorable will be studied. With this knowledge, students will use the entire design process to create logos, symbols and app icons. Additionally, students will engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used.

Prerequisite(s): DDSN 1101, 1102 and 1400.

DDSN 2100 Intro to UX Design (3)
This studio course explores the field of user-experience design, empathy, user-engagement and best practices. Students will explore and evaluate case studies, create concept-driven strategies to meet the needs to of mock-clients and produce wireframes and prototypes.

Prerequisite(s): DDSN 1101 and 1102.

DDSN 2101 Foundations of Interactive Design (3)
This studio course investigates the practice of interactive design from both front and back-end perspectives. User-experience and user-interface design techniques are employed to develop online interactive content. Topics introduced in this course are image and type for the web, HTML basics, development, testing and updating of effective interfaces, visual, navigational and structural approaches to CSS, visual hierarchy, basic animation for online content, image and file preparation and historical perspectives in interactive design. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used.

Prerequisite(s): DDSN 1400.

DDSN 2102 Digital Photography (3)
This studio course will explore the history of digital photography in the context of digital design and put into practice photographic compositions and image editing. The digital camera will be used to create compelling visual compositions based on a concept, explore product photography, green screen photography and lighting scenarios. Practice and experimentation with digital image manipulation and compositional techniques is also included in this course.

DDSN 2103 Intro to Copywriting (3)
This online course introduces students to the fundamentals of advertising copywriting. Lectures, readings, and online resources explore how to begin an assignment, find a brand voice, connect with and influence an audience, and develop concise, meaningful copy for traditional and digital media. Students will work alone and in pairs to research, concept, and write ads and campaigns for mock clients and service-learning projects. They will also analyze and critique their own and others' writing through written assignments and in-class discussion. Class meets synchronously once each week.

Prerequisite(s): ENGL 1010.

DDSN 2222 Lower-Level Assessment (3)
This course provides students the opportunity to master skills within lower- level coursework as determined by faculty advisors. Students may take this course with permission by the program directors.

DDSN 2400 Digital Page Layout (3)
This studio course utilizes multi-page layout software to explore long-format design challenges. Topics introduced in this course include advanced InDesign software techniques, design for publication, and file preparation for long-format printing. Students will create concept-driven works for mock clients. Printing and production techniques for long-format design will be employed.

Prerequisite(s): DDSN 1400.

DDSN 2401 Design Studio I (3)
This studio course explores development of printed branding materials within the Adobe interface. Students will create concept-driven projects exploring execution via various media to communicate an event, promotion or series. Students will work with mock clients to create professional written and verbal presentations for portfolio-ready printed works.

Prerequisite(s): DDSN 2100 and 2400.

DDSN 2502 Digital Art Studio III Modular (3)
This studio course explores to use of modular components to allow for efficient reuse in the game design environment. Students will understand how to create these assets with a focus on modularity. Prerequisites: DDSN 1100, 1500, 1501, 1502, 1503, 1504, 1505.

Prerequisite(s): DDSN 1504 and 1505.

DDSN 2600 Interactive Design Studio I (3)
This studio course explores design for mobile, display, aesthetics, UX, UI and interactive solutions. Students are introduced to the latest authoring and animation tools and learn how to apply their knowledge of the software to create dynamic and responsive interactive experiences. Students will communicate ideas via written and verbal presentation.

Prerequisite(s): DDSN 1401, 1400 and 2101.

DDSN 2601 Digital Narrative Studio I (3)
This studio course uses story-telling techniques to communicate to an audience from a variety of platforms. Students will engage in techniques for video editing and visual storytelling through lecture and class projects. Digital editing software is introduced as well as production materials. Students will create short narrative stories to solve a problem, entertain diverse audiences, and market ideas. They will explore various formats, including film, TV, and social media, as well as how each channel has evolved and presents unique opportunities for messaging.

Prerequisite(s): DDSN 1401 and 1400.

DDSN 2602 Motion Design Studio 1 (3)
This course introduces the history and theory of motion graphics and animation. Students will adapt their graphic design acumen for use in timeline-based software to create industry-standard assets for video production, web, and social media using the essential functions and properties of Adobe After Effects. Students will develop a professional process for communicating and iterating motion ideas from concept to delivery including storyboarding, style frames, and animatics as well as rendering, compressing, and exporting files for handoff with stakeholders.

Prerequisite(s): DDSN 1400 and 2000.

DDSN 2603 Interactive Technologies (3)
This special topics course introduces students to basic web language standards and vocabulary, beginner level development procedures and protocols, and interactive technologies used in marketing, design, PR, and online markets. Students will learn how to apply their knowledge to solve interconnectivity issues, articulate development goals with computer science professionals, and complete basic level development edits in online environments. Students will communicate ideas via written and verbal presentations.

Prerequisite(s): DDSN 1401 and 2101.

DDSN 2940 Transfer Courswork - 2000 Lvl. (0-20)
Transfer coursework: Digital Design

Maximum Hours: 99

DDSN 3100 Sound Design (3)
This studio course introduces sound design principles, historical perspectives and case studies. Students are expected to story board and compose sound for characters, video, motion graphics or interactive elements. Students will create professional written and verbal presentations.

Prerequisite(s): DDSN 1101 and 1102.

DDSN 3333 Upper-Level Assessment (3)
This course provides students the opportunity to master skills within upper-level coursework as determined by faculty advisors. Students may take this course with permission by the program directors.

DDSN 3400 Design Studio II (3)
This studio course explores development of three-dimensional packaging to communicate a brand or persona paired with two-dimensional supporting materials. Students will work alone and in groups to create original works for mock clients and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works.

Prerequisite(s): DDSN 2401.

DDSN 3401 Letterpress Studio (3)
This studio course explores traditional letterpress techniques within a design context. Students will use their original typographic compositions and translate them to the physical letterpress printing method. Students will critique and analyze design solutions via written assignments and verbal class discussions.

Prerequisite(s): DDSN 1100 and 1400.

DDSN 3402 Poster Design (3)
This studio course explores using the poster as a means for visual communication within various projects. Students will work alone and in groups to find concept-driven solutions to design problems translated into the poster medium. Students will critique and analyze design solutions via written assignments and verbal class discussions.

Prerequisite(s): (DDSN 1100, 1101 and 1400).

DDSN 3403 M. A. D. Studio (3)
Marketing and advertising for designers explores the role designers play in the marketing and advertising industries. Students use marketing and advertising to better communicate a brand or persona within various media. Students will work within service-learning projects to articulate a call to action via multiple media platforms both alone and in groups. Students will critique and analyze design solutions via written assignments and verbal class discussions and presentations.

DDSN 3404 Copywriting Studio (3)
This online studio course advances students' understanding of the discipline of copywriting. Lectures, readings, and case studies explore the many ways language functions in advertising — to educate, sell, influence, entertain, shock, and shape culture. Students will work alone and in pairs to research, concept, and write ads and campaigns for mock clients and service-learning projects. This could include writing for projects in concurrent design courses or refining and extending existing portfolio pieces. Students will also analyze and critique their own and others' writing through written assignments and in-class discussion. Class meets synchronously once each week.

Prerequisite(s): ENGL 1010 and DDSN 2103.

DDSN 3505 Typography 2 (3)
This studio course closely examines lettering, typography and the structure and nuances of the Roman alphabet. Attention will be given to form, history and concept in type. Topics discussed are customizing typefaces, creating glyphs and alphabets, custom display lettering, the relationship between type and image, and working with large amounts of text and multiple pages. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, videos, exercises, projects and writing assignments are used.

Prerequisite(s): DDSN 1400 and 2400.

DDSN 3600 Social Media Studio (3)
This studio course examines the use of social media within the design field. Students will create graphics for various new media and social media landscapes and develop strategy for implementation. Students will recognize and evaluate social media platforms based on user interaction and outcomes, design strategic graphics for social media campaigns, develop ongoing social media and digital strategy for service-learning client and communicate project via professional written and verbal presentation.

Prerequisite(s): DDSN 1100 and 1102.

DDSN 3602 Interactive Design Studio II (3)
This studio courses uses advanced UX, UI, interactive design techniques and software to communicate a concept to an audience. Students will understand advanced interactive design techniques and apply techniques to class assignments. Students will create content-rich design solutions showcased within an interactive context using working prototypes in mobile-first design.

Prerequisite(s): DDSN 1400.

DDSN 3603 Digital Narrative Studio II (3)
This studio course explores video production within a team environment to create concept-driven, strategic solutions for a real-world client. Students will work in teams to create storytelling experiences via video and motion. Students will understand and analyze advanced principles of the digital narrative, study different approaches to genre and style, develop multimodal approach to digital problem solving, create concept-driven solutions to class assignments, work in groups to develop strategy for service-learning client, communicate project via professional written and verbal presentation. They will explore platforms and brand messaging, along with creative means of achieving goals in these channels.

Prerequisite(s): DDSN 1400 and 2601.

DDSN 3604 Motion Design Studio II (3)
This studio course builds on foundations of motion and uses advanced motion techniques to create animation narratives that synthesize motion graphics with video elements and user interfaces. The vast suite of Adobe After Effects will allow designers to explore complex features to aid storytelling and creative problem solving. Students will create concept-driven motion projects with motion tracking, 3D layers, and cameras with an emphasis on detailed gestures, micro animations, and design patterns as well as best practices for interactive compatibility to incorporate motion design into mobile and web interfaces to aid user experience.

Prerequisite(s): DDSN 2000, 1400, 2602, 3601, 3602 and 3603.

DDSN 3605 Illustration Studio (3)
This studio course explores digital illustration in the Procreate platform with some cross-over in Adobe Illustrator while creating historical and practical connections between technology and creative problem solving. Topics introduced in this course are the Procreate and Adobe Illustrator interfaces, illustration tools and techniques, color, good illustration practices and processes, and challenges within the digital interface. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used.

DDSN 3890 Service Learning (0-1)
Corequisite(s): DDSN 3400.

Maximum Hours: 99

DDSN 4100 Portfolio & Prof Practices (3)
This studio course prepares students for entry into the workforce. Students will create a personal brand and translate that brand into their portfolio, stationery package and other media for marketing purposes. Students will undergo rigorous self-reflection, mock interviews, presentation techniques and portfolio reworking. Students can expect to create written and verbal communication regarding their brand, personal attributes and portfolio works.

DDSN 4400 Business of Design (3)
This studio course provides students with real-world applications of business practices within the graphic design industry, contracts, the law, business planning, strategy and marketing. Students will assemble a strategic approach to estimating and planning, project workflow in a design business environment and create original work for service-learning client.

Prerequisite(s): DDSN 1100 and 1102.

DDSN 4401 Design for Good (3)
This studio course explores the greater purpose of design as an agent of change. Students will create multiple projects supporting a cause with a specific call to action. 2D, 3D and interactive elements will be employed to create meaningful works based on a concept. Students will work for personal and service-learning clients and communicate projects via professional written and verbal presentation.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 2000 and 1401.

DDSN 4402 Packaging Design (3)
This studio course uses good design techniques paired with visual marketing and advertising strategies to apply design to three-dimensional packaging objects. Students will work alone and in groups to create concept-driven solutions to appeal to an audience via packaging media. Students will communicate projects via professional written and verbal presentation.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401 and 2000.

DDSN 4403 Corporate Identity (3)
This studio course greater explores the field of corporate identity and branding within a design context. Students will work alone and in groups to create concept-driven works for mock clients and service-learning projects. Students will explore logo design, branding, brand standards, brand strategy and brand application as part of this course. Students will communicate projects via professional written and verbal presentation.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401 and 2000.

DDSN 4404 Environmental Design (3)
This studio course greater explores the field of environmental design within a design context. Students will work alone and in groups to create concept-driven works for mock clients and service-learning projects. Students will explore large-scale graphics for a variety of out-of-home media including billboards, transportation design, way finding and accessibility design. Students will communicate projects via professional written and verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600, 4400.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401 and 2000.

DDSN 4405 Design Studio III (3)
This studio course explores development of multi-media works surrounding project themes. Students will use print (2D), packaging (3D) and interactive media to communicate a project solution. Students will work alone and in groups to create original works for mock clients and service-learning experiences. Students will create professional written and verbal presentations for portfolio-ready printed works.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401, 2401, 3400, 2400 and 2000.

DDSN 4406 Designer as Author (3)
This accelerated studio course explores development of a project where the student is the author of the concept, product, persona, client, research, execution and implementation from start to finish. This course is reserved for students with a 3.5 or higher GPA who can demonstrate exceptional design skills in two-dimensional, three-dimensional and interactive design techniques. Students interested in taking this course should apply the semester prior via portfolio and written proposal for the course topic.

DDSN 4600 Multi-Media Studio (3)
This studio course encourages the use of multiple media to communicate to an audience. Students will use narrative, social media, motion, website design and other interactive applications per their strategy to create a multimodal user-experience. Students will present ideas both in written and verbal form.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401, 2101, 2600, 2000 and 3602.

DDSN 4601 Digital Design Co-op (1)
This 1 credit seminar course acts as a mock agency and allows students to create projects for local businesses in the New Orleans community. The professor will act as the account executive to manage work-flow while students mimic the team roles within a creative agency setting. Students may be expected to create 2D works, 3D works, interactive elements, illustrative elements, and branding packages. Students will gain experience working one-on-one with a real client as well as with printing and production houses. The course is by application only and students are selected by the Program Director. Departmental Approval Required.

DDSN 4900 Special Topics (3)
Special Topics in Digital Design.

Maximum Hours: 99

DDSN 4901 Special Topics (3)
Special Topics in Digital Design.

DDSN 4902 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours

Course Limit: 99

DDSN 4903 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours

Course Limit: 99

DDSN 4904 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours.

Course Limit: 99

DDSN 4905 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours.

Course Limit: 99

DDSN 4910 Independent Study (1-3)
This course explores special topics with the Digital Design field. The student will work one-on-one with the faculty member to create portfolio ready works in a concept-driven environment. The independent study may be taken twice for credit if the topics vary.

Maximum Hours: 99

DDSN 5050 Digital Design Practicum (3)
This course assists in the student's internship experience by providing weekly direction and feedback. The student is responsible for securing an internship during the practicum course period and completing at least 100 total hours during the semester. In addition to the contact hours, each student must maintain a PDF portfolio of works created during the semester for review during the final exam period. Both the student and employer will be given entrance and exit surveys regarding their experiences.

Digital Media Practices (DMPC)

DMPC 1000 Digital Media Practices (3)
This course is designed to introduce students to the languages and histories of moving images and media arts, and the diverse ways in which artists and filmmakers have contributed to them. The course will examine ideas of radical content and experimental form by establishing normative models and procedures while showing the ways artists challenge these conventions.

DMPC 1110 Introduction to Film Production Cultures (3)

DMPC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

DMPC 2001 Introduction to Digital Filmmaking (3)
Introduction to Digital Filmmaking is an introduction to the basic theoretical and practical techniques of film production in the documentary, experimental, and narrative modes. Topics include digital storytelling basics, essential cinematography tenets and techniques, introductory sound recording and mixing, and foundational editing skills.

DMPC 2002 Narrative Filmmaking (3)
Narrative Filmmaking is a continuation of skills and techniques covered in Introduction to Digital Filmmaking. This course will introduce the student to the techniques of lighting, makeup, scheduling, budgeting, directing, and editing. This is a laboratory course in which a major portion of the student's grade is based on his/her successful execution of several film production projects.

Prerequisite(s): DMPC 2001 or DMPR 2001.

DMPC 2003 Documentary Filmmaking (3)
This course analyzes documentary film aesthetics and practices while employing hands on production & coordination, post-production, editing, and distribution. Previously listed as DMPC 3050.

Prerequisite(s): DMPC 2001.

DMPC 2050 Documentary Visual Language (1)
This experiential, workshop-style course will teach students the fundamentals of documentary visual language and allow students to practice various documentary filming techniques. May be taken for credit up to 3 times.

Prerequisite(s): DMPC 2001*.
* May be taken concurrently.
Course Limit: 3

DMPC 2060 Movement in Cinematography (1)
This experiential, workshop style course will allow students to explore and practice the many ways they might employ camera movement in films. May be taken for credit up to 3 times.

Prerequisite(s): DMPC 2001*.
* May be taken concurrently.
Course Limit: 3

DMPC 2099 DMPC Collaborative Lab (1)
This course serves as a collaborative practicum lab for students in Acting for Other Media, Directing Actors, and Lighting & Cinematography. It meets once per week for 3 hours and is required of all students enrolled in these courses.

Course Limit: 3

DMPC 2500 Game Studies (3)
This course offers an exploration of games as media and investigates methods by which game authors extend the visual traditions and conceptual ideals of contemporary media theory and visual communication into the gaming medium. Games represent a rapidly emerging medium, the history of which must be analyzed through the lenses of art history, representation, new media studies, and game studies in order to be fully contextualized. Students will explore different game genres while analyzing and playing games in order to gain an understanding of their frameworks and programmatic strategies. The readings and lectures in this course are intended to incite an active and critical perspective on contemporary game practices in art, digital interfaces, game culture, and the game industry. There will be a focus more on independent game designers and artists and different strategies for gaming, such as VR, internet-based games, personal narratives, and machinima. No coding experience is required for this class.

DMPC 2510 Game Studio 1: Experimental Game Design (3)
Video games are a huge part of the entertainment industry and a vital part of many people's lives. Open source programs have made it easier for individuals outside of the game industry to make poetic, personal, political, critical and revelatory games. In this class, we will be looking at tools for independent game making (Twine, Bitsy and Unity) to ultimately create mini games of our own. While we are learning to make games, we will also explore different game genres while analyzing and playing games in order to gain an understanding of their frameworks and programmatic strategies. The readings and lectures in this course are intended to incite an active and critical perspective on contemporary game practices in art, digital interfaces, game culture and the game industry.

DMPC 2600 Personal Data Visualization (3)
We produce caches of data within our networked lives, from social media interactions to mass surveillance systems, mostly to the benefit of corporate or state entities. These data sets also reveal a story about us, although sometimes abstract and obfuscated. Through a combination of lectures and workshops, we will explore how data has been used, both historically and contemporaneously, to control, manipulate and influence the body and how artists, writers and activists have responded to issues of privacy, representation, gender and identity. We will look at how our physical, social and personal digital presence is reduced to data, surveilled and analyzed through our online behavior, mobile devices, CCTV, 3D scanning, computer vision and machine learning algorithms. Throughout the semester, students will learn how to code for the web while collecting and visualizing data about themselves to form a personalized narrative about how they interact with these spaces and how these spaces might see them.

DMPC 2700 Introduction to Podcasting and Social Justice (3)
This course investigates the historical, political, and technical dimensions of podcasting as a technology for advancing social and economic justice in the United States and across the world. We will explore pertinent theories of sound, genre, and storytelling while learning some of the fundamentals of podcast production. We will also interact with guest speakers who are both experienced practitioners of the form and politically engaged advocates and organizers.

DMPC 2710 Podcasting Production I (3)
In this course, students will develop intermediate skills with all components of the podcast production process, including interviewing, audio recording, and audio editing. They will do so through producing, recording, and editing three episodes of a podcast with a partner in three discrete formats: interview-based, essayistic, and experimental or avant garde. These efforts will be supported by close study of cutting-edge scholarship in podcast studies and sound studies throughout the semester. By the end of the course, students will have gained competencies as both practitioners of podcasting and theorists of sound.

DMPC 2940 Transfer Coursework (0-20)
Transfer Coursework

Maximum Hours: 99

DMPC 3000 Screenwriting (3)
This course introduces the art and craft of screenwriting by learning the essential principles necessary to analyze and write screenplays.

Prerequisite(s): DMPC 2001.
Course Limit: 1

DMPC 3010 Development: From Pitch to Picture (3)
This course familiarizes students with the complex process by which film and television projects are found, proposed, sold, and produced. The course covers the search for stories, writing coverage, pitch pages, beat sheets, script notes, developing screenplays, and packaging a project for presentation to potential buyers.

Prerequisite(s): DMPC 2001.

DMPC 3020 Directing Actors for Screen (3)
This course is designed as a laboratory for directors who wish to develop skills and techniques for collaborating to achieve compelling and believable on-screen performances. During the course students write, direct, and edit short dialogue scenes in collaboration with actors.

Prerequisite(s): DMPC 2002.
Corequisite(s): DMPC 2099.

DMPC 3030 TV & Film Sound Design (3)
Professional, high quality sound design practices in narrative film are analyzed and implemented in this course. This hands-on experience will explore techniques of recording, mixing, processing, synthesis, sampling, and analysis of digital audio with emphasis on the fundamental elements of producing, designing and editing sound specifically for the moving image. Topics to be covered include microphone techniques, field and studio recording, stereo and 5.1 surround sound distribution, and Foley and ADR techniques. Students will collaborate in designing the sound for the Senior films.

Prerequisite(s): DMPC 2001 or DMPR 2001.

DMPC 3040 Lighting & Cinematography (3)
Techniques in the art and craft of lighting and digital cinematography are covered, from angles, frame composition, filters, and camera movement to image control through lighting, exposure, focus and lenses. Students learn from in-class demonstrations, out of class assignments, and analysis of the techniques of the masters in cinematography. The duties of camera department personnel are addressed. The class also includes instruction in the use of the dolly, slate, signal monitoring equipment, lighting styles and Steadicam.

Prerequisite(s): DMPC 2002, DMPR 2002 or THEA 2080.
Corequisite(s): DMPC 2099.

DMPC 3080 Color Correction and Grading for Television and Film (3)
This course covers the history and technique of color correction for the digital image in television and film.

Prerequisite(s): DMPC 2002.

DMPC 3090 Producing I (3)
The objective of this 3-credit course is to introduce students to the fundamentals of producing for the theatre, as well as cinema, television, and emerging media. Students will receive an overview of the role of the producer, from the initial steps of putting together script, talent, and the team (writer(s), director, actors, designers), through financing, and into marketing and the launch of a new production.

Prerequisite(s): DMPC 2001.

DMPC 3220 Digital Production Non-Profits (3)
This course emphasizes the role of communication in building understanding and nurturing change. It will consider the art of expressing ideas combined with the science of transmitting information. In this hands-on experience, students will analyze a communication situation or problem and then design and implement a communication plan that will help the nonprofit community partner achieve positive social change, fulfill it's mission, advance its program and policies and make its value known. Service Learning is a required element in this course.

Prerequisite(s): DMPC 2001, DMPR 2001 or THEA 2070.

DMPC 3290 Digital Production Non-Profits (3)
Prerequisite(s): THEA 2070.

Prerequisite(s): THEA 2070.

DMPC 3300 Educational Game Design - Service Learning (1)
This 1 credit course centers on the development of educational video game resources for Louisiana teachers in collaboration with the Louisiana Environmental Action Network's resources for K-12 Environmental Justice education. Students must have taken or be co-enrolled in at least one of the collaborating courses: DMPC 2500, DMPC 2510, DMPC 2700, DMPC 2700, DMPC 2710, DMPC 3000, DMPC 3750, ARST 1550, ARST 2550, MUSC 2300, APMS 3330, MUSC 4400.

Course Limit: 3

DMPC 3510 Game Studio 2: Narrative and VR (3)
In this class, we will be expanding on the skills we learned from Experimental Game Design and look at different frameworks for creating interactive, personal and narrative driven games using the game engine Unity. In addition to narrative games, we will be looking at virtual reality (VR) using the Index Valve VR system and motion capture using the Azure Kinect and a motion capture suit. VR is a burgeoning space for experimentation, and we will be making small VR experiences for PC and uploading them to the social VR platform VRChat. Motion capture allows for real-time applications using game software, such as in theatrical performances, musical performances, architectural projection, etc. as well as options for generating custom animations for avatars in games. We will also explore, play, and analyze different narrative driven games and VR applications in order to gain an understanding of their frameworks and programmatic strategies. The readings and lectures in this course are intended to incite an active and critical perspective on contemporary game practices in art, digital interfaces, game culture and the game industry. Formerly listed as DMPC 3500: Game Design 2.

Prerequisite(s): DMPC 2510.
Course Limit: 2

DMPC 3710 Podcast Production 2 (3)
Students in this course will develop advanced skills with all components of the podcast production process, including recording, editing, and mixing for conventional and leading edge audio-first content. They will do so through production of audio-first features in collaboration with a preselected community partner or organization.

Prerequisite(s): DMPC 2700 or 2710.

Maximum Hours: 6

DMPC 3750 Media for Community Health and Well Being (3)
This course immerses students in selected aspects of health communication using the digital media technologies currently revolutionizing the health communication field. The course highlights student mastery through tutorials using some of the new computer technologies and touches on theoretical and research approaches to studying "new media" and what this trend implies for community health practice. There is also exploration of the developing field of health literacy for both patients in the health care systems as well as the general public. This course requires a mandatory 20-hour service learning co-requisite.

DMPC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DMPC 3910 Special Topics (3)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

Maximum Hours: 99

DMPC 3911 Special Topics (3-4)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

Maximum Hours: 99

DMPC 3912 Special Topics (3)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

Maximum Hours: 99

DMPC 3913 Special Topics (3)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

DMPC 3920 Special Topics (3)
Specialty courses for undergraduates in Digital Media Production techniques and projects as designed by visiting or permanent faculty teaching in the program. Topics may be drawn from any area of film, television and multimedia production, for example advanced cinematography, film scoring, or documentary filmmaking and similar topics. May be repeated for credit on different topics. Prerequisites vary depending on the topic.

Maximum Hours: 99

DMPC 3940 Transfer Coursework (0-20)
Transfer Coursework

Maximum Hours: 99

DMPC 3990 Producing Media for Social Change (1-4)
Producing Media for Social Change is an experiential, Tier 1/2 service-learning course in which students will produce visual media stories (short documentaries, PSAs, photo essays, or social media campaigns) over the course of four weeks in Athens, Greece. These group projects will be developed, produced, and published in collaboration with local organizations working in the area of climate change and the intersection of climate change and Greek life, landscape, and public health.

Prerequisite(s): DMPC 2001.
Course Limit: 1

DMPC 4070 Contemp Film as Art & Industry (3)
The Hollywood filmmaking process from conception through distribution is analyzed in this course through the critique and reflections of some of the most significant contemporary contributors to the medium including directors, writers and producers and scholars. Many critique the industry in their films as well as in writing. These films will also be analyzed.

DMPC 4560 Internship (1-3)
Internship in Digital Media Practices. May be repeated for up to 6 credits. Students are advised consult with their individual schools' policy on degree-applicable internship credit.

Maximum Hours: 6

DMPC 4570 Public Service Internship (1-3)
This seminar is designed for students completing internships for elective and public service credit. The seminar offers students an opportunity to discuss and explore issues related to their internship experience including the topics of community and civic engagement, social justice, the nonprofit sector, and service-learning in higher education. Finally, the seminar is meant to complement the public service internship experience in facilitating individual growth and career development. This seminar is worth 1 to 3 credits and satisfies the Tier 2 service-learning requirement. You must also register for SRVC 4890 with this class (0 credits) to have it on your audit. Course may be repeated up to 2 times.

Course Limit: 2

DMPC 4910 Independent Study (1-3)
A planned learning experience covering material not included in regular course offerings accomplished independent of formal classroom and/or laboratory sessions through written contract between a student and faculty member. A plan of study must be proposed by the student and approved by the faculty member who supervises and grades the project outcomes. The course is usually completed within one semester.

Course Limit: 99

DMPC 4920 Independent Study (1-3)
A planned learning experience covering material not included in regular course offerings accomplished independent of formal classroom and/or laboratory sessions through written contract between a student and faculty member. A plan of study must be proposed by the student and approved by the faculty member who supervises and grades the project outcomes. The course is usually completed within one semester.

DMPC 4990 Honors Thesis (3)
Senior Honors Thesis.

DMPC 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

DMPC 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): DMPC 4990.

DMPC 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): DMPC 4991.

DMPC 5380 Junior Year Abroad (1-20)

DMPC 5390 Junior Year Abroad (1-20)

DMPC 5510 Advanced Digital Media Production I (3)
This advanced production course focuses on the development and pre-production phases of your capstone project. The aim is to help you develop your ideas, complete your script or proposal, hone your directing/project management skills, and prepare you for a smooth production. You may choose to complete a multi-episode podcast series or radio drama, an interactive media exhibition, an experimental video game or a combination of all these elements. For Majors only. Prerequisites: Junior Standing and at least 12 credits completed in the major.

DMPC 5520 Advanced Digital Media Production II (3)
This advanced production and post-production course supports the creation of Digital Media Practices students' capstone projects. Students begin the semester with production on their projects. The remainder of the semester will be spent in the post-productive phase, as students hone and edit their stories into compelling digital works. Ultimately, their polished projects are exported for exhibition a DMP exhibition, or another public venue, in a celebration of student creativity and productivity. The projects students undertake in DMPC 5520 must be those "greenlit" in the DMPC 5510, Advanced DMP I. If a student decides to radically alter their project, they must re-enroll in DMPC 5510 and complete the pre-production process again.

DMPC 5550 Advanced Digital Filmmaking I (3-4)
Professional, high quality narrative film preproduction practices are analyzed and implemented in this course. Writing the script, selecting the cast, choosing locations, budgeting, financing, securing rights, art directing, and breaking the script down for scheduling the capstone film will be completed. At the completion of this two-semester course, each student will participate in a public screening of his or her film.

Prerequisite(s): DMPC 2002 or DMPR 2002.

DMPC 5560 Adv Digital Filmmaking II (3-4)
In this capstone experience, each student will produce, direct, promote and complete postproduction of the short narrative film he or she pre-produced in Advanced Digital Filmmaking I, the prerequisite class. Crew organization, responsibilities for narrative synch-sound shooting, the management of the set and the shooting day, and script supervision will be analyzed and implemented. Editing, color correction, sound design and scoring will encompass the post-production phase. At the completion of this two-semester course, each student will participate in a public screening of his or her film.(Students enrolling in DMPC 5560 must have received a grade of C or higher in DMPC/DMPR 5550.)

Prerequisite(s): DMPC 5550 or DMPR 5550.

DMPC 5570 Advanced Screenwriting (Feature Films) (3)
In this capstone experience, students will apply the art and craft of story, character, and plot development within a cohesive three act cinematic narrative to both create and analyze a feature-length screenplay. Successful completion of this course (with DMPC 3000 as a pre-requisite) counts as one option for the two-course DMP capstone project, required for graduation in the major. This course is not an exclusive capstone experience; students may choose to take this course and take the Advanced Digital Filmmaking I/II sequence.

Prerequisite(s): DMPC 3000.
Course Limit: 1

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 6023 Emerging Trends Resilience and 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 and Economic 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 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 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 Development and 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 6710 Special Topics (3)
This course aims to provide students with the tools needed to understand and critically appraise resilience implementation within an environment of change through the principles of disaster resilience and evidence-based practice application. Students are expected to apply the knowledge gained through this course to promote disaster resilience. Through the educational activities presented in this course, students will acquire academic knowledge and relevant applied skills. The institute theme and topics covered vary per semester. Please consult with the program for course delivery modes.

Course Limit: 99

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 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 and 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-Graduate Level (3)
Transfer Credit - Graduate Level. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Earth & Environmental Sciences (EENS)

EENS 1110 Planet Earth (3)
The origin, nature and evolution of the Earth-Moon system and their constituent materials; development of Earth's surface features through interaction of physical, chemical, and biological processes over geologic time; considerations of interactions between Earth processes and present day human activity.

Corequisite(s): EENS 1115.

EENS 1115 Planet Earth Lab (1)
A hands-on study of rocks, minerals, landforms and geologic structures using topographic maps, aerial photographs, physical models, field examination and independent research projects. One laboratory per week; field trips.

Corequisite(s): EENS 1110.

EENS 1300 Earth as a Living Planet (3)
An introduction to the interaction of earth systems and man; anthropogenic impacts of population growth and economic development; renewable and non-renewable resources, air, water and soil pollution and mitigation; ecosystems and biological diversity; and environmental problem solving using the scientific method. Students develop a holistic understanding of environmental science using class discussions and laboratories to reinforce basic scientific principles.

Corequisite(s): EENS 1305.

EENS 1305 Earth as a Living Planet Lab (1)
Lab section for EENS 1300.

Corequisite(s): EENS 1300.

EENS 1410 Our Neighborhood in the Galaxy (3)
We will explore the Solar System in this class. Lecture material will provide both overviews of the bodies in the planetary bodies and more detailed examination of fundamental geologic processes like volcanism, tectonism and impact cratering. Our bias will be towards the rocky inner planets, but we will not leave asteroids or the outer Solar System out. An emphasis will be placed throughout on how observations of the Solar System are made, and in this context the class will also develop a visible light spectrometer so that we can understand the essential engineering, physics, and data associated with this fundamental observational technique. Only open to high school students.

EENS 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

EENS 1945 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

EENS 2020 Environmental Geology (3)
The interaction of humans and their geologic environment. A study of Earth processes and their action on rocks, soil, fluids, and life in ways that either affect or control the human environment. The effect of humans on their environment with consideration of the feedback between Earth processes and human activities. Lectures and field trips.

EENS 2050 Dinosaurs (3)
An introduction to dinosaurs, their relatives, and the Mesozoic world. Students will examine the fossil record of dinosaurs to explore dinosaur anatomy, physiology, systematics, ecology, biogeography, behavior, and macroevolution. Course also includes overviews of plate tectonics, sedimentary environments, fossil preservation, geologic time, and biotic evolution.

EENS 2060 Introductory Geography (3)
An introduction to the basic facts concerning the physical environment: landforms, climates, vegetation and soils, followed by a comprehensive survey of the relationship between the physical environment and human activity in the major geographic regions of the world. The geography of Louisiana is considered in relation to the region. Recommended to students working toward Louisiana certification in elementary education.

EENS 2070 Weather and Climate (3)
An introduction to the Earth's atmosphere with particular emphasis on weather and climate. Topics covered include: heating and cooling of the atmosphere; atmospheric circulation and wind; air masses and cyclonic storms; tropical weather and hurricanes; and global climates and climatic change.

EENS 2080 Extreme Weather (3)
This course is designed to give students a fundamental understanding of severe weather and its impact on man and the environment. Students focus on life cycles of thunderstorms, tornadoes, hurricanes, blizzards, and ice storms, as well as the impacts of temperature and precipitation extremes.

EENS 2090 Shaping the Earth's Surface (4)
The region between the tops of trees to the surface of unweathered rock houses diverse ecosystems, natural resources, and where we as humans reside. This region is known as the critical zone and processes shaping the critical zone can have profound impacts on vegetation, animals, and natural resources like soil and water. Students will learn the physics behind surface and shallow subsurface water flow in the critical zone and how the routing of water shapes the Earth's surface from the top of mountains to the deep ocean. The role humans play in shaping the land surface and our impacts on the severity of natural disasters will also be covered.

Prerequisite(s): (MATH 1210* or 1310*) or (MATH 1150* and 1160*).
* May be taken concurrently.
Corequisite(s): EENS 2091.

EENS 2091 Shaping the Earth's Surface Laboratory (0)
Lab section for EENS 2090

Corequisite(s): EENS 2090.

EENS 2100 Dynamic Planets (4)
This course will explore the physical processes that operate within Earth, affecting how the geosphere interfaces with the biosphere, hydrosphere, cryosphere, and atmosphere. We will examine different processes, like volcanism, and forces, like gravity, and how affect the Earth and its inhabitants. Additionally, we will cover topics related to alternative energy resources, earthquakes, water resources and magnetism.

Prerequisite(s): (MATH 1210* or 1310*) or (MATH 1150* and 1160*).
* May be taken concurrently.

EENS 2101 Dynamic Planets Lab (0)
Laboratory course for EENS 2100 Dynamic Planets.

Corequisite(s): EENS 2100.

EENS 2110 How to Build a Habitable Planet (4)
Within our solar system Earth is unique in that it has a chemical composition and distribution of those elements and molecules that makes it habitable towards life. This course will examine the chemical composition of and processes operating within and between Earth's systems. After this course, students will have a sound understanding of Earth's chemical systems and how the chemistry of Earth shapes and is shaped by climate and environments, solid Earth processes, and processes shaping Earth's surface across and range of spatial and temporal scales.

Prerequisite(s): CHEM 1070 and 1075.
Corequisite(s): EENS 2111.

EENS 2111 How to Build a Habitable Planet Laboratory (0)
Lab section for EENS 2110.

Corequisite(s): EENS 2110.

EENS 2120 Climate and Extinction (4)
Climate change and biodiversity loss are the two greatest threats to the planet. This course addresses the causes, consequences, and solutions to anthropogenic climate change and the current extinction crisis by exploring the relationship between climate and life over human and deep time scales. Students will learn the physics behind the climate system, how climate has changed in the past, and reasons why contemporary climate change is different from natural climate change. The course will also cover the fundamentals of ecology and evolution, major biotic events in earth's history, and the relationship between climate change and mass extinctions.

Prerequisite(s): EBIO 1010* and 1015*.
* May be taken concurrently.

EENS 2121 Climate and Extinction lab (0)
Climate and Extinction Laboratory

Corequisite(s): EENS 2120.

EENS 2220 Earth & Life Through Time (3)
The evolution of earth and life over the past 4.54 billion years.

Corequisite(s): EENS 2225.

EENS 2225 Earth & Life Through Time Lab (1)
A hands-on exploration of the rock and fossil record of planet earth.

Corequisite(s): EENS 2220.

EENS 2230 Oceanography (3)
A broad survey of chemical, physical, and geological oceanography with a brief historical overview and a consideration of current concepts.

EENS 2240 Geology of Our National Parks (3)
The course provides students with an overview of the National Park System using specific examples from the following geologic environments: 1) landscapes developed on flat-lying sedimentary rocks; 2) vistas developed in caves and caverns by corrosion of sedimentary rocks; 3) glacial and alpine landscapes; and 4) volcanic landscapes.

EENS 2400 Global Climate Change (3)
This course provides a broad overview of the causes of climate change and its impacts on Earth and its inhabitants. The first part of the course focuses on the climate system and its components, the second part zeroes in on climate impacts (including those in coastal Louisiana) as well as policy aspects.

EENS 2880 Writing Practicum (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

EENS 2945 Transfer Coursework (0-20)

Maximum Hours: 99

EENS 3050 Natural Hazards & Mitigation (3)
The broad aim of this course is to introduce students to the processes causing volcanic eruptions, earthquakes, landslides, tsunamis, and tropical storms, and to outline the steps to their mitigation. These dynamic Earth process are placed within the general context of plate tectonics, as well as the financial, social, and political implications of these catastrophic events. All of these processes are moderated by climate change and rising sea level, which are also considered in group discussions and scenerios. In lieu of a final exam, students prepare and present a hazard case study emphasizing geologic, economic, health, or sociological implications.

EENS 3100 Planetary Geology (3)
This course will introduce students to the geology of other planetary bodies, focusing on fundamental geologic processes like volcanism, tectonism and impact cratering. The course will focus on rocky planet surfaces but will also include discussions of asteroid surfaces and rocky and icy moons. The class will begin with discussions of interior processes and over the course of the semester we will move towards the surface, exploring volcanism, tectonism, sedimentary processes, and atmospheres. Lectures will focus on discussing these topics for a week and then present a case study of these topics. For example, case studies that may be discussed include plate tectonics, oceans, habitability, and climate change. Interspersed among the discussion of geologic processes will be discussions about how geologic landforms are studied on other planets, including the satellites and instruments used to make remote measurements.

Prerequisite(s): EENS 1110.

EENS 3120 Soils and Soil Formation (3)
Lecture and discussion-based survey of soils, soil formation, classification, physical & chemical properties, and applications in geologic, environmental, and paleoclimatic investigations. This course requires participation in a multi-day field trip for soil description and sampling.

Prerequisite(s): EENS 1110 or 1300.

EENS 3150 Intro to GIS (4)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems in the earth and environmental sciences.

Corequisite(s): EENS 3151.

EENS 3151 Intro to GIS lab (0)
Co-requisite lab for Intro to GIS.

Corequisite(s): EENS 3150.

EENS 3170 Geomorphology (3)
The study of processes leading to landform creation and development in response to climate and tectonics. Overview of fundamental and applied activities undertaken by geomorphologists.

Prerequisite(s): (EENS 1110 or 1300) and MATH 1210*.
* May be taken concurrently.

EENS 3171 Geomorphology Discussion (0)
A discussion section to accompany EENS 3170/6170, Geomorphology.

EENS 3180 Making Landscapes (3)
In this course, we will explore how different "iconic" landscapes were formed such as Niagara Falls and Mount Everest. Iconic landscapes can still be awe inspiring for those who can't see them if we are creative about how we share these landscapes. We will also learn about best practices for teaching students with disabilities and different abilities. As part of the class, we will teach K-12 who are visually impaired or have autism spectrum disorder about awe-inspiring landscapes using the 3D models. Mandatory Service Learning component.

Prerequisite(s): EENS 1110, 1120 or 1300.

EENS 3190 Earth Materials (4)
In this course you will investigate the materials that comprise the Earth and how they are made. You will learn about mineral structure and chemistry and be able to relate these parameters to the physical properties of minerals. An analysis of phase stability will follow that will build towards interpreting phase diagrams. These new skills will be applied to understanding the formation of igneous and metamorphic rocks of Earth as organized by tectonic setting.

Corequisite(s): EENS 3191.

EENS 3191 Earth Materials Lab (0)
In this course you will investigate the materials that comprise the Earth and how they are made. You will learn about mineral structure and chemistry and be able to relate these parameters to the physical properties of minerals. An analysis of phase stability will follow that will build towards interpreting phase diagrams. These new skills will be applied to understanding the formation of igneous and metamorphic rocks of Earth as organized by tectonic setting.

Corequisite(s): EENS 3190.

EENS 3270 Sedimentation and Strat (3)
Composition, primary textures, and structures of sediments in major sedimentary environments. Environmental interpretation of ancient sedimentary sequences. The basic principles utilized in interpretation of the stratigraphic column. The associated laboratory focuses primarily on methods of sedimentary analysis. Mandatory field trip to Ouachita Mountains, Arkansas. Course may be repeated 2 times for credit.

Corequisite(s): EENS 3271.
Course Limit: 2

EENS 3271 Sedimentation & Strat Lab (0)
Lab section for EENS 3270.

Corequisite(s): EENS 3270.

EENS 3410 Structural Geology (3)
Principles and mechanics of rock deformation, the evolution of geological structures, and the relations between structures and plate tectonics. Laboratory section focuses on geological problem solving. Field trip to the Southern Appalachian Mountains.

EENS 3411 Structural Geology Lab (0)
Lab section for EENS 3410

EENS 3550 Shark Paleobiology (3,4)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

Corequisite(s): EENS 3890.

EENS 3600 Science of Climate Change (3)
This course emphasizes the scientific basis for anthropogenic climate change. Students will learn the physics behind the climate system, how climate has changed in the past and reasons why contemporary climate change is different, the scientific basis for anthropogenic climate change theory and how scientists use models to predict future climate. The course will also provide an overview of the physical, ecological, biological, social and economic impacts of climate change. Finally, students will examine various mitigation and adaptation strategies which society can employ in a warmer world.

EENS 3650 Marine Environmental Geology (3)
This course is an introduction to the aspects of coastal and marine geology and oceanography that are societally linked through environmental issues and marine resource availability. This will provide a basic science introduction to topics that include estuarine oceanography and sedimentation, eutrophication of coastal waters, primary productivity and deep sea sedimentation, waves and tides, sea level history and the evolution of coastlines, and the geology of the Gulf coastal region. However, the larger goal of the course will be to focus on a series of societally relevant environmental issues with a marine geological connection either in causation or in mitigation/adaptation/solution strategies. These issues are divided broadly into topics relevant to land-ocean connectivity, natural hazards, global climate change, and local/regional anthropogenic effects. In addition to a critical analysis of global (marine) environmental issues, another goal will be to improve presentation skills, both oral and written.

EENS 3660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 3661 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

EENS 3662 Special Topics (1-4)

Maximum Hours: 99

EENS 3730 Pathways to Urban Sustainability (3)
Common environmental impacts of urbanization and approaches to minimize them, drawing on case studies from the Greater New Orleans Region and elsewhere.

EENS 3840 Planetary Geophysics (3)
The interior structure, composition, and dynamics of Earth and the terrestrial planets can be deduced from a number of different physical, chemical, and thermodynamic observations and models. Topics include: Early bombardment and formation of proto-planetary discs, core formation, Earth and planetary composition, thermal and density structure from seismology, gravity, and thermodynamics, geomagnetic dynamo, mantle convection, isostasy and solid Earth contributions to sea level change. Special topics for in-class seminars will explore the methodologies used to determine the internal structure (e.g., seismology, gravity), and the dynamics of systems (e.g., geomagnetism, plate tectonics, the water and carbon cycle). Assessment: 2 in-class quizzes, 6 problem sets, 2 class presentations, and a final critical review of 2 linked research papers on a special topic to be assigned in class.

Prerequisite(s): PHYS 1210 or 1310.
Corequisite(s): EENS 3841.

EENS 3841 Geophysics Lab (1)
Corequisite(s): EENS 3840.

EENS 3880 Writing Practicum (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EENS 3550.

Maximum Hours: 99

EENS 3892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

EENS 3945 Transfer Credit (0-20)
Transfer Coursework

Maximum Hours: 99

EENS 3990 Field Geoscience (3-8)
The acquisition and application of basic geoscience methods in field settings. Students typically complete this course at an approved field camp or course offered by another college or university. Approval of the EES undergraduate major advisor is required in advance. Credits and grade are transferred.

EENS 4030 Advanced GIS (3)
This course is designed to advance student's knowledge in the rapidly developing field of Geographic Information Science and Systems (GIS). This course is built on the techniques learned in the Introduction to Geographic Information Systems (GIS) course (EENS 3150/EENS 6150) by exposing the student to more advanced methods in developing and utilizing GIS data. Students will gain skills and knowledge of design, planning, and error within GIS data management, analytical decision making techniques, and advanced spatial analysis. Students will gain deep understanding of the potential value of GIS through lectures, exercises of the latest versions of ArcGIS software, and research projects in a broad range of application.

EENS 4040 Coastal Marine Geology (3)
Geomorphic features of estuarine, coastal, and continental shelf environments: erosional, depositional, and geochemical processes; field and laboratory methods; emphasis on dynamic coastal environments of the northern Gulf of Mexico.

Prerequisite(s): EENS 1110 and 1115.

EENS 4060 Tectonic Geomorphology (3)
The interplay between tectonic processes and the development and modification of landforms, from the scale of earthquake ruptures to mountain building. The course will also include an overview of techniques for analyzing tectonic and geomorphic data, and an introduction to geochronology and thermochronology. Lecture and seminar format; field trip; optional service learning component.

EENS 4080 Special Topics (0-3)
A special course taught by Tulane faculty or visiting faculty. The topic will be listed in the Schedule of Classes.

EENS 4081 Special Topics (0-3)
Special Topics

EENS 4082 Special Topics (0-3)
Special Topics

EENS 4160 3D Stratigraphy (3)
Introduction to Remote Sensing From Earth surface to subsurface, this course uses three-dimensional volumes of basin-filling stratigraphy to explore how depositional landscapes are preserved in the sedimentary record and how sedimentary deposits can be analyzed to produce quantitative reconstructions of past environmental states.

Prerequisite(s): EENS 3270.

EENS 4180 Intro Remote Sensing (3)
Remote sensing is a rapidly evolving science and technology with numerous contributions to the Earth, environmental, and ocean sciences, such as monitoring of natural hazards including droughts, floods, landslides, volcanic eruptions, earthquakes, and forest fires. This course introduces the students to the principles of remote sensing with its wide applications in the Earth and environmental sciences. Fundamental knowledge is offered on the physics of remote sensing, photogrammetry, remote sensing data acquisition, remote sensing data types (multispectral, hyperspectral, RADAR, and LiDAR), and numerous applications. The course consists of two components: lectures and labs. In the lectures, the above topics will be reviewed and explained. The laboratory part of this course will cover digital image processing and analysis techniques using ENVI software.

EENS 4230 Tectonics (3)
Tectonics encompasses the processes of large-scale deformation and the formation of structures that define, or are association with, Earth's tectonic plate boundaries. The course will include the historical development and testing of plate tectonic hypotheses, as well as a detailed overview of plate tectonics as a current unifying theory. Lecture format, but will include a limited number of discussions of published papers; field trip component is not graded, but participation is expected.

EENS 4250 Isotopes in The Environm (3)
The use of stable and radioactive isotopes as tools to trace the movement of air, water, and sediments through the atmosphere, hydrosphere, biosphere, and lithosphere.

EENS 4300 Groundwater Hydrology (3)
Occurrence of water in the near-surface environment. Topics include saturated and unsaturated flow in aquifers, aquifer characterization, well hydraulics, and groundwater chemistry.

EENS 4320 Subsurface Geology (3)
Principles of subsurface mapping with emphasis on 3-dimensional seismic reflection data. Utilization of geophysical data to construct subsurface maps. Students gain hands on experience with Seismic Micro-Technology's state-of-the-art software, The Kingdom Suite, in work-station based laboratory sessions. Lectures and laboratory.

Prerequisite(s): EENS 3270*.
* May be taken concurrently.

EENS 4350 Geologic Dating Methods (3)
IN this course the student will explore the development of methods used to date and establish rates of Earth and planetary processes via radiogenic isotopic methods. Students will come away with deeper understanding of age of the Universe, Solar system, and Earth and understand how radiogenic isotopic techniques can be used to study, for example, differentiation of the earth into its major components (crust, mantle, core).

EENS 4360 Environmental Geochemistry (3)
Quantitative examination of the fundamental processes that control the chemistry of natural waters. Topics will include equilibrium thermodynamics, kinetics, oxidation-reduction reactions , solution and surface complexation (adsorption), chemical weathering and biogeochemical cycling of chemical elements in the environment.

Prerequisite(s): CHEM 1070, 1080, MATH 1210, 1220 and EENS 2110.

EENS 4370 Independent Study in GIS and Remote Sensing (3)
A semester-long independent research project designed and completed by the student. Students will apply a working knowledge of geographic information systems and/or remote sensing to solve geospatial problems by designing and conducting an original and reasoned investigation. The project will culminate in a technical research paper written in scientific-style and containing professional figures and graphics. Students are encouraged to design a project that compliments their degree program or thesis, but the project must be original and distinct from their proposed undergraduate or graduate thesis/dissertation. The instructor will advise the research project through periodic meetings to establish goals and assess progress. Instructor approval required. Students interested in completing an independent study should coordinate with the GIS Certificate Program Director to determine a topic and instructor.

Prerequisite(s): EENS 3150 or 4180.

EENS 4380 Remote Sensing for Environmental Analysis (3)
Continued advancements in remote sensing technologies have resulted in an extraordinary increase in the availability of remotely sensed data of Earth. Remote sensing data are now used in geology, hydrology, meteorology, environmental sciences, geography, urban planning, anthropology, civil engineering, and environmental monitoring. This course is built on the techniques learned in the introduction to Remote Sensing course (EENS 4180/6180) by exposing the student to more image processing and analysis for different environmental applications. Students will use the multispectral, hyperspectral, thermal, Radar, and LiDAR data for watersheds, wetlands, water quality, coastal changes, vegetation analysis, mineral resources, land use and land cover changes. Students will develop technical skills of digital image processing, analysis, and interpretation using the ENVI software.

Prerequisite(s): EENS 4180 or 6180.

EENS 4390 Geospatial and Numerical Methods (4)
Satellites probe Earth's ionosphere, atmosphere, oceans, and subsurface over periods of days to weeks, building large 4D data sets. Earth based data from the internet of things to sophisticated monitoring provide even denser 4D data sets. The broad aims of this course are to learn theory and application of the following broad topics, and to use open source command line software (GMT, Google Earth, QGIS), or commercial (ArcGIS), and Matlab or python programming to solve geospatial data analyses problems.

Prerequisite(s): MATH 1220 and EENS 1110.

EENS 4440 Introduction to Geophysics (3)
Introduction to Geophysics This course provides an introduction to applied geophysical methods, with a focus on the application of these techniques in environmental and engineering studies. The material will provide the technical foundation needed to understand the commonly used geophysical methods: gravity, magnetics, electrical resistivity, seismic, electromagnetics, and ground penetrating radar.

Prerequisite(s): MATH 1220 and EENS 1110.

EENS 4480 Natural Climate Solutions (3)
The urgency of the climate crisis means we must use all available options to mitigate climate change. Natural climate solutions have gained particular attention, using biological systems such as forests to sequester carbon dioxide from the atmosphere. This course will discuss the pros and cons of different natural approaches to carbon capture, including the human and ecological impacts such approaches can have.

EENS 4560 Public Service Internship (0-4)
Open to sophomores, juniors and seniors having min. GPA 3.0, or 2.7 with recommendation letter. A public service learning experience provided through an internship. May fulfill the 2nd tier service learning requirement; refer to the Center for Public Service website for information on how to apply. Notes: Only one internship may be completed per semester. A maximum of six credits may be earned in two internships. Pre-requistites: Approval of department and approval of CPS if used to fulfill the 2nd tier requirement. Co-registration in SRVC 4890 if fulfilling 2nd tier service requirement. credit hours: 0-4 Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 4570 Internship (0-4)
Open to sophomores, juniors and seniors having min. GPA 3.0, or 2.7 with a recommendation letter. An experiential learning opportunity provided through an internship. Application is typically through a government agency, business or industry, or non-profit. Appropriate supervision must be provided and communication is required between the department and the internship provider in order for credit hours to be accrued. Notes: Only one internship may be completed per semester. A maximum of six credits may be earned in two internships. Pre-requisites: Approval of the department. credit hours: 0-4 Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 4660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 4665 Special Topics Lab (0-4)
Special Topics Lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 4700 Earth & Env Sci. Field Studies (3)
This course will take students into the field and provide them with their first in depth experience with earth and environmental science. Students will spend the first part of the course in a seminar type course discussing fundamental papers. The course will then culminate with an approximately week long field outing. Course location will rotate. The course will not supllant the field geology camp requirement for geology majors.

EENS 4910 Independent Study (1-3)
Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 4930 Lumcom Summer Special Topics (1-3)

EENS 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

EENS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): EENS 4990.

EENS 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6030 Advanced GIS (3)
An introduction to the art and science of mapmaking with the aid of state-of-the-art Geographic Information Systems (GIS), specifically Environmental Sciences Research Institute (ESRI), ArcGIS and Golden Software Surfer. An introduction to geodetic models, map projections, geographic coordinate systems, global position systems, geographic information systems, satellite photogrammetry, and database design. Practical skills will be developed through mapping projects designed to illustrate the use of contouring algorithms and other spatial analysis tools.

EENS 6040 Coastal Marine Geology (3)
Geomorphic features of estuarine, coastal, and continental shelf environments: erosional, depositional, and geochemical processes; field and laboratory methods; emphasis on dynamic coastal environments of the northern Gulf of Mexico.

EENS 6050 Natural Hazards & Mitigation (3)
The broad aim of this course is to introduce students to the processes causing volcanic eruptions, earthquakes, landslides, tsunamis, and tropical storms, and to outline the steps to their mitigation. These dynamic Earth process are placed within the general context of plate tectonics, as well as the financial, social, and political implications of these catastrophic events. All of these processes are moderated by climate change and rising sea level, which are also considered in group discussions and scenerios. In lieu of a final exam, students prepare and present a hazard case study emphasizing geologic, economic, health, or sociological implications.

EENS 6060 Tectonic Geomorphology (3)
The interplay between tectonic processes and the development and modification of landforms, from scale of earthquake ruptures to mountain building. The course will also include an overview of techniques for analyzing tectonic and geomorphic data, and an introduction to geochronology and thermochronology. Lecture and seminar format; mandatory field trip; optional service learning component.

EENS 6070 Independent Research (1-3)
Topical and timely course, typically in a seminar format in which students lead discussions based on current scientific literature. The topics will be listed on a semester-by-semester basis in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6080 Special Topics (3)
Special course taught by Tulane faculty or visiting faculty. The topics will be listed in the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6081 Special Topics (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6082 Special Topics (3)
Special Topics Course.

EENS 6100 Planetary Geology (3)
This course will introduce students to the geology of other planetary bodies, focusing on fundamental geologic processes like volcanism, tectonism and impact cratering. The course will focus on rocky planet surfaces but will also include discussions of asteroid surfaces and rocky and icy moons. The class will begin with discussions of interior processes and over the course of the semester we will move towards the surface, exploring volcanism, tectonism, sedimentary processes, and atmospheres. Lectures will focus on discussing these topics for a week and then present a case study of these topics. For example, case studies that may be discussed include plate tectonics, oceans, habitability, and climate change. Interspersed among the discussion of geologic processes will be discussions about how geologic landforms are studied on other planets, including the satellites and instruments used to make remote measurements.

EENS 6120 Soils and Soil Formation (3)
Lecture and discussion-based survey of soils, soil formation, classification, physical & chemical properties, and applications in geologic, environmental, and paleoclimatic investigations. This course requires participation in a multi-day field trip for soil description and sampling. Course may be repeated up to unlimited credit hours.

Prerequisite(s): EENS 1110 or 1300.
Course Limit: 2

EENS 6150 Intro to GIS (4)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems.

Corequisite(s): EENS 6151.

EENS 6151 Intro to GIS lab (0)
Co-requisite lab for Intro to GIS.

Corequisite(s): EENS 6150.

EENS 6160 3D Stratigraphy (3)
Study of the geomorphological, sedimentological, and stratigraphic responses of rivers to tectonics, climate, and sea-level changes. Discussion of recent scientific literature on river changes and associated stratigraphic records over time scales of 1 to millions of years. Formerly Fluvial Responses to Allogenic Controls.

EENS 6170 Geomorphology (3)
The study of processes leading to landform creation and development in response to climate and tectonics. Overview of fundamental and applied activities undertaken by geomorphologists.

EENS 6171 Geomorphology Discussion (0)
A discussion section to accompany EENS 3170/6170, Geomorphology.

EENS 6180 Intro Remote Sensing (3)
Remote sensing is a rapidly evolving science and technology with numerous contributions to the Earth, environmental, and ocean sciences, such as monitoring of natural hazards including droughts, floods, landslides, volcanic eruptions, and earthquakes.

EENS 6190 Earth Materials (4)
In this course you will investigate the materials that comprise the Earth and how they are made. You will learn about mineral structure and chemistry and be able to relate these parameters to the physical properties of minerals. An analysis of phase stability will follow that will build towards interpreting phase diagrams. These new skills will be applied to understanding the formation of igneous and metamorphic rocks of Earth as organized by tectonic setting.

Corequisite(s): EENS 6191.

EENS 6191 Earth Materials Lab (0)
In this course you will investigate the materials that comprise the Earth and how they are made. You will learn about mineral structure and chemistry and be able to relate these parameters to the physical properties of minerals. An analysis of phase stability will follow that will build towards interpreting phase diagrams. These new skills will be applied to understanding the formation of igneous and metamorphic rocks of Earth as organized by tectonic setting.

Corequisite(s): EENS 6190.

EENS 6230 Tectonics (3)
Tectonics encompasses the processes of large-scale deformation and the formation of structures that define, or are association with, Earth's tectonic plate boundaries. The course will include the historical development and testing of plate tectonic hypotheses, as well as a detailed overview of plate tectonics as a current unifying theory. Lecture format, but will include a limited number of discussions of published papers; field trip component is not graded, but participation is expected.

EENS 6250 Isotopes In The Environm (3)
The use of stable and radioactive isotopes as tools to trace the movement of air, water, and sediments through the atmosphere, hydrosphere, biosphere, and lithosphere.

EENS 6260 Paleoclimatology (3)
Understanding past climate change is necessary to effectively predict the future of our planet, which is currently in a state of rapid transition. The main focus of the course is on the reconstruction and modeling of climates of the Quaternary, the past two million years of Earth's history.

EENS 6300 Groundwater Hydrology (3)
Occurrence of water in the near-surface environment. Topics include saturated and unsaturated flow in aquifers, aquifer characterization, well hydraulics, and groundwater chemistry.

EENS 6310 Depositional Mechanics (3)
This course emphasizes a quantitative description of the mechanics of sediment transport in steady and unsteady flows based on hydrodynamic principles. Aspects of flow and sediment-transport mechanics that are relevant to understanding the construction of landscapes and depositional systems including modes of particle entrainment and motion in turbulent shear flows will be considered. The course includes consideration of the equations of motion for particles in a turbulent flow, entrainment, bedload, and suspended load in addition to the mechanics of bedforms, ripples, and dunes, parameters responsible for channelization, erosion, and deposition of cohesive and non-cohesive sediments, and the mechanics of sediment gravity flows. Finally, quantitative methods relating properties of stratigraphy to paleo-environmental conditions are considered.

EENS 6320 Subsurface Geology (3)
Principles of subsurface mapping with emphasis on 3-dimensional seismic reflection data. Utilization of geophysical data to construct subsurface maps. Students gain hands on experience with Seismic Micro-Technology's state-of-the-art software, The Kingdom Suite, in work-station based laboratory sessions. Lectures and laboratory.

EENS 6350 Geologic Dating Methods (3)
Geologic Dating Methods IN this course the student will explore the development of methods used to date and establish rates of Earth and planetary processes via radiogenic isotopic methods. Students will come away with deeper understanding of age of the Universe, Solar system, and Earth and understand how radiogenic isotopic techniques can be used to study, for example, differentiation of the earth into its major components (crust, mantle, core).

EENS 6360 Environmental Geochemstr (3)
Quantitative examination of the fundamental processes that control the chemistry of natural waters. Topics will include equilibrium thermodynamics, kinetics, oxidation-reduction reactions, solution and surface complexation (adsorption), chemical weathering and biogeochemical cycling of chemical elements in the environment.

EENS 6370 Independent Study in GIS and Remote Sensing (3)
A semester-long independent research project designed and completed by the student. Students will apply a working knowledge of geographic information systems and/or remote sensing to solve geospatial problems by designing and conducting an original and reasoned investigation. The project will culminate in a technical research paper written in scientific-style and containing professional figures and graphics. Students are encouraged to design a project that compliments their degree program or thesis, but the project must be original and distinct from their proposed undergraduate or graduate thesis/dissertation. The instructor will advise the research project through periodic meetings to establish goals and assess progress. Instructor approval required. Students interested in completing an independent study should coordinate with the GIS Certificate Program Director to determine a topic and instructor.

Prerequisite(s): (EENS 3150 or 6150) and (EENS 4030 or 6030).

EENS 6380 Remote Sensing for Env Anlys (3)
Continued advancements in remote sensing technologies have resulted in an extraordinary increase in the availability of remotely sensed data of Earth. Remote sensing data are now used in geology, hydrology, meteorology, environmental sciences, geography, urban planning, anthropology, civil engineering, and environmental monitoring. This course is built on the techniques learned in the introduction to Remote Sensing course (EENS 4180/6180) by exposing the student to more image processing and analysis for different environmental applications. Students will use the multispectral, hyperspectral, thermal, Radar, and LiDAR data for watersheds, wetlands, water quality, coastal changes, vegetation analysis, mineral resources, land use and land cover changes. Students will develop technical skills of digial image processing, analysis, and interpretation using the ENVI software.

EENS 6390 Geospatial and Numerical Methods (4)
Satellites probe Earth's ionosphere, atmosphere, oceans, and subsurface over periods of days to weeks, building large 4D data sets. Earth based data from the internet of things to sophisticated monitoring provide even denser 4D data sets. The broad aims of this course are to learn theory and application of the following broad topics, and to use open source command line software (GMT, Google Earth, QGIS), or commercial (ArcGIS), and Matlab or python programming to solve geospatial data analyses problems.

EENS 6400 The Scientific Enterprise (3)
Scientific research has evolved into a complex activity that requires numerous skills which are typically not captured by traditional curricula. This course covers such topics as science funding, publishing, misconduct, media, and politics, and is specifically intended for (aspiring) graduate students.

EENS 6410 Structural Geology (3)
Principles and mechanics of rock deformation, the evolution of geological structures, and the relations between structures and plate tectonics. Laboratory section focuses on geological problem solving. Field trip to the Southern Appalachian Mountains.

EENS 6411 Structural Geology Lab (0)
Lab section for EENS 6410

EENS 6420 Applied Basin Analysis (3)
This course focuses on practical applications of stratigraphy, structural geology and petroleum geology. It is designed around a dataset for an individual hydrocarbon basin that will typically include seismic reflection data and well data. Datasets will vary from year to year, as the course will be coordinated with AAPG's Imperial Barrel award program. Students work as a team, however each student has a clear role and responsibility to the ultimate goal, which is a geologically valid interpretation of the basin that makes predictions about the hydrocarbon prospectively of the study area. Emphasis is on teamwork, participation, oral and written communication of results. Practicum format (non-lecture).

EENS 6440 Introduction to Geophysics (3)
Introduction to Geophysics This course provides an introduction to applied geophysical methods, with a focus on the application of these techniques in environmental and engineering studies. The material will provide the technical foundation needed to understand the commonly used geophysical methods: gravity, magnetics, electrical resistivity, seismic, electromagnetics, and ground penetrating radar.

EENS 6480 Natural Climate Solutions (3)
The urgency of the climate crisis means we must use all available options to mitigate climate change. Natural climate solutions have gained particular attention, using biological systems such as forests to sequester carbon dioxide from the atmosphere. This course will discuss the pros and cons of different natural approaches to carbon capture, including the human and ecological impacts such approaches can have.

EENS 6550 Shark Paleobiology (3)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

EENS 6660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6661 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

EENS 6700 Earth & Env Sci.Field Studies (3)
This course will take students into the field and provide them with their first in depth experience with earth and environmental science. Students will spend the first part of the course in a seminar type course discussing fundamental papers. The course will then culminate with an approximately week long field outing. Course location will rotate. The course will not supllant the field geology camp requirement for geology majors.

EENS 6840 Earth & Planetary Geophysics (3)
The interior structure, composition, and dynamics of Earth and the terrestrial planets can be deduced from a number of different physical, chemical, and thermodynamic observations and models. Topics include: Early bombardment and formation of proto-planetary discs, core formation, Earth's composition and age from radioactivity and thermal considerations, thermal and density structure, geomagnetic dynamo, mantle convection, and plate tectonics, and their absence on other terrestrial planets. Special topics for in-class seminars will explore the methodologies used to determine the internal structure (e.g., seismology, gravity), and the dynamics of systems (e.g., geomagnetism, plate tectonics, the water and carbon cycle). Assessment: 2 in-class quizzes, 5 problem sets, 2 class presentations, and a final critical review of 2 linked research papers on a special topic to be assigned in class.

EENS 6841 Planetary Geophysics Lab (1)
Corequisite(s): EENS 6840.

EENS 6910 Independent Study (1-3)
Independent Study

Course Limit: 4
Maximum Hours: 12

EENS 6930 Lumcom Summer Special Topics (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6931 Lumcom Summer Special Topics (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6932 Lumcon Summer Special Topics (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

EENS 7010 Techniques Geoscience Writing (3)
This graduate-level course will introduce students to methods and best practices for writing scientific paper and as scientific proposal. General practices for clear and concise writing will also be discussed. Students will be required to write and rewrite either a scientific proposal (PhD students) or a thesis prospectus (MS students). Students will be required to critique classmates' writing and provide constructive feedback. Best practices for reviewing scientific writing will also be discussed. This course should be taken in a graduate student's third or fourth semester, so that the student will have some of their own research completed.

EENS 7100 EENS Seminar (1-3)
Course Limit: 3

EENS 7101 EENS Seminar (1-3)

EENS 7150 Adv Top Sedimentary Geol (3)

EENS 7200 Solid Earth and Planetary Science Reading Group (1)
We will read and discuss scientific papers of broad interest to Solid Earth and Planetary Science Research Group. Student will summarize the key findings of papers and lead the discussion.

Maximum Hours: 99

EENS 7660 Special Topics (0-4)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 7940 Transfer Credit-Grad (1-12)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EENS 7990 Research In Geosciences (1-9)
Individual research supervised by faculty.

Maximum Hours: 99

EENS 9980 Masters Research (0-3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours

Maximum Hours: 99

EENS 9990 Dissertation Research (0-3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Ecology & Evolutionary Biology (EBIO)

EBIO 1010 Diversity of Life (3)
An introduction to key concepts in ecology and evolutionary biology emphasizing the diversity among individuals, population, species, communities, and ecosystems.

Corequisite(s): EBIO 1015.

EBIO 1015 Diversity of Life Lab (1)
Laboratory and field exercises designed to augment the lecture material in EBIO 1010.

Corequisite(s): EBIO 1010.

EBIO 1040 Humans & Environmental Change (3)
An introduction to the physical and biological processes that regulate the function of the Earth system. The composition, formation, and stabilization of the Earth's atmosphere and ecosystem will be examined, emphasizing biological processes and ecosystem ecology. With an understanding of the historical rates and mechanisms of natural global change, the means by which human activities alter Earth system function at local to global scales will be explored, along with the consequences of and solutions to human-induced global change. EBIO 1040 is mutually exclusive with EBIO 1050 and EBIO 2050. Students may receive credit for only one of EBIO 1040, 1050, or 2050 in the undergraduate degree.

EBIO 1050 Intro to Conservation Genetics (3)
This course is designed to introduce students to the general principals behind the field of conservation genetics. We will explore evolutionary genetics, the importance of genetics in conservation, and conservation management practices. The class will cover these topics in lecture, hands-on lab activities, and field trips. Course is for high school students only. EBIO 1050 is mutually exclusive with EBIO 1040 and EBIO 2050. Students may receive credit for only one of EBIO 1040, 1050, or 2050 in the undergraduate degree.

EBIO 1070 Climate Change in Coastal Ecos (3)
How do coastal plants, animals, and microbes respond to climate change? Are coastal ecosystems resilient to climate change? This course will introduce students to the complex ways that climate change affects ecological systems in coastal areas. We will explore topics through lectures, readings, debates, field trips, and group research projects.We will learn about restoration and mitigation techniques and discuss ways students can act on behalf of threatened ecosystems

EBIO 1080 Intro to Plant & Human Affairs (3)
This course is designed to introduce you to plants and how different plants and plant products have shaped human existence. We will explore plant history, plant domestication, and plant products through lectures, readings, discussion, and field trips. (High School Students Only)

EBIO 1230 Diversity of Animal Behavior (3)
Basic concepts in animal behavior, emphasizing diversity among animals and their behaviors and the ecological and evolutionary influences on those behaviors. Course will include discussion of how behaviors are studied, physiological mechanisms of behaviors, animal diversity, and how animals communicate, find mates, reproduce, care for their young, defend and feed themselves and move within their environment.

EBIO 1231 Exploring Animal Behavior (3)
The goal of this course is to provide an introduction to animal behavior. The course will begin with an introduction to the application of the scientific method to the study of behavior. Topics that will follow include the ontogeny(development) of behavior, neuronal and hormonal control of behavior, migration, communication, reproductive behavior, mating systems, parental care, and the evolution of social behavior. It will involve both a lecture component as well as a hands-on laboratory component in which students will engage in activities to observe the concepts in action. This class is only open to high school students who are participating in the Tulane Science Scholars Program (TSSP). For students who pass this course with a B or higher and choose to enroll at Tulane University, this course can be applied towards three hours of general elective credit. These credits will not count towards any of the Ecology and Evolutionary Biology Department majors.

EBIO 1240 Reptile & Amphibian Diversity (3)
The goal of this course is to provide an introduction to the field of herpetology. Students will 1) become familiar with the diversity of form and function exhibited by living reptiles and amphibians, 2) gain an introductory understanding of the evolutionary histories and relationships of reptiles and amphibians to each other and to other tetrapods, 3) follow the steps of the scientific method to design and carry out experiments to test hypotheses they devise, and 4) gain experience with field and laboratory methods used to study amphibians and reptiles. The class will involve a lecture component and a hands-on laboratory component. This class is only open to high school students participating in the Tulane Science Scholars Program (TSSP). For students who pass this course with a B or higher and choose to enroll at Tulane University, this course can be applied toward three hours of general elective credit. These credits will not count toward any of the Ecology and Evolutionary Biology Department majors.

EBIO 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EBIO 1040.

Maximum Hours: 99

EBIO 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

EBIO 1945 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

EBIO 2010 Evolution of Human Health & Disease (3)
An introduction to the study of infectious and non-infectious human diseases from an evolutionary perspective.

EBIO 2020 Theory and Methods in Ecology and Evolutionary Biology (3)
EBIO 2020 is an introduction to the fundamental theories and methods in ecology and evolutionary biology for EEBI and ENVB majors. Students will acquire the knowledge and skills needed to succeed in their major through direct, active experiences evaluating and communicating scientific evidence. The course topics are designed to reflect current research interests in the department, such as tropical ecology and behavioral evolution, as well as classic case studies in the discipline. Irrespective of topic, the course emphasizes a practical understanding of the scientific process and focuses on developing the skills needed for upper-level courses in EBIO. The course also provides opportunities for students to become familiar with the research interests of department faculty members, enabling them to identify future research opportunities.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 2030 History of Life (3)
A multidisciplinary introduction for majors and non-majors to the evolution of life on Earth, from its origin through the Pleistocene. The course will focus on the evolution and ecology of organisms in primitive environments, with special attention given to key taxa and events, such as the transition to land, the origin of angiosperms, the rise and fall of dinosaurs, and the origin and early evolution of reptiles, birds, and mammals. Emphasis will be placed on the reconstruction of ancient environments, using modern ecological and evolutionary principles as a guideline to the nature of early biological communities and ecosystems.

EBIO 2040 Conservation Biology (3)
A consideration of biological diversity and its persistence, threats, human value, conservation efforts, and biological bases. Specific topics include extinction, global change, population viability, habitat loss and degradation, ecosystem management, restoration, agricultural ecosystems, economic and legal considerations, and the human population.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 2050 Global Change Biology (3)
This course explores the biological basis of environmental issues and the changes occurring at a global scale, divided approximately into halves. The first half will provide a strong foundation in the interactions among biological and physical systems. The second half will be devoted to specific issues including global climate change, atmospheric pollution, community stability, habitat fragmentation, and loss of biodiversity. Changes that have occurred over geological time will be compared with changes in the modern industrial era. EBIO 2050 is mutually exclusive with EBIO 1040 and EBIO 1050. Students may receive credit for only one of EBIO 1040, 1050, or 2050 in the undergraduate degree.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 2070 Molecular and Evolutionary Genetics (4)
This course will introduce students to fundamental principles concerning the molecular nature of DNA and chromosomes; the molecular processes of replication, transcription, transition, and mutation/repair; the transmission of genetic traits (Mendelian and non-Mendelian modes); and the application of genetic analysis to population and evolutionary biology. EBIO 2070 includes a required, no credit recitation (EBIO 2071). Students may not earn credit for both EBIO 2070/2071 and CELL 2050.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 2071.

EBIO 2071 Molecular and Evolutionary Genetics Recitation (0)
This course is a required accompaniment to EBIO 2070-01 (Molecular and Evolutionary Genetics). Through readings, discussions, interactive exercises, and assignments, students will discuss the concepts and principles of genetics in an applied way, i.e. to apply genetics information to solving crosses and problems.

Corequisite(s): EBIO 2070.

EBIO 2072 Quantitative, Population & Evolutionary Genetics (1)
This course will introduce students to fundamental principles concerning the application of genetic analysis to quantitative, population and evolutionary genetics. If you have taken EBIO 2070/2071, then you do not need to take this course: it is designed only for those students who have taken CELL 2050 and wish to pursue a major within the Department of EEB. This course includes those topics missing from CELL 2050 that will help prepare all EEB majors for upper-level courses offered within the department including Processes of Evolution, Molecular Ecology and Evolution, Speciation, Systematics, Evolutionary Genomics, etc.

Prerequisite(s): EBIO 1010, 1015 and CELL 2050.

EBIO 2100 Marine Biology (3)
A systematic treatment of the organisms and habitat in the marine environment.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 2110 Tropical Biology (3)
Introduction to ecological, evolutionary, and organismal studies of living organisms in the neotropics.

Prerequisite(s): EBIO 1010.

EBIO 2120 Climate, Biodiversity and Tropical Forests (3)
This course is offered as part of the Stone Center for Latin American Studies' Summer in Costa Rica Program. Students may not register on-line for this course; they must register directly with the Stone Center Summer Program office. The course will introduce students to the structure and ecology of tropical forests. Students will be expected to integrate what they learn about the real social and economic causes of deforestation and grass roots efforts to revert it with the social, political, economic and biological logic of world climate change agreements and disagreements.

EBIO 2130 Intro to Animal Behavior (3)
The goal of this course is to provide an introduction for majors and non-majors to the field of animal behavior using an evolutionary approach. The course will begin with an introduction to the application of the scientific method to the study of behavior (levels of analysis, hypothesis testing and Darwinian theory). Topics that will follow include the ontogeny (development) of behavior, neuronal and hormonal control of behavior, foraging and anti-predator behavior, habitat selection, migration, communication, reproductive behavior, mating systems, parental care, the evolution of social behavior, and the evolution of human behavior. The course emphasizes a practical understanding of animal behavior and will focus on developing the skills needed for upper-level behavior courses in EBIO.

EBIO 2210 Insects and Human Interactions (3)
This course is an introduction to the evolution, ecology and conservation of insects. The course will focus heavily on interactions between humans and insects, both historically and in modern times. A goal of the course is that you will develop the foundation and tools you need to continue learning about the importance of insects, their impacts on human society and/or other environmental issues of importance to you.

EBIO 2230 Oceanography (3)
A broad survey of chemical, physical, and geological oceanography with a brief historical overview and a consideration of current concepts.

EBIO 2240 Oceans and Human Health (3)
An overview of the relationship and interconnectivity of impacts and well-being between humans and oceans/coasts.

Prerequisite(s): CELL 1010 or (EBIO 1010 and 1015) or EBIO 1040 or (EENS 1300 and 1305) or SPHU 1020.

EBIO 2250 Vertebrate Biology (3)
An introduction to vertebrate natural history, including evolution, systematics, zoogeography, population dynamics, behavior, ecology, conservation, and extinction.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 2330 Natural History of Louisiana (3)
A survey of terrestrial and aquatic ecosystems of southern Louisiana. Lectures cover the ecology of regional plant and animal communities, with special emphasis on environmental issues such as invasive species, hurricane disturbance, conservation and management. The geology, geography, history, and culture that contribute to the formation and maintenance of each ecosystem will also be examined, from barrier islands to upland forests.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 2335.

EBIO 2335 Natural History of Louisiana Lab (1)
The Natural History of Louisiana Laboratory introduces students to diverse biological communities of southern and central Louisiana, from barrier islands to upland forests. Field trips focus on the ecology of regional flora and fauna and provide opportunities to observe and evaluate the impacts of invasive species, hurricane disturbance, and restoration projects. Students will practice identification skills, maintain a field journal, and participate in local research projects.

Corequisite(s): EBIO 2330.

EBIO 2360 Wetlands Ecology (3)
This course explores relationships between water, soil, plants, animals, fungi and microorganisms in various types of wetlands. Wetland types include floodplain forests, fens, bogs and marshes, with an emphasis on wetlands of the Mississippi Delta Region and the Gulf Coast. The course will further examine how climate-driven sea level rise has required coastal restoration and retreat strategies.

EBIO 2553 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 2580 Urban Ecology (3)
Urban Ecology is the study of cities, including human inhabitants, as functioning ecosystems, supporting a complex web of life. In this course students will learn how basic ecological principles can be applied to the study of urban ecosystems and the effects of cities and urbanization on regional and global environments. Through a combination of lectures, readings and discussions, site visits and service learning, this course will provide an overview of interactions, at multiple scales, between the built environment and the natural environment with particular focus on New Orleans and the Gulf coast region.

EBIO 2600 Natural Resource Conservation (3)
This course examines the theory and practice of natural resource preservation in the United States, and the agencies and organizations involved in this endeavor.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 2660 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 2661 Special Topics (0-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 2662 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 2770 Nature Study in Scandinavia (3)
More than a Walk in the Park: Nature Study in Scandinavia has two components. Half of the course is a survey of the ecosystems of Scandinavia, from boreal forests to rocky intertidal zones. We will explore the diversity and ecology of regional plant and animal communities, with reference to environmental issues including non-native species, disturbance, conservation, and management. Information about the geology, history, and culture that contribute to the formation and maintenance of each ecosystem will be included. The other half of the course will involve observing, identifying, recording, and developing questions about the local diversity of the region. Be prepared to spend a considerable amount of time outside... where nature is!

EBIO 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 2891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EBIO 2210.

Maximum Hours: 99

EBIO 2910 Independent Study (1-3)
Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 2920 Independent Study (1-3)
Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

EBIO 2945 Transfer Coursework (0-4)

Maximum Hours: 99

EBIO 3040 General Ecology (3)
A survey of the patterns and mechanisms of interaction among all organisms and their environments, including examples of human impacts on the biosphere.

Prerequisite(s): EBIO 1010, 1015 and 2020.
Corequisite(s): EBIO 3045.

EBIO 3045 General Ecology Lab (1)
Quantitative laboratory and field exercises designed to augment the lecture material. Includes data collection, sampling, experimentation, statistical hypothesis testing, modeling, discussion of research results, and writing up of results in the form of three scientific papers.

Prerequisite(s): EBIO 2020.
Corequisite(s): EBIO 3040.

EBIO 3080 Processes of Evolution (3)
Patterns and processes in the evolution of species and populations, including discussions of natural selection, gene flow, genetic drift, adaptation, speciation, origins of evolutionary novelty, and selected trends in the fossil record.

Prerequisite(s): EBIO 2070 and 2071.

EBIO 3150 Intro to GIS (4)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems in the earth and environmental sciences. (SAME AS EBIO 6150, EENS 3150, EENS 6150,)

Corequisite(s): EBIO 3151.

EBIO 3151 Intro to GIS lab (0)
Co-requisite lab for Intro to GIS.

Corequisite(s): EBIO 3150.

EBIO 3180 Plants & Human Affairs (3)
Since ancient times, people have relied on plants for food, clothing, shelter, medicines, and more. This course investigates some of the ways in which plants support and shape human life. Topics include: early ideas about plants and the origin of plant lore; plant domestication and the rise of agriculture; plant products in commercial economies; cultural uses of plants; plants and the future of civilization.

EBIO 3185 Plants Human Affairs Lab (1)
Laboratory course to accompany EBIO 3180. A survey of plant products and their sources, emphasizing the structure, chemistry, and diversity of economic plants.

Corequisite(s): EBIO 3180.

EBIO 3190 Darwin and Darwinism (4)
A consideration of Charles Darwin's theory of Natural Selection, including the history of evolutionary thought before Darwin's time, the circumstances surrounding Darwin's research, and the effect of Darwin's ideas on the development of contemporary biology. Readings, discussions, and written assignments.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 3290 Behavioral Ecology (3)
This course addresses the ecological and evolutionary causes and consequences of animal behavior, using both proximate and ultimate approaches. Topics include sociality, mating systems, sexual selection, animal movement, signals, behavior and conservation, and cognition.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.

EBIO 3320 Microbial Diversity & Ecology (3)
A survey of micro-organisims and their rules in and relationships within their respective ecosystems. (Same as EBIO 6320)

Prerequisite(s): EBIO 1010, 1015 and CELL 1010 and (EBIO 2070 or CELL 2050).
Corequisite(s): EBIO 3325.

EBIO 3325 Microbial Diversity & Ecology Lab (1)
Laboratory activities focused on observing/ascertaining microbial taxonomy (viral, bacterial, archaeal, fungal, and protistan) and methods relating to isolating/identifying microbes and measuring growth rates and metabolisms.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010 and (EBIO 2070 or CELL 2050).
Corequisite(s): EBIO 3320.

EBIO 3500 Sharks and their Relatives (3)
Biology of Sharks and their Relatives is a detailed study of the evolution, ecology, morphology, functional anatomy, physiology, and conservation of the cartilaginous fishes.

Prerequisite(s): CELL 1010, EBIO 1010 and 1015.

EBIO 3550 Shark Paleobiology (3,4)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

Corequisite(s): EBIO 3890.

EBIO 3551 Shark Paleobiology Lab (0)
Lab section for EBIO 3550

EBIO 3590 Plant Biology and Adaptation (4)
An introduction to the biology of plants, with an emphasis on the aspects of physiology, anatomy, morphology, and ecology that have resulted in their successful adaptation and diversification.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 3591.

EBIO 3591 Plant Biology and Adaptation Lab (0)
Lab section for EBIO 3590.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 3590.

EBIO 3690 Experimental Animal Behavior (4)
This course provides students the opportunity to design, implement, write-up, and present an independent research project related to animal behavior .Research will be conducted on live animals at the Audubon Zoo or Audubon Park. The course will emphasize general principles of literature review and synthesis; experimental design; the collection; organization and analysis of data; and written and oral presentation of results. The course consists of 3 hours of laboratory per week (at the park or zoo) and 2 hours of seminar per week (on campus). This course fulfills the Newcomb-Tulane intensive writing requirement. This course serves as an elective for the SISE minor and fulfills the upper tier Service Learning Requirement.

Prerequisite(s): EBIO 2020.
Corequisite(s): EBIO 3691.

EBIO 3691 Experimental Animal Behavior Lab (0)
Lab section for EBIO 3690.

Corequisite(s): EBIO 3690.

EBIO 3780 Tropical Field Biolgy (3)
This study abroad course deepens student's theoretical, factual, and hands-on understanding of biological research and conservation in the tropics. Prerequisite(s): EBIO 2020.

Prerequisite(s): EBIO 2020.

EBIO 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EBIO 3550.

Maximum Hours: 99

EBIO 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

EBIO 4030 Field Botany (4)
A plant identification course focusing on terrestrial and aquatic flora of Louisiana. Lab field trips include visits to a variety of local ecosystems from coastal wetlands to upland forests. Lectures cover botany, taxonomy, and the ecological and evolutionary processes that structure plant communities, with special emphasis on how these topics apply to Louisiana ecosystems.

Prerequisite(s): EBIO 1010.
Corequisite(s): EBIO 4031.

EBIO 4031 Field Botany Lab (0)
Lab section for EBIO 4030.

Corequisite(s): EBIO 4030.

EBIO 4060 Stream Ecology (4)
Ecology of freshwater stream environments, including physical forces influencing water flow, sediment and solute geochemistry, and composition and interactions of stream biota.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4061.

EBIO 4061 Stream Ecology Lab (0)
Lab section for EBIO 4060.

Corequisite(s): EBIO 4060.

EBIO 4080 Biostatistics and Experimental Design (3)
This course will teach students how to interpret statistical data in an evolutionary and ecological context. Special emphasis will be placed on understanding the nature of ecological field experiments, and experimental design. In addition, issues regarding how ecological and evolutionary analyses are perceived in the public media will be discussed. We will cover statistical methods for dealing with such problems (regression, correlation, ANOVA, etc.), and also read papers in ecological and evolutionary journals that highlight statistical issues. The class is designed for students who have not had prior experience with statistics.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.

EBIO 4090 Invertebrate Paleontology (4)
Principles of invertebrate paleontology; a systematic treatment of the fossil invertebrates and their living relatives. Emphasis on functional morphology, ontogeny, and paleoecology. Lectures, laboratory, field trip.

Corequisite(s): EBIO 4091.

EBIO 4091 Invertebrate Paleontology Lab (0)
Lab section for EBIO 4090.

Corequisite(s): EBIO 4090.

EBIO 4110 Tropical Ecology & Agriculture (3)
Through lectures and discussion, we develop a sound background in modern tropical ecology and agriculture, including conservation. This background will include knowledge of how scientists come to reach understanding about tropical ecosystems by using natural history/observational studies, experiments and models/theory. Finally, we will develop the analytical tools that are needed to continue learning about and acting on behalf of tropical ecosystems and/or other environmental issues of importance.

Prerequisite(s): EBIO 3040.

EBIO 4200 Ornithology (4)
An investigation into the early evolution of birds, origins and mechanics of flight, anatomy and physiology, systematics, social and breeding behavior, and the diverse life histories of birds. Tulane investigators share current research and methodologies for studying birds, and highlight the most pressing conservation issues. We spend as much time as possible in the field, visiting unique habitats across southeast Louisiana and the Gulf Coast, in search of birds to observe, describe, and identify by sight and sound.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4201.
Course Limit: 2

EBIO 4201 Ornithology Lab (0)
Lab section for EBIO 4200.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4200.

EBIO 4210 Vertebrate Morphology (4)
Comparative morphology, evolution, and bionomics of representative vertebrates. Lectures supplemented by weekly labs.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4211.

EBIO 4211 Vertebrate Morphology lab (0)
Lab section for EBIO 4210.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4210.

EBIO 4230 Molecular Evolution and Ecology (4)
Molecular ecology employs principles of population genetics and phylogenetics to answer questions about organismal diversity, population dynamics, community assembly and macroecology. Having a foundation in molecular evolution and genomics allows for broad topical applications, including the study of infectious diseases, conservation of endangered species, organismal responses to global environmental change, and the evolutionary origins of biological diversity. Students will first learn the principles of molecular evolution, after which they will be introduced to the core techniques used to generate molecular data. Students will learn how molecular data can be developed and analyzed to address questions in ecology and evolutionary biology. It is strongly recommended that students also have taken CELL 2050, EBIO 3080, and EBIO 3040 or have an understanding of genetics, organismal evolution and ecological principles. This class consists of 3 lectures per week supplemented with a weekly lab.

Prerequisite(s): EBIO 2020, 2070 and CELL 1010.
Corequisite(s): EBIO 4231.

EBIO 4231 Molecular Evolution and Ecology Lab (0)
Lab section for EBIO 4230.

Corequisite(s): EBIO 4230.

EBIO 4250 Biology of Marine Invertebrates (4)
Biology, taxonomy and distribution of the invertebrates with emphasis on the local fauna. Lectures, laboratories, and field trips. Course may be repeated 2 times for credit.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4251.
Course Limit: 2

EBIO 4251 Biology of Marine Invertebrates Lab (0)
Co-requisite lab for EBIO 4250.

Corequisite(s): EBIO 4250.

EBIO 4270 Population Ecology (3)
Principles of population dynamics in space and time, population regulation, and population interactions as determined from an integrated study of plants and animals, followed by exploration of the applicability of these principles to an understanding of the contemporary growth and control of the human population.

Prerequisite(s): EBIO 3040*.
* May be taken concurrently.

EBIO 4280 Ichthyology (4)
Biology of fish-like vertebrates, including taxonomy, evolution, anatomy, physiology, and biogeography. Course may be repeated 2 times for credit.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4281.
Course Limit: 2

EBIO 4281 Ichthyology Lab (0)
Lab section for EBIO 4280.

Corequisite(s): EBIO 4280.

EBIO 4300 Biology of Amphibians and Reptiles (4)
This course will provide an introduction to herpetology, the study of reptiles and amphibians. Topics covered will include the evolutionary history, systematics, physiology, ecology, life history, behavior and conservation of amphibians and reptiles. The course consists of two lectures and a lab or field trip each week. Occasional weekend field trips may also be scheduled.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4301.

EBIO 4301 Biology of Amphibians and Reptiles Lab (0)
Co-requisite lab for EBIO 4300.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.
Corequisite(s): EBIO 4300.

EBIO 4310 Plant Systematics (4)
A review of the structure and evolution of land plants and a survey of the major families of flowering plants. Laboratory emphasis on structural terminology and plant identification. Course may be repeated 2 times for credit.

Corequisite(s): EBIO 4311.
Course Limit: 2

EBIO 4311 Plant Systematics Lab (0)
Lab section for EBIO 4310.

Corequisite(s): EBIO 4310.

EBIO 4370 Aquatic Autotrophs (3)
This course will survey and provide a systematic treatment of the most common autotrophic organisms found in oceanic, coastal, estuarine, and freshwater habitats with particular emphasis on those organisms along the northern Gulf of Mexico.

Prerequisite(s): EBIO 1010 and 1015.

EBIO 4430 Entomology (4)
In this course we will study the organismal, ecological, and evolutionary biology of insects, while surveying recent literature. In addition to learning about insects as organisms and as integral parts of our ecosystem, we will study the scientific process. This course will discuss how scientists come to reach understanding about nature in general, using insects as our model. Insect collection required.

Prerequisite(s): EBIO 1010, 1015 and CELL 1010.

EBIO 4431 Entomology Lab (0)
Lab section for EBIO 4430

EBIO 4440 Urban Agroecology and Sustainability in New Orleans (3)
Urban Agroecology and Sustainability in New Orleans is a project centered, 3-credit undergraduate course with mandatory tier 2 service learning. This is a course designed for students from all disciplines with a general interest in urban agriculture, ecology and sustainable food production systems. This course will provide a socio-ecological approach to the study of urban food production, by evaluating the pressures driving biodiversity, energy cycling conservation, job creation, human health and well-being. The core of this course is to successfully grow culturally appropriate produce in an urban landscape following the four principles of agroecology: environmental/ecosystem principle(table 7), social and cultural principle(table 8), economic principle(table 9) and political principle(table 10).This course will be very collaborative and hands-on where students will put theory into practice and service to the community.

Prerequisite(s): EBIO 1010.
Corequisite(s): EBIO 4890.

EBIO 4460 Biodiversity and Environmental Informatics (3)
This upper-level course explores theory and practice in biodiversity informatics, an emerging field of cyber-enabled discovery and innovation. Topics to be discussed include natural history collection databases and networks, data mining, morphological databases and ontology, digital libraries, phyloinformatics, cybertaxonomy, Georeferencing methods and algorithms, GIS and predictive niche modeling.

Prerequisite(s): EBIO 3080 and (CELL 2050 or EBIO 2070).

EBIO 4480 Community Ecology (3)
Communities consist of resident populations of all species (e.g., animals, plants, microbes) that coexist in the same place at the same time. The field of community ecology seeks to understand the distribution and abundance of species. Elucidating the processes that give rise to these patterns requires an understanding of how populations of different species interact within communities, and with their abiotic environment. The objectives of this course are to become familiar with the main concepts and theories of community ecology and its applications to pragmatic societal issues.

Prerequisite(s): EBIO 1010 and 2020.

EBIO 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on BANNER. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 4660 Special Topics (1-4)
Courses offered for undergraduate students by visiting professors and permanent faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 4661 Special Topics (1-4)
Courses offered for undergraduate students by visiting professors and permanent faculty. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 4662 Special Topics (1-4)
Courses offered for undergraduate students by visiting professors and permanent faculty. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 4663 Special Topics (1-3)
Courses offered for undergraduate students by visiting professors and permanent faculty. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 4665 Special Topics Lab (1-3)
Special Topics Lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 4670 Topics In Marine Science (1-4)
Reserved for courses offered by LUMCON on a temporary basis or for courses taken at other marine field stations. EBIO 4680/6680 - Topics in Field Biology would be reserved for summer field courses taken at non-marine biological field stations.

EBIO 4672 Marine Field Ecology (4)
Relationships of marine and estuarine organisms to environmental factors; interactions among organisms; ecological processes of energy and materials flow; field studies of communities and ecosystems of the Louisiana coastal zone.

EBIO 4673 Marine Fish Ecology (3)
This course will explore the ecology of coastal marine fishes emphasizing aspects of how fish utilize coastal habitats and how environmental factors influence that distribution, movement, growth, reproduction, abundance and interspecific interactions of fishes, especially in early life history stages.

EBIO 4674 Marine Invertebrate Ecology (3)
In-depth study of the interaction of marine and estuarine invertebrates with their environment. Emphasis will be placed on understanding the functional role of invertebrates and how the environment shapes morphology, physiology and behavior.

EBIO 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit corequisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EBIO 4440.

Maximum Hours: 99

EBIO 4910 Independent Study (1-3)
Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 4920 Independent Study (1-4)
Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 4930 Capstone Indep Study (3-4)
A senior capstone experience for students majoring in Environmental Science-Ecology and Evolutionary Biology Track and for departmental majors unable to complete EBIO 4970/4980 due to extenuating circumstances. Under faculty supervision, students select a topic in ecology and evolutionary biology, write an expository paper on that topic and give an oral presentation of their findings. Students also attend departmental research seminars and meet to discuss contemporary issues in ecology and evolutionary biology.

EBIO 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

EBIO 4960 Special Projects (1-3)
Individual studies in a selected field. Open to qualified juniors and seniors with approval of instructor and advisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

EBIO 4992 Honors Thesis Cohort (0)
The Ecology and Evolutionary Biology Honors Thesis Cohort is a weekly meeting directed by an upper-level graduate student mentor in coordination with the faculty honors thesis advisors. Students working on an independent research project will have the opportunity to discuss the scientific method, research and design, data analysis, written communication and oral presentation with their peers and mentor. The group will serve as a sounding board, a writing community and a means of meeting deadlines and achieving the expectations of the thesis. EBIO4990/5000 are co-requisites (a total of 7 credits over the course of the full academic year).

EBIO 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): EBIO 4990.

EBIO 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 5390 Study Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 5970 Capstone Research Seminars (3)
EBIO5970/5971 is the capstone experience for majors in Ecology and Evolutionary Biology and Environmental Biology. A working assumption of our capstone is that you will go on to use your biological training in a professional capacity. Therefore, the course is designed to synthesize the major experience and prepare you for future career opportunities. You will engage in discussions of contemporary issues in EBIO and hone your skills in critical thinking and communication. EBIO5970 is the writing intensive version of the course. EBIO5971 students do not complete a paper. Enrollment in EBIO 5970 requires that the student is an EBIO or ENVB senior who will be graduating within the academic year.

EBIO 5971 Capstone Research Seminars (2)
EBIO5970/5971 is the capstone experience for majors in Ecology and Evolutionary Biology and Environmental Biology. A working assumption of our capstone is that you will go on to use your biological training in a professional capacity. Therefore, the course is designed to synthesize the major experience and prepare you for future career opportunities. You will engage in discussions of contemporary issues in EBIO and hone your skills in critical thinking and communication. EBIO5970 is the writing intensive version of the course. EBIO5971 students do not complete a paper. Enrollment in EBIO 5971 is restricted to seniors who are graduating within the academic year.

EBIO 6030 Field Botany (4)
A plant identification course focusing on terrestrial and aquatic flora of Louisiana. Lab field trips include visits to a variety of local ecosystems from coastal wetlands to upland forests. Lectures cover botany, taxonomy, and the ecological and evolutionary processes that structure plant communities, with special emphasis on how these topics apply to Louisiana ecosystems.

Corequisite(s): EBIO 6031.

EBIO 6031 Field Botany Lab (0)
Lab section for EBIO 6030.

Corequisite(s): EBIO 6030.

EBIO 6040 General Ecology (3-4)
A survey of the patterns and mechanisms of interaction among all organisms and their environments, including examples of human impacts on the biosphere. Lectures plus two field trips.

EBIO 6045 General Ecology Lab (1)

EBIO 6060 Stream Ecology (4)
Ecology of freshwater stream environments, including physical forces influencing water flow, sediment and solute geochemistry, and composition and interactions of stream biota. Class Hours: Lectures supplemented by weekly labs, some day field trips, and one weekend field trip.

Corequisite(s): EBIO 6061.

EBIO 6061 Stream Ecology lab (0)
Lab section for EBIO 6060.

Corequisite(s): EBIO 6060.

EBIO 6080 Biostatistics and Experimental Design (3)
This course will teach students how to interpret statistical data in an evolutionary and ecological context. Special emphasis will be placed on understanding the nature of ecological field experiments, and experimental design. In addition, issues regarding how ecological and evolutionary analyses are perceived in the public media will be discussed. We will cover statistical methods for dealing with such problems (regression, correlation, ANOVA, etc.), and also read papers in ecological and evolutionary journals that highlight statistical issues. The class is designed for students who have not had prior experience with statistics.

EBIO 6090 Invertebrate Paleontology (4)
Principles of invertebrate paleontology; a systematic treatment of the fossil invertebrates and their living relatives. Emphasis on functional morphology, ontogeny, and paleontology. Course may be repeated 2 times for credit.

Corequisite(s): EBIO 6091.
Course Limit: 2

EBIO 6091 Invertebrate Paleontology Lab (0)
Lab section for EBIO 6090.

Corequisite(s): EBIO 6090.

EBIO 6110 Tropical Ecology and Agriculture (3)
Through lectures and discussion, we develop a sound background in modern tropical ecology and agriculture, including conservation. This background will include knowledge of how scientists come to reach understanding about tropical ecosystems by using natural history/observational studies, experiments and models/theory. Finally, we will develop the analytical tools that are needed to continue learning about and acting on behalf of tropical ecosystems and/or other environmental issues of importance.

EBIO 6150 Intro to GIS (4)
This course is designed to give students a general understanding of geographic information systems (GIS) and the Environmental Systems Research Institute (ESRI) ArcGIS software. The approach taken is detailed instruction in utilizing ArcGIS to solve problems in the earth and environmental sciences. (SAME AS EBIO 3150, EENS 3150, EENS 6150,)

Corequisite(s): EBIO 6151.

EBIO 6151 Intro to GIS lab (0)
(Same as EBIO 3151, EENS 3151, EENS 6151)

Corequisite(s): EBIO 6150.

EBIO 6180 Plants & Human Affairs (3)
Since ancient times, people have relied on plants for food, clothing, shelter, medicines, and more. This course investigates some of the ways in which plants support and shape human life. Topics include: early ideas about plants and the origin of plant lore; plant domestication and the rise of agriculture; plant products in commercial economies; cultural uses of plants; plants and the future of civilization.

EBIO 6190 Darwin and Darwinism (4)
A consideration of Charles Darwin's theory of Natural Selection, including the history of evolutionary thought before Darwin's time, the circumstances surrounding Darwin's research, and the effect of Darwin's ideas on the development of contemporary biology. Readings, discussions, and written assignments.

EBIO 6200 Ornithology (4)
An investigation into the early evolution of birds, origins and mechanics of flight, anatomy and physiology, systematics, social and breeding behavior, and the diverse life histories of birds. Tulane investigators share current research and methodologies for studying birds, and highlight the most pressing conservation issues. We spend as much time as possible in the field, visiting unique habitats across southeast Louisiana and the Gulf Coast, in search of birds to observe, describe, and identify by sight and sound.

Corequisite(s): EBIO 6201.

EBIO 6201 Ornithology lab (0)
Lab section for EBIO 6200

Corequisite(s): EBIO 6200.

EBIO 6210 Vertebrate Morphology (4)
Comparative morphology, evolution, and bionomics of representative vertebrates.

Corequisite(s): EBIO 6211.

EBIO 6211 Vertebrate Morphology Lab (0)
Lab section for EBIO 6210.

Corequisite(s): EBIO 6210.

EBIO 6230 Molecular Evolution and Ecology (4)
Molecular ecology employs principles of population genetics and phylogenetics to answer questions about organismal diversity, population dynamics, community assembly and macroecology. Having a foundation in molecular evolution and genomics allows for broad topical applications, including the study of infectious diseases, conservation of endangered species, organismal responses to global environmental change, and the evolutionary origins of biological diversity. Students will first learn the principles of molecular evolution, after which they will be introduced to the core techniques used to generate molecular data. Students will learn how molecular data can be developed and analyzed to address questions in ecology and evolutionary biology. It is strongly recommended that students also have taken CELL 2050, EBIO 3080, and EBIO 3040 or have an understanding of genetics, organismal evolution and ecological principles. This class consists of 3 lectures per week supplemented with a weekly lab. (Same as EBIO 6230)

Corequisite(s): EBIO 6231.

EBIO 6231 Molecular Evolution and Ecology Lab (0)
Lab section for EBIO 6230.

Corequisite(s): EBIO 6230.

EBIO 6250 Biology of Marine Invertebrates (4)
Biology, taxonomy and distribution of the invertebrates with emphasis on the local fauna.

Corequisite(s): EBIO 6251.

EBIO 6251 Biology of Marine Invertebrates Lab (0)
Co-requisite lab for EBIO 6250.

Corequisite(s): EBIO 6250.

EBIO 6270 Population Ecology (3)
Principles of population dynamics in space and time, population regulation, and population interactions as determined from an integrated study of plants and animals, followed by exploration of the applicability of these principles to an understanding of the contemporary growth and control of the human population.

EBIO 6280 Ichthyology (4)
Biology of fish-like vertebrates, including taxonomy, evolution, anatomy, physiology, and biogeography. Class Hours: Lectures supplemented by weekly labs, some day field trips, and one weekend field trip.

Corequisite(s): EBIO 6281.

EBIO 6281 Ichthyology Lab (0)
Lab section for EBIO 6280.

Corequisite(s): EBIO 6280.

EBIO 6290 Behavioral Ecology (3)
This course addresses the ecological and evolutionary causes and consequences of animal behavior, using both proximate and ultimate approaches. Topics include sociality, mating systems, sexual selection, animal movement, signals, behavior and conservation, and cognition.

EBIO 6300 Biology of Amphibians and Reptiles (4)
This course will provide an introduction to herpetology, the study of reptiles and amphibians. Topics covered will include the evolutionary history, systematics, physiology, ecology, life history, behavior and conservation of amphibians and reptiles. The course consists of two lectures and a lab or field trip each week. Occasional weekend field trips may also be scheduled.

Corequisite(s): EBIO 6301.

EBIO 6301 Biology of Amphibians and Reptiles Lab (0)
Co-requisite lab for EBIO 6300.

Corequisite(s): EBIO 6300.

EBIO 6320 Microbial Diversity & Ecology (3)
A survey of micro-organisims.and their rules in and relationships within their respective ecosystems. (Same as EBIO 3320)

Corequisite(s): EBIO 6325.

EBIO 6325 Microbial Diversity and Ecology (1)
Corequisite: EBIO 3320/6320. Laboratory activities focused on observing/ ascertaining microbial taxonomy (viral, bacterial, archaeal, fungal, and protistan) and methods relating to isolating/identifying microbes and measuring growth rates and metabolisms.

Corequisite(s): EBIO 6320.

EBIO 6340 Ecological Analysis (3)
Study of powerful methods for designing ecological studies and analyzing ecological data, assuming a knowledge of basic parametric and nonparametric statistics.

EBIO 6370 Aquatic Autotrophs (3)
This course will survey and provide a systematic treatment of the most common autotrophic organisms found in oceanic, coastal, estuarine, and freshwater habitats with particular emphasis on those organisms along the northern Gulf of Mexico.

EBIO 6380 Phylogenetics (3)
A consideration of biological homology, species definition, problems of character data analysis, and Hennigian cladistics as a means of reconstructing the evolutionary history of life. The implications of phylogenetic hypotheses for biological classification, biogeography, paleontology, comparative ecology, and conservation biology. Seminars, readings, and projects.

EBIO 6430 Entomology (4)
In this course we will study the organismal, ecological, and evolutionary biology of insects, while surveying recent literature. In addition to learning about insects as organisms and as integral parts of our ecosystem, we will study the scientific process. This course will discuss how scientists come to reach understanding about nature in general, using insects as our model. Insect collection required.

EBIO 6431 Entomology Lab (0)
Lab section for EBIO 6430.

EBIO 6440 Introduction to Data Science for Ecologists (3)
This course will introduce a set of data-science and computing skills, equivalent to basic lab skills, necessary for conducting reproducible, collaborative, and efficient analyses, with an emphasis on ecological problems. The primary tools will be R and RStudio, other tools for data management and collaboration will be introduced as needed (e.g., git, GitHub, OpenRefine). Students will learn, basics of data management, manipulation, visualization, and analysis as well as the concepts of literate programming – writing code that a computer can execute and a human reader can understand – and reproducibility / repeatability in research. In this course, we will learn by doing, replicating a genuine research experience. After some training in the basics, students will be assigned published scientific articles and work in teams (that include the instructor) to repeat analyses from those articles. No previous experience in R or programming is required.

EBIO 6460 Biodiversity and Environmental Informatics (3)
This upper-level course explores theory and practice in biodiversity informatics, an emerging field of cyber-enabled discovery and innovation. Topics to be discussed include natural history collection databases and networks, data mining, morphological databases and ontology, digital libraries, phyloinformatics, cybertaxonomy, Georeferencing methods and algorithms, GIS and predictive niche modeling. A computer laboratory is a required corequisite.

EBIO 6480 Community Ecology (3)
Communities consist of resident populations of all species (e.g., animals, plants, microbes) that coexist in the same place at the same time. The field of community ecology seeks to understand the distribution and abundance of species. Elucidating the processes that give rise to these patterns requires an understanding of how populations of different species interact within communities, and with their abiotic environment. The objectives of this course are to become familiar with the main concepts and theories of community ecology and its applications to pragmatic societal issues.

EBIO 6500 Sharks and Their Relatives (3)
Biology of Sharks and Their Relatives is a detailed study of the evolution, ecology, morphology, functional anatomy, physiology, and conservation of the cartilaginous fishes.

EBIO 6550 Shark Paleobiology (3,4)
This course examines the processes and patterns of shark speciation, diversification, macroevolution, and extinction within the framework of developing a problem-based learning activity using shark teeth for a K-12 classroom. Particular emphasis is placed on the systematics and functional morphology of shark teeth.

EBIO 6551 Shark Paleobiology Lab (0)
Lab section for EBIO 6550

EBIO 6580 Urban Ecology (3)
Urban Ecology is the study of cities, including human inhabitants, as functioning ecosystems, supporting a complex web of life. In this course students will learn how basic ecological principles can be applied to the study of urban ecosystems and the effects of cities and urbanization on regional and global environments. Through a combination of lectures, readings and discussions, site visits and service learning, this course will provide an overview of interactions, at multiple scales, between the build environment and the natural environment with particular focus on New Orleans and the Gulf coast region.

EBIO 6590 Plant Biology and Adaptation (4)
An introduction to the biology of plants, with an emphasis on the aspects of physiology, anatomy, morphology, and ecology that have resulted in their successful adaptation and diversification. Lectures supplemented by weekly labs and occasional field trips.

Corequisite(s): EBIO 6591.

EBIO 6591 Plant Biology & Adaptation Lab (0)
Lab section for EBIO 6590.

Corequisite(s): EBIO 6590.

EBIO 6660 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 6661 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 6662 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 6663 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

EBIO 6665 Special Topics Lab (1-3)
Special Topics Lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 6670 Topics in Marine Science (1-4)
Reserved for courses offered by LUMCON on a temporary basis or for courses taken at other marine field stations. EBIO 4680/6680 - Topics in Field Biology would be reserved for summer field courses taken at non-marine biological field stations.

EBIO 6672 Marine Field Ecology (4)
Relationships of marine and estuarine organisms to environmental factors; interactions among organisms; ecological processes of energy and materials flow; field studies of communities and ecosystems of the Louisiana coastal zone.

EBIO 6673 Marine Fish Ecology (3)
In-depth study of the interaction of marine and estuarine invertebrates with their environment. Emphasis will be placed on understanding the functional role of invertebrates and how the environment shapes morphology, physiology and behavior.

EBIO 6690 Experimental Animal Behavior (4)
This course provides students the opportunity to design, implement, write-up, and present an independent research project related to animal behavior .Research will be conducted on live animals at the Audubon Zoo or Audubon Park. The course will emphasize general principles of literature review and synthesis; experimental design; the collection; organization and analysis of data; and written and oral presentation of results. The course consists of 3 hours of laboratory per week (at the park or zoo) and 2 hours of seminar per week (on campus). This course fulfills the Newcomb-Tulane intensive writing requirement.

Corequisite(s): EBIO 6691.

EBIO 6691 Experimental Animal Behavior Lab (0)
Lab section for EBIO 6690.

Corequisite(s): EBIO 6690.

EBIO 6700 Math Models in Ecology and Evolution (3)
An introductory course in mathematical modeling in biology with emphasis on construction and interpretation of models in ecology. The goals of the course are to provide training in a wide variety of mathematical and computational techniques that are used to describe ecological systems, to learn to construct ecological models and provide instruction in the biological interpretation of mathematical results.

EBIO 6777 Foundations in Ecology and Evolutionary Biology (3)
This course is intended to provide graduate students with a conceptually-oriented foundation in ecology and evolutionary biology. Students use primary sources to study classic literature (e.g., Darwin's "On the Origin of Species") and discuss it with respect to contemporary and pressing issues in ecology and evolutionary biology.

EBIO 6810 EEB Journal Review (1)
Discussion of significant new publications in ecology, evolutionary biology, and related fields. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 6850 Current Topics in Ecology and Evolutionary Biology (3)
In-depth examination of a selected topic in ecology and evolutionary biology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 6910 Independent Study (1-4)
Advanced independent studies in a selected field of biology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 6911 Independent Study (1-4)
This is a directed study course that allows a graduate student to pursue a topic of particular interest under the direction of a faculty member.

Maximum Hours: 99

EBIO 6920 Independent Study (1-4)
Advanced independent studies in a selected field of biology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

EBIO 7010 Process of Science in Ecology and Evolutionary Biology (3)
The class presents a thorough review and experimental exposure to the process of funding and disseminating results of scientific research. Students will write and submit fundable grant proposals, give research seminars, participate in the peer review process, and examine job opportunities within and outside academia.

EBIO 7150 Problems in Environmental Biology (3)
Restricted to 5 graduate year students; Directed independent study applying field and laboratory methods to environmental problems.

Maximum Hours: 99

EBIO 7160 Problems in Environmental Biology (3)
Restricted to 5 graduate year students; Directed independent study applying field and laboratory methods to environmental problems.

EBIO 7660 Internship in Environmental Biology (3)
Restricted to 5 graduate year students: Experimental learning in cooperation with federal, state, municipal or private agencies and industry.

EBIO 7670 Internship in Environmental Biology (3)
Restricted to 5 graduate year students: Experimental learning in cooperation with federal, state, municipal or private agencies and industry.

EBIO 7940 Transfer Credit-Grad (1-12)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 7990 Doctoral Pre-Candidacy RSH (1-9)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 9980 Masters Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EBIO 9990 Dissertation Research (3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Economics (ECON)

ECON 1010 Introduction to Microeconomics (3)
An introduction to theory of prices and the allocation of resources. Topics include the pricing of goods and services, the determination of wages and returns to capital, market structure, and international trade.

ECON 1020 Introduction to Macroeconomics (3)
An introduction to theory of aggregate income, employment, and the price level. Topics include unemployment, alternative monetary and fiscal policies, and economic growth.

ECON 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

ECON 3010 Intermediate Microeconomics (3)
An exposition of modern microeconomic theory. Theory of consumer choice, production cost, product markets, and input markets.

Prerequisite(s): ECON 1010 or 1030.

ECON 3020 Intermediate Macroeconomics (3)
An exposition of modern macroeconomic theory. Theory of national income, employment, and the price level. The role of monetary and fiscal policy in economic stabilization and growth.

Prerequisite(s): ECON 1020 or 1040.

ECON 3100 Economics of Money & Banking (3)
The course provides students with a comprehensive understanding of the role of money, financial institutions, and central banks in the economy. Topics covered include money (definition, functions, and evolution); structure and functions of financial markets; types and roles of financial institutions; central banking and monetary policy; financial crises and regulation; and international finance and exchange rates.

Prerequisite(s): ECON 1020 or 1040.

ECON 3230 Econometrics (3)
This course introduces classical econometric theory and its practical applications. The course begins with a review of probability theory, descriptive statistics, and inferential statistics, then it delves into various econometric models, including linear regression, nonlinear regression, panel data models, logit/probit models, and selected time series models. The course also provides a very brief introduction to econometric software and its applications.

Prerequisite(s): ECON 1010 and (MATH 1110, 1140, 1230 or 3070).

ECON 3240 Econometrics Lab (1)
An introduction to the use of a statistical programming language. Students will learn skills such as graphing, regression analysis, and data manipulation. Ways to avoid common mistakes and good programming techniques are also provided.

Prerequisite(s): ECON 1010.

ECON 3250 Data Analysis Using Stata (1)
This course provides an introduction on how to use the statistical software Stata, which is commonly used by professional economists. Students will learn how to import and clean data, create variables, generate summary statistics, create figures, and do basic programming (e.g., loops). The course will also provide a light introduction to how to use Stata to conduct regression analysis, which is more formally taught in econometrics and other courses.

Prerequisite(s): ECON 1010.

ECON 3270 Economics of Pandemics (3)
To introduce students to the ways in which economics can be applied to a set of basic epidemiological phenomena. The goal is to provide a starting point for a discussion between three groups of people interested in the spread of infectious diseases: students pursuing a medical degree, students in the social sciences, and students of public health.

Prerequisite(s): (ECON 1020 and 1010).

ECON 3320 Urban Economics (3)
A survey of topics in the field of urban economics, which focuses on economic questions facing geographical areas and cities. Topics covered include geographical data, economic development, crime, housing, neighborhood effects, transportation, and the concentration of economic activity in particular locations (agglomeration).

Prerequisite(s): ECON 1010 or 1030.

ECON 3330 Environmental & Natural Resource (3)
An introduction to economic theory and evidence of how and why people make decisions that have consequences for the natural environment and the availability of renewable and nonrenewable resources. The course will address current environmental challenges, including decarbonization, greenhouse gas emissions, energy transition, and climate change. The course will also introduce economic tools for understanding optimal policies to address these challenges, including valuation of pollution damages and regulations, and analysis of optimal rates of extraction and utilization of natural resources.

Prerequisite(s): ECON 1010 or 1030.

ECON 3340 Government and The Economy (3)
This course introduces the government's roles as a regulator, tax authority, and producer of public goods in the economy. We are particularly interested in understanding what governments spend money on, the tools governments can use to finance their spending, why and how governments seek to correct market failures (e.g., due to externalities or non-competitive business practices), and how governments make decisions. Topics may include externalities and public goods, non-competitive markets and antitrust legislation, taxation, education, social insurance, voting and political economy, or macroeconomic policy.

Prerequisite(s): ECON 1010 or 1030.

ECON 3370 World Economy (3)
This course offers a non-technical introduction to the analysis of international economic issues. While we will be primarily interested in developing standard economic approaches to these issues we will also offer a variety of other useful approaches from political science, sociology, and less mainstream parts of economics. Among specific issues to be treated: protectionism, multinational firms, debt crisis, international macroeconomic policy coordination and European integration.

Prerequisite(s): ECON 1010 and 1020.

ECON 3420 Economic History of the United States (3-4)
A description and analysis of the principal features of the American economic experience, including the colonial relationship with England, and the nation's rapid industrialization and urbanization. Attention also is given to the insight into contemporary problems from examination of our historical experience.

Prerequisite(s): ECON 1010 and (ECON 1020 or 1040).

ECON 3500 Economics and Health Care Reform (3)
The objective of this course is for students to examine health care issues and reforms from an economic perspective. The course will first provide students with an overview of the U.S. health care system and then discuss important problems such as high health care costs and the high number of uninsured. Much attention will focus on various provisions of the 2010 Patient Protection and Affordable Care Act (PPACA), also known as Obamacare. Topics covered will include the expansion of private and public health insurance, individual mandate, measures to control health care costs and spending, the regulation of the health insurance industry, the politics and ongoing debates surrounding health care reform, and the impact of health care reform on the economy.

Prerequisite(s): ECON 1010.

ECON 3530 Global Food Economy (3)
We focus on the challenge of feeding a growing world population with limited natural resources. Using real-world data, we examine both demand and supply side factors that influence food security, focusing on food insecurity in developing nations.

Prerequisite(s): ECON 1010 or 1020.

ECON 3540 Development Economics (3)
An analysis of the problems of generating economic growth in less developed countries. Alternative strategies for promoting economic growth. The impact of the industrialized Western World on the economic development of poor countries.

Prerequisite(s): ECON 1010 or 1030.

ECON 3610 Games & Strategic Behavior (3)
This course provides an introduction to game theory -- the formal study of strategic situations -- and its applications. The course will cover the basic analysis of simultaneous and sequential move games with perfect and imperfect information. This material will be followed by a number of applications, such as price competition, election competition among political candidates, and civil unrest, which illustrate how the use of game theory can help us to improve our understanding of strategic behavior in economic, political, and social situations.

Prerequisite(s): ECON 1010 and (MATH 1220 or 1310).

ECON 3710 Economics of Education (3)
An introduction to theory and evidence regarding economics of elementary, secondary, and higher education. Topics may include the generally positive economic benefits to education for students, signaling versus human capital explanations behind those benefits, the rationale for government subsidies and regulation of education, the design of accountability performance incentives for educators, and the rising cost of schools and colleges.

Prerequisite(s): ECON 1010 and 1020.
Course Limit: 1

ECON 3810 Labor Economics (3)
Why do people choose to work? What factors contribute to wage differences among workers? How do firms navigate hiring and compensation decisions? This course will give students an introduction to labor economics with an emphasis on applied microeconomic theory and hands-on data exploration that addresses these and other questions. We are especially interested in the link between the labor market and public policy. While some concepts may be more familiar to students who have taken Intermediate Microeconomics (Econ 3010), the course is tailored to accommodate both early and advanced students. Topics may include labor supply and demands, taxes and transfers, minimum wages, immigration, human capital, education production, inequality, discrimination, and unemployment, among others.

Prerequisite(s): ECON 1010.

ECON 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 3910 Independent Study (1-3)
Independent Study in Economics. Course may be repeated up to unlimited credit hours

Maximum Hours: 99

ECON 3920 Independent Study (1-3)
Independent Study in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 3970 Special Studies (1-3)
Special Topics in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 3980 Special Studies (3-4)
Special Topics in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 3981 Special Studies (3)

Maximum Hours: 99

ECON 3982 Special Studies (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 3983 Special Studies (1-4)
Special Topics in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 3984 Special Studies (1-4)
Special Topics in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 4230 Econometrics (3)
Building on the statistical techniques learned in Economics 3230, the course concentrates on the principal methods used to correct violations of the basic assumptions of ordinary least squares. ECON 6230 is the master's-level equivalent.

Prerequisite(s): ECON 3230 or MATH 3070.

ECON 4250 Decisions Under Uncertainty (3)
The theory and practice of decision-making under uncertain conditions. Applications and examples are drawn from the realm of personal, business, medical and environmental decision-making. ECON 6250 is the master's-level equivalent.

ECON 4300 Regulation (3)
Provides students with an overview of government regulation and the regulatory process, particularly those regulations focusing on health, safety and the environment. We will use theories and evidence from economics, law and policy to help students answer five questions relating to regulation: Why regulate? How are regulatory rules made? How are regulations enforced? How do we determine whether regulations are successful? What alternatives exist to regulation? Students will have an opportunity to apply what they have learned to a regulatory area of their own choosing. ECON 6300 is the master's-level equivalent.

Prerequisite(s): ECON 3010.

ECON 4330 International Trading Relations (3)
An examination of the principles of international trade and the international arrangements that have been established to guide international trade. Specific topics include comparative advantage, the effects of tariffs and quotas, and the substitution of the movement of goods for the movement of capital and labor. ECON 6330 is the master's level equivalent.

Prerequisite(s): ECON 3010.

ECON 4410 Topics-Mathematical Econ (3)
A mathematical approach to microeconomic theory with an emphasis on static and dynamic optimization. ECON 6410 is the master's-level equivalent.

Prerequisite(s): ECON 3010 and (MATH 1220 or 1310).

ECON 4500 Health Econ & Policy (3)
Provides an overview of the field of health economics. Economic theories and tools will be used to study behavior and outcomes in health care markets. Institutional features of the U.S. health care system will be examined. General topics include the demand for health care, determinants and consequences of health, medical technology, the role of health insurance, the behavior of health providers, managed care, comparative health care systems and health policy and reforms. ECON 6500 is the master's-level equivalent.

Prerequisite(s): ECON 3010.

ECON 4510 Advanced Topics In Macroeconomics (3,4)
Structure and operation of macroeconomic system, covering both closed and open economies. ECON 6510 is the master's-level equivalent.

Prerequisite(s): ECON 3020.

ECON 4540 Public Finance and Public Policy (3-4)
When should the government intervene in the economy and how might it do so? Why do governments choose to intervene in the ways they do and what are the effects of those interventions. This course provides an advanced exploration of the field of public finance and public policy using applied microeconomic theory and engaging with academic research and data analysis. Topics may include externalities and public goods; the efficiency, distributional, and revenue effects of taxation; social insurance programs such as Social Security and unemployment insurance; voting and political economy; and health insurance, among others. ECON 6540 is the masters level equivalent and is open to graduate students only.

Prerequisite(s): ECON 3010 or 3030.

ECON 4550 Using Big Data to Solve Economic Problems (3)
This course will show how "big data" can be used to understand and address some of the most important social and economic problems of our time. The course will give students an introduction to frontier research and policy applications in economics and social science in a non-technical manner that does not require prior coursework in economics or statistics, making it suitable both for students exploring economics for the first time, as well as for more advanced students. Topics include equality of opportunity, education, racial disparities, innovation and entrepreneurship, health care, climate change, criminal justice, and tax policy. In the context of these topics, the course will also provide an introduction to basic methods in data science, including regression, causal inference, and machine learning.

ECON 4560 Comparative Economic Systems (3,4)
This is a seminar course in the comparative economic systems analysis. The course studies economic outcomes in different institutional, geographic, and political settings.

Prerequisite(s): ECON 3010.

ECON 4570 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Corequisite(s): SRVC 4890.

Maximum Hours: 99

ECON 4590 Economic Development of Latin America (3-4)
An introduction to economic issues that are of particular concern in Latin America. Topics include understanding the position of Latin America within the world economy by studying measures of development and poverty, discussing theoretical models of structural economic change, and examining changes in international trading relations.

Prerequisite(s): ECON 3010.

ECON 4600 Inequality & Poverty in Latin America (3,4)
Latin America is the region with the highest levels of income inequality and where inequality has been most persistent. Through comparative and in-depth country studies this course analyzes the dynamics of income inequality and poverty in the region focusing on the role of markets and the state. The course includes a review of quantitative methods to measure inequality and poverty and the theories and methods to analyze their determinants. Using a qualitative scorecard, students will learn to assess government efforts to reduce inequality and poverty. The course is largely non-technical and open to graduate and undergraduate students in the social sciences. ECON 6600 is the master's-level equivalent.

Prerequisite(s): (ECON 1010 or 1030) and ECON 1020.

ECON 4610 Game Theory (3)
A formal introduction to the use of game theory in diverse areas such as modern economic research, political science, sociology, and evolutionary processes. The mathematical content and the depth of the analysis distinguish this class from Econ 3610. ECON 6610 is the master's-level equivalent.

Prerequisite(s): (ECON 3010 or 3030) and (MATH 1220 or 1310).

ECON 4650 Labor & Population in Latin America (3-4)
An examination of labor markets and demographic problems in Latin America. Topics include dual labor markets, education and human capital, fertility change, health, and the demographic experiences of selected Latin American countries.

Prerequisite(s): ECON 3010.

ECON 4660 Sem On Lat Am Countries (3,4)
A complement to other courses in the Latin American economics sequence focusing on a particular country or sub-region. ECON 6660 is the master's-level equivalent.

ECON 4680 Economics of Poverty (3,4)
This course presents an overview of inequality and poverty analysis with a focus on two main themes: measurement challenges and fiscal policy. Students will learn how government policies affect poverty (i.e., fiscal incidence) and learn how to apply them to actual countries. Students will also learn basic inequality and poverty analysis techniques. The course is open to graduate and undergraduate students in the social sciences. ECON 6680 is the master's-level equivalent.

Prerequisite(s): ECON 3010 and 3020.

ECON 4710 Econ of Education Policy and Reform (3-4)
An exploration of more advanced theories and evidence regarding economics of education and their application to education policy, especially the role of markets and government regulation in improving education outcomes. The course covers a full range of school system designs ranging from traditional public schools that are directly operated and overseen by the government to charter schools and vouchers where the market plays a greater role. The advantages and disadvantages of each are discussed from economic and other perspectives and students carry out their own research.

Prerequisite(s): ECON 1010, 1020 and 3230.

ECON 4810 Economics of Slavery (3)
An analysis and description of the economic history of slavery, with particular focus on the United States. Topics include the slave trade, profitability, the efficiency of slave labor, emancipation, slavery and economic growth, the treatment of slaves (diets, housing, and medical care) and demographic effects of slavery.

Prerequisite(s): ECON 3010 and 3230.

ECON 4910 Independent Study (1-3)
Independent Study in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 4920 Independent Study (1-3)
Independent Study in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 4950 Corporate Finance (3)
Study of the sources of funding, capital structure, and decision making of firms.

ECON 4961 Senior Seminar (3)

ECON 4962 Senior Seminar (3)
Prerequisite(s): ECON 3010.

Prerequisite(s): ECON 3010.

ECON 4970 Special Studies In Economics (1-4)
Special Topics in Economics. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ECON 3010.

Maximum Hours: 99

ECON 4971 Special Studies in Econ (1-4)
Independent Study in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 4980 Special Studies In Econ (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 4981 Special Studies in Economics (3,4)

ECON 4990 Honors Thesis (3)
Honors Thesis in Economics.

Prerequisite(s): ECON 3230*.
* May be taken concurrently.

ECON 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ECON 3230* and 4990.
* May be taken concurrently.

ECON 5190 Semester Abroad (1-20)
Does not count toward major; must be matched with other ECON elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 5380 Junior Year Abroad (1-20)
Does not count toward major; must be matched with other ECON elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 5390 Junior Year Abroad (1-20)
Does not count toward major; must be matched with other ECON elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 6010 Adv Topics In Microecon (3)
Enrollment limited to students in the Economics department.

ECON 6070 Intro Mathematical Econ (3)
A presentation of the primary mathematical techniques used in modern economics: calculus, linear algebra, and set theory.

Enrollment limited to students in the Economics department.

ECON 6230 Econometrics (3)
Building on the statistical techniques learned in Economics 3230, the course concentrates on the principal methods used to correct violations of the basic assumptions of ordinary least squares. Master's-level version of ECON 4230. Students should consult with Professor for additional assignments & different grading criteria.

ECON 6300 Regulation (3)
This course will provide students with an overview of government regulation and the regulatory process, particularly those regulations focusing on health, safety, and the environment. We will use theories and evidence from economics, law, and policy. Master's-level version of ECON 4300. Students should consult with Professor for additional assignments & different grading criteria.

ECON 6330 Intl Trading Relations (3)
An examination of the principles of international trade and the international arrangements that have been established to guide international trade. Specific topics include comparative advantage, the effects of tariffs and quotas. Master's-level version of ECON 4330. Students should consult with Professor for additional assignments & different grading criteria.

Enrollment limited to students in the Economics department.

ECON 6410 Topics-Mathematical Econ (3)
A mathematical approach to microeconomic theory with an emphasis on static and dynamic optimization. Master's-level version of ECON 4410. Students should consult with Professor for additional assignments & different grading criteria.

ECON 6500 Health Econ & Policy (3)
Provides an overview of the field of health economics. Economic theories and tools will be used to study behavior and outcomes in health care markets. Institutional features of the U.S. health care system will be examined. Master's-level version of ECON 4500. Students should consult with Professor for additional assignments & different grading criteria.

ECON 6510 Advanced Topics In Macroeconomics (3)
Structure and operation of macroeconomic system, covering both closed and open economies. Master's-level version of ECON 4510. Students should consult with Professor for additional assignments & different grading criteria.

ECON 6520 Econ Public Expenditures (3)
An examination of the economic bases for and evaluation of government expenditure programs. Topics include the rationale for government intervention into the economy, difficulties involved in setting appropriate levels of government activity. Master's-level version of ECON 4520. Students should consult with Professor for additional assignments & different grading criteria.

Enrollment limited to students in the Economics department.

ECON 6530 Economics of Taxation (3)
An analysis of major tax structures used in or proposed for the U.S. Economy. Each tax and the system as a whole will be judged according to the criteria of economic efficiency and tax equity. Master's-level version of ECON 4530. Students should consult with Professor for additional assignments & different grading criteria.

ECON 6540 Public Finance & Public Policy (3)
When should the government intervene in the economy and how might it do so? Why do governments choose to intervene in the ways they do and what are the effects of those interventions. This course provides an advanced exploration of the field of public finance and public policy using applied microeconomic theory and engaging with academic research and data analysis. Topics may include externalities and public goods; the efficiency, distributional, and revenue effects of taxation; social insurance programs such as Social Security and unemployment insurance; voting and political economy; and health insurance, among others. Open to graduate students only.

ECON 6550 Using Big Data to Solve Economic Problems (3)
This course will show how "big data" can be used to understand and address some of the most important social and economic problems of our time. The course will give students an introduction to frontier research and policy applications in economics and social science in a non-technical manner that does not require prior coursework in economics or statistics, making it suitable both for students exploring economics for the first time, as well as for more advanced students. Topics include equality of opportunity, education, racial disparities, innovation and entrepreneurship, health care, climate change, criminal justice, and tax policy. In the context of these topics, the course will also provide an introduction to basic methods in data science, including regression, causal inference, and machine learning.

Enrollment limited to students in the Economics department.

ECON 6560 Comparative Economic Systems (3)
This is a seminar course in the comparative economic systems analysis. The course studies economic outcomes in different institutional, geographic, and political settings.

Enrollment limited to students in the Economics department.

ECON 6580 Labor & Pop In L.A. (3)
An analysis of the economic relation between labor markets, population movements, poverty, and human capital formation. Theoretical foundations are developed and applied in several Latin America contexts.

Students in the Economics department may **not** enroll.

ECON 6590 Econ Devel of Latin America (3)
An introduction to economic issues that are of particular concern in Latin America. Topics include understanding the position of Latin America within the world economy by studying measures of development and poverty, discussing theoretical models of structural economic change, and examining changes in international trading relations.

ECON 6600 Inequality and Poverty in Latin America (3)
Comparative analysis and in-depth country studies of inequality and poverty in Latin America. Topics include measures of inequality and poverty; causes and consequences of inequality and poverty; and, assessment of public policies and their effectiveness. Master's-level version of ECON 4600. Students should consult with Professor for additional assignments & different grading criteria.

Enrollment limited to students in the Economics department.

ECON 6610 Game Theory (3)
A formal introduction to the use of game theory in diverse areas such as modern economic research, political science, sociology, and evolutionary processes. The mathematical content and the depth of the analysis distinguish this class from Econ 4610. Open to graduate students only.

ECON 6650 Labor & Population in Lat Amer (3)
An examination of labor markets and demographic problems in Latin America. Topics include dual labor markets, education and human capital, fertility change, health, and the demographic experiences of selected Latin American countries.

ECON 6660 Seminar On Latin American Countries (3)
A complement to other courses in the Latin American economics sequence focusing on a particular country or sub-region. Master's-level version of ECON 4660. Students should consult with Professor for additional assignments & different grading criteria.

Enrollment limited to students in the Economics department.

ECON 6680 Economics of Poverty (3)
This course presents an overview of inequality and poverty analysis with a focus on two main themes: measurement challenges and fiscal policy. Students will learn how government policies affect poverty (i.e., fiscal incidence) and learn how to apply them to actual countries. Students will also learn basic inequality and poverty analysis techniques. Open to graduate students only.

ECON 6710 Econ of Educ Policy and Reform (3)
An exploration of more advanced theories and evidence regarding economics of education and their application to education policy, especially the role of markets and government regulation in improving education outcomes.

Course Limit: 1

ECON 6810 Economics of Slavery (3)
An analysis and description of the economic history of slavery, with particular focus on the United States. Topics include the slave trade, profitability, the efficiency of slave labor, emancipation, slavery and economic growth, the treatment of slaves (diets, housing, and medical care) and demographic effects of slavery.

ECON 6910 Independent Studies (1-3)
Independent Study in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 6970 Special Topics In Econ (1-3)
Special Topics in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 6971 Special Topics in Economics (1-3)
Special Topics in Economics.

ECON 6972 Special Topics in Economics (1-3)
Special Topics in Economics.

ECON 6973 Special Topics in Economics (1-3)
Special Topics in Economics.

Enrollment limited to students in the Economics department.

ECON 6980 Special Studies In Econ (1-3)
Special Studies in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 6981 Special Studies in Economics (1-3)
Special Studies in Economics.

ECON 7130 Spec Prob In Economics I (3)
Special Studies in Economics.

ECON 7140 Spec Prob In Econ II (3)
Special Studies in Economics.

ECON 7160 Econometrics I (3)
As the first course of the econometrics sequence (the other two are Econometric II (ECON7170) and Econometrics III (ECON7175)), this course mainly aims to cover mathematical fundamentals (probability theory, distribution theory, statistical inference and asymptotic theory) and help the students to prepare for more advanced topics and econometric models for their future independent research.

Enrollment limited to students in the Economics department.

ECON 7170 Econometrics II (3)
This course will begin with an overview of the classic linear regression model. We will cover both finite sample and large sample properties of OLS method, as well as the hypothesis test associated with OLS. We will also discuss the maximum likelihood method (ML), generalized least squares (GLS), endogeneity problem and its solution (instrument variable (IV)), generalized method of moments (GMM), panel data model. We will also briefly introduce the popular logit/probit model and the numerical methods used to estimate them. Finally, we will introduce several useful time series model, such as moving average (MA) and autoregressive (AR) model.

Enrollment limited to students in the Economics department.

ECON 7175 Econometrics III (3)
This course builds somewhat on the content of PhD Econometrics I and II. The course covers methodologies that would be in any applied microeconometricians "toolbox". These include regression control, instrumental variables, experiments, panel methods, difference-in-differences, and regression discontinuity design. The course will cover the basic theory, applications, and best practices. Students will put this into practice with actual data sets and applications.

Enrollment limited to students in the Economics department.

ECON 7180 Mathematical Economics I (3)

ECON 7460 Urban Economics (3)
Introduction to the use of economical analysis tools to examine topics like crime, education, property taxation, transportation, and housing that are of particular interest to urban areas.

ECON 7510 Adv Price Theory I (3)
This course presents the main theoretical tools and mathematical modeling techniques used in microeconomics, with particular focus on consumer and producer theory, partial equilibrium analysis and monopoly, and choice under uncertainty.

Enrollment limited to students in the Economics department.

ECON 7520 Adv Price Theory II (3)
Introduction to the main concepts and tools of game theory and mechanism design with the aim to enable students to read original game-theoretic literature and to prepare them to do research in the field.

Enrollment limited to students in the Economics department.

ECON 7525 Game Theory (3)
Game theory is the mathematical modeling of strategic interaction among rational (and irrational) agents. Beyond what we call 'games' in common language, such as chess, poker, soccer, etc., it includes the modeling of conflict among nations, political campaigns, competition among firms, and trading behavior in markets. This course develops the main concepts and tools of game theory with the aim to enable you to read original game-theoretic literature and to prepare you to do research in the field. The course first examines the foundations of game theory, using simple examples familiar from introductory microeconomics classes. Then, we will study how to derive equilibrium predictions for the following situations: 1) Static games of complete information; 2) Dynamic games of complete information; 3) Static games of incomplete information; and 4) Dynamic games of incomplete information.

ECON 7530 Adv Inc and Emp Theory I (3)
A one-semester introduction to modern macroeconomic theory. The first part of the course will develop models of growth and optimal growth with alternative micro foundations. The second part of the course will consider models of economic fluctuations including real business cycle models and New Keynesian models. The last part of the course will focus on modern theories of consumption, investment, and unemployment.

Enrollment limited to students in the Economics department.

ECON 7540 Adv Inc and Emp Theoryii (3)
Advanced study of the performance, structure, behavior, and decision-making of an economy as a whole.

ECON 7670 Public Finance I (3)
Advanced study of the role of government in the economy. Public finance is classically divided into taxation, expenditures, and local public finance.

Enrollment limited to students in the Economics department.

ECON 7680 Public Finance II (3)
This version of the course might be best described as one in "the role of government in markets." Debates about the role of government increasingly center on the specific ways in which the four main forms of government involvement—expenditures/subsidies, regulation, mandates, and public provision—are designed and implemented. The optimal policy design (i.e., the optimal role of government in these four areas), in turn, depends on the characteristics of the good/service in question.

Enrollment limited to students in the Economics department.

ECON 7710 Econ Develop.Theory I (3)
This course will introduce some of the classic approaches to understanding economic development as a process and then quickly move on to examine the literature on poverty, income distribution, income determination and then look at some special issues, like education, child labor, poverty traps and structural rigidities peculiar to developing countries, and the place of women in development.

ECON 7720 Econ Develop.Theory II (3)
This course covers the quantitative analysis of inequality and poverty measures; theories of income distribution; decomposition methods; and, the theory and practice of fiscal incidence analysis. Students will learn theories and methods, and apply them to a particular country.

Enrollment limited to students in the Economics department.

ECON 7980 Special Studies In Econ (1-3)
Special Studies in Economics.

Enrollment limited to students in the Economics department.

ECON 7981 Special Studies in Econ (1-3)
Special Studies in Economics.

Maximum Hours: 99

ECON 7982 Special Topics in Econ (1-3)
Special Topics in Economics.

ECON 7983 Special Topics in Econ (1-3)
This course designation is reserved for topics that are not on the regular curriculum taught by regular faculty and for one-time offerings by visitors.

Enrollment limited to students in the Economics department.

ECON 7984 Special Studies In Econ (1-3)
Special Studies in Economics.

Enrollment limited to students in the Economics department.

ECON 7985 Special Studies In Econ (1-3)
Special Studies in Economics.

Enrollment limited to students in the Economics department.

ECON 7990 Independent Studies (1-3)
Independent Study in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 9980 Masters Research (0)
Masters Research in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ECON 9990 Dissertation Research (0)
Dissertation Research in Economics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Education (EDUC)

EDUC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

EDUC 2000 Education In A Diverse Society (3)
Education in a Diverse Society is an introductory course for those preparing for certification to teach. The overarching goal is to catalyze and refine innate skills for developing social change in the context of the current educational systems locally, nationally, and internationally. This course examines the historical, philosophical, sociological, psychological, organizational, and socio-cultural bases of American education and the political influences as they relate to contemporary issues in education in the United States. It is designed to assist students in determining if they want to pursue teaching as a career and it helps prospective teachers to gain a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon reflection, inquiry, and personal involvement in planning an effective and successful career in education.

Corequisite(s): EDUC 2890.

EDUC 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

EDUC 3100 Theories of Learning (3)
This course will focus on how people learn. There are many factors that influence learning among infants, toddlers, middle childhood, adolescents, and adults. This course will introduce you to the various theories of learning that address each stage. We will examine the ideas of learning theorists and practitioners in the field as well as explore the advantages and limitations of various learning theories. You will also develop, design, implement, and test a learning experience of your own.

Prerequisite(s): EDLA 2000 and 2890.

EDUC 3160 Child & Adolescent Lit (3)
This course is designed to provide prospective teachers with an overview of the field of children's literature with a focus on works appropriate for children and young adults. The history, philosophy, significant authors and texts, and major genres of children's literature will be explored.

Prerequisite(s): EDLA 2000 and 2890.
Corequisite(s): EDUC 3890.

EDUC 3220 Linguistics for English Language Learning (3)
This course introduces educators to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Educators will examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics impact the teaching and learning of multilingual learners of English. At the completion of this course, educators will be able to identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They will be able to develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges.

EDUC 3230 Intercultural Communication & Language Pedagogy. (3)
This course introduces educators to the sociocultural contexts that impact language teaching, learning and acquisition to support and ensure the development of equitable and inclusive classroom and school environments for multilingual learners of English. Educators will examine and assess the role that intercultural communication plays in how and why teachers and learners behave and communicate as they do. At the completion of this course, educators will be able to identify, understand, and explain real and potential communication breakdowns in instructional and assessment practices that impact language learning and acquisition. They will be able to recommend and design instructional and assessment strategies that demonstrate and build intercultural awareness and communication skills in teachers of multilingual learners of English and learners themselves.

EDUC 3240 Inclusive Curriculum & Materials Design for Multicultural Classrooms (3)
This course introduces students to the concept of English learner (EL)-inclusive curriculum and materials design for multicultural classrooms. Students survey the steps of the curriculum and materials design process to identify opportunities for instructional decision-making that lead to greater inclusivity for multilingual learners of English. They also examine and explain the ways in which curricula and materials create or do not create inclusive learning experiences for multilingual learners of English in multicultural classrooms. At the completion of this course, students propose and enact modifications to curricula and materials that create greater EL-inclusivity in multicultural classrooms. For students pursuing an MEd, this course also includes investigation into the academic research on the lack of inclusivity and bias in standardized tests and other curriculum-mandated assessments. Through the lens of this research, students pursuing an MEd analyze the assessments for a specific curriculum, prepare suggestions for an alternative assessment plan, and develop instructor guidelines for creating inclusivity and eliminating bias in their classroom assessment.

Prerequisite(s): EDUC 3220* and 3230*.
* May be taken concurrently.

EDUC 3250 Methods for Teaching Multilingual Learners of English (3)
This course introduces educators to evidence-based approaches, techniques and instructional strategies used to create supportive, learner-centered environments for multilingual learners of English. Educators will develop and apply an understanding of how and why the principles and instructional strategies of content-based language learning can be effectively used to provide grade-level, standards-based instruction for multilingual learners of English. At the completion of this course, educators will be able to analyze and evaluate the appropriateness of materials and resources for multilingual learners of English, as well as use scaffolding strategies to provide comprehensible input for multilingual learners of English. They will be able to design content-based, grade-level, standards-based lessons for multilingual learners of English using the Sheltered Instruction Observation Protocol (SIOP) model.

Prerequisite(s): EDUC 3220* and 3230*.
* May be taken concurrently.

EDUC 3410 The Craft of Teaching (3)
This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will example theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop.

Prerequisite(s): EDLA 2000 or EDUC 2000.

EDUC 3420 Foundations of Emergent Literacy (3)
Emergent Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of young children, the overall scope of emergent literacy issues - with a heavy emphasis on phonemic awareness/ phonics, and guided practice using children's books and appropriate technology for young readers in the classroom. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890).

EDUC 3422 Foundations of Elementary Literacy (3)
Foundations of Elementary Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of children, the overall scope of elementary literacy issues emphasizing the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading including and guided reading practice using multi-genre grade-level texts and appropriate technology for readers in the elementary classroom.

Prerequisite(s): EDLA 2000.

EDUC 3510 Teaching ECE Sci & Soc Studies (3)
This course will prepare prospective teachers to teach science and social studies in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology/ and social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. Students will also practice creating and refining age-appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe).

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and (EDUC 3410, 3893, 3420 and 3801).

EDUC 3801 Early Childhood Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: Phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, the concepts of reading and writing connections, assessment, and content area skills and strategies needed for reading to learn, thinking and written discourse are emphasized. The teacher candidate observes and learns to create rich literate environments which foster reading, writing, speaking, listening and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment. For those taking this course at a graduate level, an emphasis will be placed on examining research and data that support reading instructional models that address the five essential components of reading instruction. Students will use their practicum placement to observe reading instruction, assessment, and curriculum.

Prerequisite(s): EDUC 3420.

EDUC 3802 Reading Methods Secondary Ed (3)
This course addresses evidence-based reading research while studying the effective teaching of content area literacy. An emphasis will be placed on developing adaptations of well-known strategies in addressing disciplinary ways of thinking, reading, and writing in the content areas. Additionally, students will understand and be able to apply the disciplinary literacies associated with vocabulary and comprehension in a variety of disciplines by utilizing assessments and new literacies needed for Twenty-First Century content area instruction. This course includes a practicum placement in a school setting.

Prerequisite(s): (EDUC 3410 and 3893).

EDUC 3803 Elementary Education Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy in 1st-5th grade. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, reading and writing assessment, content-area skills and strategies for reading to learn, and the reading-writing-thinking connection are emphasized. This course includes a practicum placement in a school setting. The teacher candidate observes and learns to create rich literate environments which foster reading, writing, speaking, listening and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment. This course includes a practicum placement in a school setting.

Prerequisite(s): EDUC 3422.

EDUC 3804 Early Childhood Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on phonology and other essential components like sound-symbol association, oral language, fluency, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression.

Prerequisite(s): EDUC 3801.

EDUC 3805 Elementary Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all 1st-5th grade children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured and differentiated literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on fluency, vocabulary, comprehension, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression.

Prerequisite(s): EDUC 3803.

EDUC 3806 Effective Reading Instruction for Developing Adolescent Readers (3)
This course provides a comprehensive overview of the current knowledge on best practices for teaching older students with reading difficulties. The focus of reading instruction for adolescent readers is word study, fluency, vocabulary, and motivation. The course materials will describe in depth these critical skills adolescent readers need to become proficient readers. Students will study research-based practices that help struggling students improve their skills in the areas listed above. They will present a culturally diverse professional development plan for teachers and school personnel to allocate time and resources so that students receive appropriate, engaging interventions that improve their overall reading. For those taking this course at a graduate level, the emphasis will be placed on remediating a small group of students with reading difficulties. Graduate students will administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

Prerequisite(s): EDUC 3802.

EDUC 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Prerequisite(s): EDUC 2000.

Maximum Hours: 99

EDUC 4100 Critical Trends and Issues in Education (3)
This course is an inquiry-based capstone seminar, designed for the Teaching, Learning, and Training minor, which synthesizes political, theoretical, social, and practical topics in a modern context and addresses multicultural education, technology, and gender issues, among other topics and issues. In this course, students will grapple with issues facing education and educators today, such as demographics; changing perceptions and research in human development and learning, equity and social justice; global awareness and interdependence; nature and the environment; aesthetics and creative endeavors; and education in nontraditional settings. This seminar will provide opportunities for students to engage in wide-range reading, intensive writing, critical analysis, respectful debate and thoughtful discussion of topics related to education in the 21st century.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and EDUC 3100, 3410 and 3893.

EDUC 4110 Teaching Social Studies in ECE (3)
This course will focus on the pedagogy and methods of teaching social studies and various genres of writing in the PreK-3rd grade classroom. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students will work with manipulatives and technology to explore social studies, solve problems, and learn ways to teach this content to children. They will also learn the importance of the reading/writing connection, traits of effective writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing with connections to social studies.

Prerequisite(s): EDUC 3801.

EDUC 4120 Teaching Science in the Early Childhood Classroom (3)
This course will prepare prospective teachers to teach science and social studies in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology/ and social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and on performance-based assessment. Students will work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe).

Prerequisite(s): EDUC 3801.

EDUC 4130 Teaching Mathematics in ECE (3)
This course will prepare prospective teachers to teach mathematics in the early childhood setting (preschool through 3rd grade). This course covers both mathematical content and methods for teaching developmentally appropriate topics in arithmetic, geometry, algebra, probability and statistics, and measurement, data collection and analysis. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. Course includes practice in creating and refining age appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe).

Prerequisite(s): EDUC 3801.

EDUC 4210 Secondary Method I: General (3)
This course focuses on prominent methodological issues and the development of core teaching skills. Students will analyze different instructional methods; design comprehensive unit and lesson plans using the Understanding by Design model; develop integrated technology strategies and develop skills in differentiated instruction. Emphasis is placed on development of skills of self-analysis, reflection, and research-based decision-making. Students will interpret, refine, and demonstrate their understanding and mastery of general teaching practices through forty hours of field experience in a middle or high school setting. The course is designed to be very practicum-oriented; therefore, it is organized to provide time for one-on-one conferences in which the professor will advise on upcoming lessons and give detailed feedback on classroom observations. The regular class sessions are designed to be experiential, in which students will learn and participate in specific lessons and activities to use for classroom teaching, employing a variety of materials.

Prerequisite(s): (EDUC 3410 and 3893).

EDUC 4220 Methods II Social Studies (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary social studies instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Clinical experience/field placement in a classroom setting are required. Course activities include teaching in a field site classroom, professional development workshops, discussion/ reflections, and demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical literature.

Prerequisite(s): EDUC 4210.

EDUC 4230 Methods II Science (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the science content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Clinical experience/ field placement in a classroom setting are required. Course activities include teaching in a field site classroom, professional development workshops, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature.

Prerequisite(s): EDUC 4210.

EDUC 4240 Methods II English (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary English Language Arts instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Clinical experience/field experiences in a classroom setting are required. Course activities include teaching in a field site classroom, professional development workshops, discussion/ reflections, and demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical literature.

Prerequisite(s): EDUC 4210.

EDUC 4250 Methods II Mathematics (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the secondary mathematics instruction in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Clinical experience/field placement in a classroom setting are required. Course activities include teaching in a field site classroom, professional development workshops, discussion/ reflections, and demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical literature.

Prerequisite(s): EDUC 4210.

EDUC 4260 Methods II: Foreign Language (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the secondary foreign language instruction in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Clinical experience/field placement in a classroom setting are required. Course activities include teaching in a field site classroom, professional development workshops, discussion/ reflections, and demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical literature.

Prerequisite(s): EDUC 4210.

EDUC 4310 Teaching Social Studies in the Elementary Education (3)
This course will focus on the pedagogy and methods of teaching social studies in the 1st-5th grade classroom. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics) and the ten NCSS themes. Emphasis will be placed on teaching the roles and responsibilities of individuals in our democracy. Students will learn how to explore and teach complex social studies issues in the elementary classroom.

Prerequisite(s): EDUC 3803.

EDUC 4320 Teaching Science in the Elementary Classroom (3)
This course will prepare prospective teachers to teach science in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and performance-based assessment. Students will work with manipulatives and technology to explore science, solve problems, and learn ways to teach science content 12 to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe).

Prerequisite(s): EDUC 3803.

EDUC 4330 Teaching Math in Elementary Classrooms (3)
This course will prepare prospective teachers to teach mathematics in the early childhood setting (preschool through 3rd grade). This course covers both mathematical content and methods for teaching developmentally appropriate topics in arithmetic, geometry, algebra, probability and statistics, and measurement, data collection and analysis. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. Course includes practice in creating and refining age-appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe).

Prerequisite(s): EDUC 3803.

EDUC 4910 Independent Study (1-3)
Independent Study in Education.

EDUC 5210 Residency Student Teach PK-3 (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and (EDLA 3160 or EDUC 3160) and EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5220 Residency Student Teach PK-3 (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and (EDLA 3160 or EDUC 3160) and EDUC 3410, 3893, 3420, 3801, 4110, 4120, 4130 and 5210.

EDUC 5230 Pract Resid Early Child PK-3 (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and (EDLA 3160 or EDUC 3160) and EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5240 Pract Resid Early Child PK-3 (3)
The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and (EDLA 3160 or EDUC 3160) and EDUC 3410, 3420, 3893, 3801, 4110, 4120, 4130 and 5230.

EDUC 5250 Residency Student Teach 6-12 (3)
The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, 24 assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor 17 teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under the supervision of a mentor teacher and university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260).

EDUC 5260 Residency Student Teach 6-12 (3)
The year-long student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5250.

EDUC 5270 Practitioner Residency 6-12 (3)
The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a 25 candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260).

EDUC 5271 Applied Research Project I (3)
The yearlong applied research project (2 semesters) is the culminating experience for students not seeking certification in the Teacher Preparation and Certification Program. It occurs only upon completion of all professional coursework associated with the program. The candidate will blend theory and practice in the identification of an important and existing educational problem, data analysis, research-based recommendations and action plans, and reflection on the results of the intervention. The project option is available for students who do not intend to pursue Louisiana teacher certification upon graduation. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. EDUC 5281 Applied Research Project (3) The yearlong applied research project (2 semesters) is the culminating experience for students not seeking certification in the Teacher Preparation and Certification Program. It occurs only upon completion of all professional coursework associated with the program. The candidate will blend theory and practice in the identification of an important and existing educational problem, data analysis, research-based 26 recommendations and action plans, and reflection on the results of the intervention. The project option is available for students who do not intend to pursue Louisiana teacher certification upon graduation. 5271 is Semester 1 of the year long capstone.

EDUC 5280 Practitioner Residency 6-12 (3)
The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency.

Prerequisite(s): (EDLA 2000 and 2890) or (EDUC 2000 and 2890) and EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5270.

EDUC 5281 Applied Research Project II (3)
The yearlong applied research project (2 semesters) is the culminating experience for students not seeking certification in the Teacher Preparation and Certification Program. It occurs only upon completion of all professional coursework associated with the program. The candidate will blend theory and practice in the identification of an important and existing educational problem, data analysis, research-based 26 recommendations and action plans, and reflection on the results of the intervention. The project option is available for students who do not intend to pursue Louisiana teacher certification upon graduation. 5281 is the second semester of the yearlong capstone.

Prerequisite(s): EDUC 5271.

EDUC 5310 Residency I - EE Student Residency (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Elementary Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, sill, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 745 - Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: all courses in Elementary Ed program preceding residency courses or permission of Director

EDUC 5320 Residency II - EE Student Residency (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Elementary Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher of practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 - Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in Elementary Ed program preceding residency courses or permission of Director.

EDUC 5330 Residency I - EE Practitioner Residency (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education 27 program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 5340 Residency II - EE Practitioner Residency (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate 14 completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

EDUC 6000 Historical and Philosophical Foundations of Education (3)
With the mindset of equity as its central organizing theme, this course provides a foundation for understanding the various aims, systems, and issues central to the development of American education over time. The course surveys major developments, landmark cases, and a variety of philosophical perspectives that underpin PreK12 education in its current manifestations with the systems across Greater New Orleans serving as the central case study.#Emphasis is placed on schools' ever-widening umbrella to provide for greater measures of inclusivity and choice for all learners.# The course culminates in an examination and "stabilization" of foundational concepts in American education, with a specific eye for the impact on schools and communities over time.

Enrollment limited to students in the Center for Teacher Education or Education departments.

EDUC 6010 Special Topics (3)
Special Topics in Education. Course may be repeated unlimited times for credit.

Course Limit: 99

EDUC 6020 Learning Processes Across the Lifespan (3)
This course examines theoretical and empirical perspectives from the field of education regarding how infants, toddlers, children, adolescents, and adults learn. Factors that influence and structure learning are a primary focus, as are the advantages and limitations of various theories of learning. The course spotlights the current emphasis on "trauma-informed practices" across Greater New Orleans, adopting an inductive approach that ultimately examines how theory informs practice. The course culminates in students developing, designing, implementing, assessing, and critiquing a learning experience from multiple student perspectives to ensure equity in access, opportunity, and success.

EDUC 6040 Curriculum, Instruction, & Assessment for All Learners (3)
This course provides the foundation for narrowing the gap between the intended, implemented, and achieved curriculum in a given educational context. The course examines definitions and models for high-quality curricula while unearthing the aims of education implied by the standards for excellence used; it also examines approaches to learning standards and their relationship with learner-centered educational approaches to teaching. Instructionally, the course surveys foundational mindsets, classroom management, instructional strategies, and student motivation through the lens of culturally-relevant practices. It also examines the best avenues for assessment for and of learning particularly in the on-going high-stakes environments of public education. With New Orleans as a learning laboratory of differing approaches, the course culminates in an examination of current realities versus ideal practices with respect to the question: Does all really mean all?

EDUC 6060 Methods of Educational Research (3)
This course provides an introduction to empirical research and a variety of research approaches common to the field of education. Throughout the course, students locate, understand, evaluate, and interpret qualitative as well as quantitative educational research. Readings include studies from different research paradigms and a variety of educational contexts, including the research basis for equity-focused instruction. The course culminates in applying what we know from research and best practice to explore and/or evaluate a targeted aspect of education in Greater New Orleans.

Enrollment limited to students in the Center for Teacher Education or Education departments.

EDUC 6080 Culminating Capstone Project (3)
In this course, students apply concepts, theories, best practices, knowledge, and principles as learned throughout the program. Students grapple with the complexities of teaching and learning by testing concepts, strategies, and approaches in real-world contexts. Through a site-based immersion project completed through options such as fieldwork, internships, or simulations, students demonstrate master of the program competencies and learning objectives. Students present findings through written reports and presentations that are subject- and context-specific, tailored to the appropriate audiences, and clear on the implications for teaching and learning. M.Ed. program students with less than three years of relevant work experience participate in a capstone with an experiential, site-based component where a project is shaped and applied on-site. Elements include problem identification, standards of excellence, key stakeholders, facilitating and hindering factors, strategic recommendations, implementation, analysis, interpretation, and implications.

Prerequisite(s): (EDUC 6000, 6020, 6040 and 6060).

EDUC 6100 Reimagining and Leading Equitable Education Systems for the Future (3)
This course supports education leaders in developing and communicating a vision and strategy for student success centered on excellence and equity for all. The early part of the course includes the influence of history on the features and limitations of the current system, including the educational implications of race, poverty, and "difference" writ large. The course investigates shifts in learning, management, and equity, as well as a survey of promising systemic reforms and strategies such as integrated student supports, collective impact, and cross-sector collaboration. Key skills of effective education leaders include communicating and building support for vision and change. Students develop a public narrative and strategic communication plan around their educational vision and strategy.

EDUC 6120 Leading Learning (3)
This course examines leading learning of students and adults. Focus areas include the nexus of Dewey's "child and the curriculum"; the centrality of the instructional task as predictive of student learning; the challenges of improving instruction for each learner; developing, enacting, and scaling vision for learning and then managing for it; and the role of evidence in making decisions about instructional practice. The course also addresses the role of the leader's identity and previous learning experiences in leading the learning of others, and the implications for guarding against bias. Throughout the course, students examine current systems of learning through classroom observations, interviews with leaders in the field, and case studies.

Prerequisite(s): EDUC 6100 or MPAD 7120.

EDUC 6140 Managing Effective Equity-Centered Educational Organizations (3)
This course surveys system-wide leadership in terms of organizational design, planning, oversight, and progress monitoring through the specific aspects of governance, operations, development, finance, and management. These components of organizational viability impact all aspects of programming and are therefore critical to education leadership at all levels. Becoming an effective and sustainable education leader lies at the center of this course with an emphasis on growing the ability to understand, engage, and effectively support and challenge others and create conditions for equitable school and system management, governance, and transformation. The course uses case studies and simulations from both traditional public and charter settings from the New Orleans context.

Prerequisite(s): EDUC 6100.

EDUC 6150 An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change (3)
This course is an introduction to public school finance and budgeting systems in the United States. Budgeting and finance impact all aspects of schooling and education and are therefore critical to education leadership at all levels. Focus areas include the budgeting process; the politics of budgeting; district and school cost drivers; revenue generation including federal, state, and local funding sources; norm-based budgeting; weighted-student funding; cost-benefit analysis; benchmarking; and "key performance indicators" (KPIs) and "objectives and key results" (OKRs). Questions include: How can budgeting reflect the values and priorities of schools and systems? What are the equity implications of education budgeting and finance? What are the economic and financial drivers that maintain or disrupt the status quo? The course will use case studies and simulations from both traditional public and charter settings with special emphasis on the New Orleans context.

EDUC 6160 Engaging Family and Community Stakeholders (3)
This course provides the foundation for equity-centered educational leadership and the primacy of effective communication. With the school as the central organizing body, we examine the connections among school personnel, students and families, and community members and groups and the difficulties associated with balancing policy dictates with widespread participation in the educational enterprise. We investigate channels for identifying, gathering, and using data to inform programming, whether through needs analyses, action research, or participatory processes that serve to disrupt the status quo and empower individuals to thrive. A series of cases highlight the urgency of making the implicit explicit with respect to the hidden agenda of schooling and unpacking false narratives around difference.

EDUC 6180 Driving Change and Transformation for Impact (3)
This course supports education leaders in managing change and leading transformation in ways that create the conditions for discernable impact: excellence for all. We begin with a survey of how law and policy drive change over time and the role education leaders play in policy enactment and advocacy. With change as the one anticipated constant, the course investigates shifting priorities that affect the outcomes and impact we seek. An examination of systemic reforms and strategies that have failed helps future leaders to determine what went wrong and highlight promising practices that emerge from effective change management. We put data – mining for, gathering, analyzing, using to drive improvement – front and center, as well as standards of excellence for guiding and gauging success. The course recaps the previous four to pressure test that the vision, talent and learning systems, organizational function, and impactful participation are in place and driving the organization toward achieving results. Students will develop a public narrative and strategic communication plan around their vision and strategy for change.

Prerequisite(s): EDUC 6100, 6120 and 6140.

EDUC 6190 Educational Leadership & Policy for Changemakers (3)
This course provides an overview of leadership and policy topics especially relevant to leadership in the education sector through four modules. For the policy module, topics include federal, state, and local education policy development; the influence of law and policy on schooling over time; and the role of education leaders in policy advocacy and enactment. The course includes a module on the politics and contextual factors involved in leading in collaboration with a school board. A third module on school law provides an overview of the most significant legal issues in public elementary and secondary schools and implications for leading and decision-making. The final module centers on the effective and sustainable education leader with an emphasis on growing the ability to understand, engage, and effectively support and challenge others and creating conditions for equitable school and system transformation and governance. The course will use case studies and live cases with current education leaders to engage students authentically in the field.

EDUC 6220 Linguistics for English Language Learning (3)
This course introduces students to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Students examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics, impact the teaching and learning of multilingual learners of English. At the completion of this course, students identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges. For students pursuing an M.Ed., this course also includes an in-depth examination of the grammar of spoken and written English. This in-depth examination of grammar results in students having the ability to analyze and explain language use and language use errors from a discourse perspective that considers the authentic use of language in context versus the prescribed use of decontextualized language. Students pursuing an M.Ed. also investigate the research techniques and tools of corpus linguistics and develop plans, strategies, and techniques for applying and sharing their knowledge with learners and colleagues.

EDUC 6230 Intercultural Communication & Language Pedagogy (3)
This course introduces students to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Students examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics, impact the teaching and learning of multilingual learners of English. At the completion of this course, students identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges. For students pursuing an M.Ed., this course also includes an in-depth examination of the grammar of spoken and written English. This in-depth examination of grammar results in students having the ability to analyze and explain language use and language use errors from a discourse perspective that considers the authentic use of language in context versus the prescribed use of decontextualized language. Students pursuing an M.Ed. also investigate the research techniques and tools of corpus linguistics and develop plans, strategies, and techniques for applying and sharing their knowledge with learners and colleagues.

EDUC 6240 Inclusive Curriculum & Materials Design for Multicultural Classrooms (3)
This course introduces students to the concept of English learner (EL)-inclusive curriculum and materials design for multicultural classrooms. Students survey the steps of the curriculum and materials design process to identify opportunities for instructional decision-making that lead to greater inclusivity for multilingual learners of English. They also examine and explain the ways in which curricula and materials create or do not create inclusive learning experiences for multilingual learners of English in multicultural classrooms. At the completion of this course, students propose and enact modifications to curricula and materials that create greater EL-inclusivity in multicultural classrooms. For students pursuing an M.Ed., this course also includes investigation into the academic research on the lack of inclusivity and bias in standardized tests and other curriculum-mandated assessments. Through the lens of this research, students pursing an M.Ed. analyze the assessments for a specific curriculum, prepare suggestions for an alternative assessment plan, and develop instructor guidelines for creating inclusivity and eliminating bias in their classroom assessments.

Prerequisite(s): EDUC 6220 and 6320.

EDUC 6250 Methods for Teaching Multilingual Learners of English (3)
This course introduces students to evidence-based approaches, techniques and instructional strategies used to create supportive, learner-centered environments for multilingual learners of English. Students develop and apply an understanding of how and why the principles and instructional strategies of content-based language learning can be effectively used to provide grade-level, standards-based instruction for multilingual learners of English. At the completion of this course, students analyze and evaluate the appropriateness of materials and resources for multilingual learners of English, as well as use scaffolding strategies to provide comprehensible input for multilingual learners of English. They design content-based, grade-level, standards-based lessons for multilingual learners of English using the Sheltered Instruction Observation Protocol (SIOP) model. Students pursuing an M.Ed. examine academic research on the use of two different pedagogies associated with culturally responsive or culturally relevant education (e.g., trauma-informed pedagogy, funds of knowledge approach, equity pedagogy, indigenous pedagogy, etc.) and evaluate the impact that combining the principles/practices of these pedagogies with the use of the SIOP model might have on multilingual learners of English. Students pursuing an M.Ed. develop a webinar on how to integrate culturally responsive pedagogies into the use of the SIOP model.

Prerequisite(s): EDUC 6220 and 6230.

EDUC 6310 Teaching Social Studies in the Elementary Education Classroom (3)
This course will focus on the pedagogy and methods of teaching social studies in first-through-fifth grade classrooms. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students will work with manipulatives and technology to explore social studies, solve problems, and learn ways to teach this content to children. For those taking this course at a graduate level, students will research and identify seminal articles about social concepts introduced and embedded in children's learning through various means including children's books, conversations, dialogic reading, and explicit instruction. Students will learn how to teach social studies as part of an inquiry-based learning experience and demonstrate this type of learning by constructing a social studies unit.

Prerequisite(s): EDUC 6000, 6810 and 6830.
Enrollment limited to students in the Center for Teacher Education or Education departments.

EDUC 6320 Teaching Science in the Elementary Education Classroom (3)
This course will prepare prospective teachers to teach science in first-through-fifth grade classrooms. This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and performance-based assessment. Students will work with manipulatives and technology to explore science, solve problems, and learn ways to teach science content to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe). For those taking this course at a graduate level, students have opportunities to utilize best practices to inform lesson planning and review researchbased pedagogical strategies to teach diverse learners. Students will have the opportunity to research and find curriculum with lessons that teach concepts and skills through case studies, practical tasks, and reflective activities. Students will be able to create a comprehensive list of curricula materials and then critique an elementary age-appropriate science lesson that examines problems in real-world settings.

Prerequisite(s): EDUC 6000, 6830 and 6840.
Enrollment limited to students in the Center for Teacher Education or Education departments.

EDUC 6330 Math in the Elementary Education Classroom (3)
This course will prepare prospective teachers to teach science in first-through-fifth grade classrooms. This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and performance-based assessment. Students will work with manipulatives and technology to explore science, solve problems, and learn ways to teach science content to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe). For those taking this course at a graduate level, students have opportunities to utilize best practices to inform lesson planning and review researchbased pedagogical strategies to teach diverse learners. Students will have the opportunity to research and find curriculum with lessons that teach concepts and skills through case studies, practical tasks, and reflective activities. Students will be able to create a comprehensive list of curricula materials and then critique an elementary age-appropriate science lesson that examines problems in real-world settings.

Prerequisite(s): EDUC 6000, 6810, 6840 and 6850.
Enrollment limited to students in the Center for Teacher Education or Education departments.

EDUC 6400 Foundations of Instructional Design and Applications (3)
This course will introduce students to historical and contemporary learning theories, frameworks, and models; instruction systems design, processes, and analysis; learning technology innovations; ethics and equity, diversity, and inclusion within the field of Instructional Design. Using a practice-oriented approach and real-world case studies, students will gain experience applying instructional design principles to solve learner-centered design challenges.

EDUC 6410 Trends and Issues in Learning Experience Design and Learner Equity (3)
This course uses an experience-design lens to explore trends and issues in learning experience design. Students will be introduced to Learner Experience Design (LXD) principles and processes as examine strategies to create more equitable student outcomes in learning design. Students will research, read, reflect and discuss problems and viable solutions for current issues in learning design.

EDUC 6420 Learning Experience and Interaction Design Studio (3)
This course examines a range of theories, skills, and processes for designing and developing interactive, learner-centered educational materials. Using a practice-oriented approach and real-world case studies, students will learn to apply Learner Experience Design (LXD) principles and process to create authentic, inclusive learning experiences using an interactive design studio while developing their design thinking skills.

Prerequisite(s): EDUC 6410.

EDUC 6430 Emerging Technologies and Learning Perspectives (3)
This course examines emerging learning technologies and their application to learning and education. Some included technologies are the Internet of Things (IoT), Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), and Machine Learning (ML). Emerging learning theories and methodologies, and emerging learning behavior models for inclusive learning design in fast-changing, innovated digital spaces are explored. Using case studies, students will research, read, reflect and discuss real-world learning challenges and viable solutions founded in emerging learning technologies and theories.

Prerequisite(s): EDUC 6400 and 6410.

EDUC 6440 Learning Technology Principles and Applications (3)
This course is an introduction to learning technologies, surveying current tools, applications, software, and hardware, and Learner Experience Design applications, including interactive media, video, editing, and digital design. Students gain hands-on experience in identifying, creating, implementing, and evaluating learning technologies for inclusive learner-centered design. Using a practice-oriented approach and real-world case studies, students will begin to learn design thinking to change the way we engage diversified learners in online education.

EDUC 6450 Game-Based Learning Technology and Design (3)
This course investigates game-based learning (GBL) and gamification applications, including game-design elements and principles, GBL technologies, gaming literacies, gaming models, simulations, immersive learning and virtual reality, and augmented reality from a diversified learner experience lens, including adult learners in higher education and corporate environments and K-12. Students explore the potential of current GBL and analyze the role of game-based learning from a historical perspective.

Prerequisite(s): EDUC 6400 or 5410.

EDUC 6460 Mobile Learning Design and Studio (3)
This course investigates mobile learning principles and strategies through the lens of learning equity. Students will research, read, reflect and discuss mobile learning applications in online learning. Using a practice-oriented approach and real-world case studies, students will apply Learner Experience Design principles and process to their own mobile learning design project using an interactive design studio.

Prerequisite(s): EDUC 6400 or 6410.

EDUC 6500 Assessment and Evaluation of Students with Disabilities (3)
This course introduces students to the collection and use of comprehensive assessment and evaluation data to ensure the success of students with high incidence disabilities. Students analyze frameworks for assessment and evaluation to underscore the sequence, procedures, and decisions involved in a comprehensive process. Topics include collecting data through multiple measures to drive informed decisions about identification, eligibility, IEP creation, services, and instruction; it also targets curriculum resources and intervention strategies with an emphasis on tiered planning and implementation. At the completion of this course, students identify, understand, and implement evidence-based practices on data usage with a particular emphasis on using data to design instructional and behavioral interventions necessary for building on individual strengths and addressing the needs of students with disabilities. Graduate students will deepen these understandings of assessment and evaluation through extensive review of the latest research from the field and apply these understandings in a culminating task based on the assessment and evaluation of two actual students found in a case study scenario.

EDUC 6510 Collaborative Teaming (3)
This course focuses on the knowledge and skills necessary to form productive, collaborative relationships with the adults in a student with disabilities ecosystem: family, para-educators, general educators, building leaders, and service providers. Emphasis is placed on building and maintaining relationships with all stakeholders while adhering to federal and state policies and effectively implementing special education programming. Course topics include culturally-proficient collaboration in schools, community systems and families; vision setting and high expectations for all students; emotional intelligent partnership; and transforming historical and philosophical perspectives and practices of education students with differing needs. At the completion of this course, students describe, plan for, and implement best practices in team collaboration and communication for the benefit of students. Graduate students also conduct a literature review on collaborative and participatory practices in education and design a model and set of recommendations for improving teaming models in a real-life context.

EDUC 6520 Instructional Practices in Special Education (3)
This course examines various ways of assessing student knowledge and identifying and implementing evidence-based practices to increase the success of students with disabilities in mathematics, social studies, science, and English language arts, primarily in grades 3-12. Students learn best practices for understanding and evaluating curricular demands, monitoring student progress in content-area courses, providing tiered supports and accommodations in teaching, using assessment and grading alternatives, and incorporating the principles of explicit and strategic instruction to design methods that promote and enhance content-area learning. This course also presents the needs for specialized services to meet specific learning and/or behavioral needs and provides the basic frameworks for conceptualizing best practices, including the principles of Universal Design for Learning and Multi-Tier Systems of Support (MTSS). At the completion of this course, students evaluate and design initial instructional accommodations and interventions for meeting the needs of students with high incidence disabilities. Graduate students extend their understandings by researching broad-based instructional practices that benefit diverse learners in whole group instruction; they also conduct an audit of classroom instruction across a grade level or content area in an actual school and devise practical recommendations based on their findings.

Prerequisite(s): EDUC 6500.

EDUC 6530 Reading and Literacy (3)
This course provides in-depth learning experiences targeting literacy. Students learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with high-incidence special education needs. The course also provides evidence-based instructional approaches and effective curricula that have been developed for students with disabilities and students who are struggling in general. At the completion of this course, students evaluate and design specialized literacy instruction tailored to the specific strengths and needs of their students. Graduate students conduct and write a review of related research, survey a living reading and literacy school environment, and create recommendations aimed at improving practice overall.

Prerequisite(s): EDUC 6500.

EDUC 6540 Functional Behavioral Assessment and Individualized Behavioral Intervention Planning (3)
This course provides a framework for individualizing behavioral supports using a functional behavioral paradigm. Students learn theory, core concepts, and applied methods involved in functional behavioral assessment that translate into evidence-based prevention and intervention planning. Special attention is given to the student-in-context: Ecological systems, intraindividual factors such as trauma, medical considerations, and family phenomenologies, and school initiatives such as multi-tiered systems of support. At the completion of the course, participants conduct functional behavioral assessments, create evidence-based and individualized support plans, and critique the theory and practice of this specific and specialized form of behavioral support planning vis-a-vis cultural, theoretical, and practical experiences of themselves as practitioners and the students they serve. Graduate students explicate research and then design and deliver a professional development seminar to schools they identify as needing improvement in the area of FBA and behavioral intervention planning. Note: This course is part of the required course sequence for the elementary grades “mild-moderate add-on special education certification” in the state of Louisiana.

Prerequisite(s): EDUC 6520.

EDUC 6550 Self-Determination and Transition (3)
This course develops students' proficiency in career development and self-determined transition planning and education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development, and best practices in the transition processes; key time and IEP team decision points to foster positive life outcomes; transition services assessment; secondary special education curricular implications; career development and transition service needs; collaborative services in schools and communities to promote quality transition services; and best practices in student-centered transition planning. At the completion of this course, educators develop a background and framework for fostering post-secondary success necessary for leading IEP teams through the development of student-centered plan focused on the knowledge and skills necessary for successful transition to college, career, and independent living. Graduate students explicate research and then design and deliver a professional development seminar to schools they identify as needing improvement in the area of FBA and behavioral intervention planning. Note: This course is part of the required course sequence for the grades 4-8 and 6-12 “mild-moderate add-on special education certification” in the state of Louisiana.

Prerequisite(s): EDUC 6520.

EDUC 6560 Fundamentals of Instructional Technology for Students with Disabilities (3)
This course explores the use of technology, services, and accessible design principles that serve to support students with disabilities in meeting their goals. Students are introduced to instructional technology, explore a variety of low- and high-technology tools and services, and apply accessible design principles to create effective and meaningful instruction for all students. At the conclusion of this course, students apply a problem-solving approach for identifying and selecting appropriate technological tools and services based on student need; they also identify and plan for instructional practices that provide access and promote success for students with disabilities. Graduate students conduct a review of related research for to identify the most promising practices in assistive technology and then design and deliver a professional development seminar to schools they identify as needing improvement in the area of FBA and behavioral intervention planning.

Prerequisite(s): EDUC 6520.

EDUC 6790 Residency I (Student) Elementary Education (3)
The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): EDUC 6000, 6060, 6810, 6822, 6870, 6832, 6836, 6310, 6320 and 6330.

EDUC 6791 Residency II (Student) (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in the program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6910, 6970, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6792 Residency I (Practitioner) (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education 27 program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. I In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in the program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6910, 6970, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6793 Residency II (Practitioner) (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in the program preceding residency courses or permission of Director.

Prerequisite(s): EDUC 6792.

EDUC 6810 The Craft of Teaching (3)
This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will example theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop.

Prerequisite(s): EDUC 6000.

EDUC 6820 Foundations of Emergent Literacy (3)
Emergent Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of young children, the overall scope of emergent literacy issues - with a heavy emphasis on phonemic awareness/ phonics, and guided practice using children's books and appropriate technology for young readers in the classroom. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading.

Enrollment limited to students in the Center for Teacher Education or Education departments.

EDUC 6822 Foundations of Elementary Literacy (3)
Foundations of Elementary Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of children, the overall scope of elementary literacy issues emphasizing the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Evidence-based reading research will form the foundation when studying effective strategies for teaching r4eading including and guided reading practice using multi-genre grade-level texts and appropriate technology for readers in the elementary classroom. Those students taking this course at a graduate level will examine recent theory and research regarding elementary literacy and translate the findings into practical strategies to increase language skills in the classroom. Students will analyze assessments and use the data to create instructional plans that address the skills that need improvement to ultimately obtain knowledge mastery. Students will design and present a professional development workshop for early elementary teachers that describe how to determine appropriate literacy strategies and their associated assessments.

Prerequisite(s): EDUC 6000.

EDUC 6830 Early Childhood Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: Phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, the concepts of reading and writing connections, assessment, and content area skills and strategies needed for reading to learn, thinking and written discourse are emphasized. This course includes a practicum placement in a school setting. The Education Candidate observes and learns to create rich literate environments which foster reading, writing, speaking, listening and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment.

EDUC 6832 Elementary Education Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy in 1st-5th grade. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, reading and writing assessment, content-area skills and strategies for reading to learn, and the reading-writing-thinking connection are emphasized. This course includes a practicum placement in a school setting. The teacher candidate observes and learns to create rich literate environments which foster reading, writing, speaking, listening and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment. For those taking this course at a graduate level, an emphasis is placed on examining research and data that support reading instructional models that address the five essential components of reading instruction. This course includes a practicum placement in a school setting.

Prerequisite(s): EDUC 6822.

EDUC 6834 Early Childhood Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on phonology and other essential components like sound-symbol association, oral language, fluency, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression. For those taking this course at a graduate level, the emphasis is placed on remediating a small group of students with reading difficulties. Graduate students administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

Prerequisite(s): EDUC 6830.

EDUC 6836 Elementary Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all 1st-5th grade children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that will inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured and differentiated literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on fluency, vocabulary, comprehension, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression. For those taking this course at a graduate level, the emphasis will be placed on remediating a small group of students with reading difficulties. Graduate students will administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

Prerequisite(s): EDUC 6832.

EDUC 6840 Teaching Social Studies in ECE (3)
This course will focus on the pedagogy and methods of teaching social studies and various genres of writing in the PreK-3rd grade classroom. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students will work with manipulatives and technology to explore social studies, solve problems, and learn way to teach this content to children. They will also learn the importance of the reading/writing connection, traits of effective writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing with connections to social studies.

Prerequisite(s): EDUC 6830.

EDUC 6850 Teaching Science in Early Childhood Classroom (3)
This course will prepare prospective teachers to teach science in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and performance-based assessment. Students will work with manipulatives and technology to explore science, solve problems, and learn ways to teach the three dimensions of science to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe). For those taking this course at a graduate level, students have opportunities to utilize best practices to inform lesson planning and review research-based pedagogical strategies to teach diverse learners. Students will have the opportunity to research and find curriculum with lessons that teach concepts and skills through case studies, practical tasks, and reflective activities. Students will be able to create a comprehensive list of curricula materials. Then critique an elementary age-appropriate science lesson that examines problems in real-world settings.

Prerequisite(s): EDUC 6830.

EDUC 6860 Teaching Mathematics in ECE (3)
This course will prepare prospective teachers to teach mathematics in the early childhood setting (preschool through third grade). This course covers both mathematical content and methods for teaching developmentally appropriate topics in arithmetic, geometry, probability and statistics, and measurement, data collection, and analysis. Emphasis will be placed on developmentally appropriate instruction and on performance-based assessment. [Candidates] work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. The course includes practice in creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins and McTighe).

Prerequisite(s): EDUC 6830.

EDUC 6870 Childhood Development (3)
This course presents the stages of childhood development. Emphasis is placed on development which enables one to reach physical, mental, emotional, and social maturity. Students will learn how child development intersects with teaching and learning. Research and data on current practices and philosophies are compared and discussed. Assessment of learning environments from an equity perspective will inform students how childhood development may wax and wane throughout developmental milestones.

EDUC 6890 Residency I_Student_ECE (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 - Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6910, 6970, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6891 Residency II_Student_ECE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in the program preceding residency courses or permission of 23 Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6910, 6970, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6892 Residency I_Practitioner_ECE (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in the program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6820, 6830, 6834, 6840, 6850, 6860 and 6870).

EDUC 6893 Residency II_Practitioner_ECE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6820, 6830, 6834, 6840, 6850, 6860, 6870 and 6891).

EDUC 6894 Residency I (Student) - Elementary Education (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6895 Residency II (Student) - Elementary Education (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6896 Residency I (Practitioner) - Elementary Education (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education 27 program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6897 Residency II (Practitioner) - Elementary Education (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate 14 completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6900 Secondary Methods I: General (3)
This course focuses on prominent methodological issues and the development of core teaching skills. Students will analyze different instructional methods; design comprehensive unit and lesson plans using the Understanding by Design model; develop integrated technology strategies and develop skills in differentiated instruction. Emphasis is placed on development of skills of self-analysis, reflection, and research-based decision-making. Students will interpret, refine, and demonstrate their understanding and mastery of general teaching practices through field experience in a middle or high school setting. The course is designed with an emphasis on the practicum; therefore, it is organized to provide time for one-on-one conferences in which the professor will advise on upcoming lessons and give detailed feedback on classroom observations. The regular class sessions are designed to be experiential, in which students will learn and participate in specific lessons and activities to use for classroom teaching, employing a variety of materials.

Prerequisite(s): EDUC 6810.

EDUC 6910 Reading Methods Secondary Education (3)
This course addresses evidence-based reading research while studying the effective teaching of content area literacy. An emphasis will be placed on developing adaptations of well-known strategies in addressing disciplinary ways of thinking, reading, and writing in the content areas. Additionally, students will understand and be able to apply the disciplinary literacies associated with vocabulary and comprehension in a variety of disciplines by utilizing assessments and new literacies needed for Twenty-First Century content area instruction. For those taking this course at a graduate level, the emphasis will be placed on inquiry of content area literacy. Students will research content literacy, extrapolate effective strategies for teaching reading in a content area, and share an analysis on those that are most effective.

Prerequisite(s): EDUC 6810.

EDUC 6920 Methods II Social Studies (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary social studies instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a secondary classroom, professional development workshops, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical literature. Clinical experience/field placement is required in the classroom setting. For those taking this course at the graduate level, students will read research about strategies necessary for success in teaching culturally and linguistically diverse students with diverse learning needs and strengths. Using data and research, students will develop inquiry-based curriculum activities addressing community-based issues relevant to New Orleans. The design of the activities is within the context of social studies and aligned to LA Standards.

Prerequisite(s): EDUC 6900.

EDUC 6930 Methods II Science (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the science content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a field site classroom, professional development workshops, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature. Clinical experience/field placement is required in the classroom setting. For those taking this course at the graduate level, this course will include a research and analysis component. Students will research their specific science content area and examine the alignment of the Next Generation Science Standards and LA Content Standards. The information gained from these standards will be used to develop a science scope and sequence that provides a crosswalk of the national and state standards, including gaps that may exist in the current LA Science Standards. Students will share this crosswalk with peers and facilitate a discussion about teaching standards through inquiry and problem-solving across all specific sciences.

Prerequisite(s): EDUC 6900.

EDUC 6940 Methods II English (3)
In this seminar and practicum course, candidates will study the various components of the English Language Arts curriculum along with a broad range of research-based instructional strategies, key theories and debates in the field of English education. Topics include strategies for integrating all language arts into the curriculum, lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments. Students will learn how to utilize information technology for instruction, how to align curriculum with state and national literacy standards, and how to integrate strategies for working with diverse populations of students. Course activities include observations in secondary (6-12) English classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. Clinical experience/field placement in a classroom setting is required. For those taking this course at a graduate level, students will have the opportunity to expand on a review of effective pedagogical literature regarding English Language Arts instruction. They will analyze the findings and data that provide the rationale of effective pedagogy. Students will research pedagogies of different points of view and identify similarities and differences while determining how both pedagogies are considered effective.

Prerequisite(s): EDUC 6900.

EDUC 6950 Methods II Mathematics (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the math content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning using the Understanding by Design model, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a field site classroom, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature. Clinical experience/field placement is required in the classroom setting. Professional development experiences are also required. For those taking this course at a graduate level, students will demonstrate their understanding of the secondary mathematics curriculum by using effective pedagogical literature to develop and facilitate a professional development session to peers. The professional development module and facilitation is expected to validate the student's competencies at the level of instructional implementation in one's own classroom and others that may require modifications.

Prerequisite(s): EDUC 6900.

EDUC 6960 Methods II Foreign Language (3)
This is a seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to foreign language instruction (Latin, French, Spanish, Italian, or German). Topics include lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observations in secondary (6-12) foreign language classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. Clinical experience/field placement in a classroom is required. For those taking this course at a graduate level, students will make connections between theories and classroom practice through additional research. The course will ask students to review the literature regarding meaningful assessments and instruction used in classrooms to teach specific language skills. Students will select a specific language and develop a unit that teachers can use in the secondary classroom. The student must include proficiency-based instruction and include strategies for social justice and equity.

Prerequisite(s): EDUC 6900.

EDUC 6965 Content Knowledge for Secondary Education (3)
This course is designed to strengthen teacher candidates' mastery of content knowledge in their chosen discipline. Strong content knowledge will support our teacher candidates in mastering two program learning outcomes: construct learning experiences which ensure mastery and illustrate the central concepts of the discipline and develop instructional experiences that provide students opportunities to think critically, work collaboratively, and transfer their knowledge across various contexts. The course is designed for partial fulfillment of the requirements for State licensure eligibility at the secondary level.

EDUC 6970 Adolescent Development (3)
This course provides an overview of the important developmental changes adolescents experience as they transition to adulthood. Throughout the course students will learn theories related to adolescent development. Students will learn about the risks prevalent for adolescents and why they are more evident during this stage. The course will outline preventions and interventions that support adolescents and how social context is relevant. Students will explore research-based practices that support all adolescents who may struggle in a school setting.

EDUC 6980 Effective Reading Instruction for Developing Adolescent Readers (3)
This course provides a comprehensive overview of the current knowledge on best practices for teaching older students with reading difficulties. The focus of reading instruction for adolescent readers is word study, fluency, vocabulary, and motivation. The course materials will describe in depth these critical skills adolescent readers need to become proficient readers. Students will study research-based practices that help struggling students improve their skills in the areas listed above. They will present a culturally diverse professional development plan for teachers and school personnel to allocate time and resources so that students receive appropriate, engaging interventions that improve their overall reading. For those taking this course at a graduate level, the emphasis will be placed on remediating a small group of students with reading difficulties. Graduate students will administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

EDUC 6990 Residency I_Student_SE (3)
The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor 17 teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under the supervision of a mentor teacher and university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6991 Residency II_Student_SE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under the supervision of a mentor teacher and university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. MAT Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900 and (EDUC 6920) or EDUC 6930, 6940, 6950 or 6960) and EDUC 6990.

EDUC 6992 Residency I_Practitioner_SE (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6993 Residency II_Practitioner_SE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960) and EDUC 6992.

EDUC 7790 Topics in Education Research (1-3)
This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will example theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop.

Maximum Hours: 99

EDUC 7791 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7792 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7793 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7794 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7795 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7796 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7797 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7798 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7990 Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Emergency and Security Studies (ESSC)

ESSC 6000 Advanced Standing (1-9)
Advanced Standing course for Master of Professional Studies in Homeland Security Studies or Emergency Management program.

ESSC 6001 Introduction to Emergency Management (3)
This course will be an advanced examination of modern emergency management concepts, trends nationally and internationally, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of emergency management policy and procedures in the United States and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Additionally, case studies will be examined to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

ESSC 6002 Critical Infrastructure Protection (3)
This course closely examines the Critical Infrastructure Protection process to secure the effective protection of people, physical entities, and critical information and support systems in the event of natural disasters, and accidental or intentional man-made incidents of major destruction. The course will provide an analysis of a time-efficient and resource-restrained practice that ensures the protection of those critical infrastructures upon which survivability, continuity of operations, and mission success depend. The course will guide students in the theories of physical protection and conducting vulnerability assessments of critical infrastructure elements. We will examine the critical sectors identified by the United States Department of Homeland Security and how disruption of these sectors could effect the civil population and the national economy.

ESSC 6003 Geospatial Information Systems (3)
Applied Geographic Information Systems (GIS) is designed to provide students with a solid foundation in both GIS concepts and the use of GIS. Applied Geographic Information Systems strikes a careful balance between GIS concepts and hands-on applications. GIS is an emergent technological domain utilized by all U.S. Federal Departments and Agencies and many private sector organizations for defense and national security (including intelligence), transportation and logistics, and telecommunications practical application and analysis. GIS allows you to use satellite imagery to conduct geospatial analysis by using data to build maps and graphs. This course is an introductory geospatial intelligence analysis course that will provide the learner with basic technological and industry-relevant skills (no technical background required). The learner will utilize industry software to develop maps and map layers to address multiple real-world practical case studies.

ESSC 6004 Military/Civilian Interface During Response (3)
This course is designed to give the students a broad overview of the National Preparedness Guidelines, National Planning Scenarios, and the National Incident Management System as it relates to Defense Support of Civil Authorities in the instances of key risks such as; Natural Hazards, Pandemics, Technological and Accidental Hazards, Terrorist acts, and Cyber Attacks. This course will further educate students on what kind of support the Department of Defense (DoD) can provide civilian authorities, the legality of such support, as well as explain the authorities, appropriateness and extent of DoD support.

ESSC 6005 Border Security (3)
This course is designed to enhance the student's ability to think critically about border security and our nation's approach to securing its borders. It will equip the student with the necessary knowledge to effectively evaluate current border security strategies as well as propose policy changes related to border security in order to enhance the nation's homeland security posture.

ESSC 6006 Intel Analysis and Critical Thinking (3)
This course is designed to give students an advanced understanding of intelligence-gathering and analysis as it relates to critical thinking; linkages to money laundering, risk management, risk assessment factors, operational concepts and strategic implications. It is a logical follow-on study that further examines the collaborative process of intelligence analysis and will provide homeland security professionals tools, framework and concepts to further develop their leadership skills by understanding how the synthesis and utilization of intelligence impacts decision making in tactical, operational and strategic settings while emphasizing the principles of holistic, all-hazards approach to preparedness.

ESSC 6007 Health and Medical Issues in Emergency Management (3)
An advanced study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to a crisis including biological, radiological, nuclear events and emergencies are described. Students will focus on innovative response and recovery including long term public health recovery issues methods for integrating medical, public health, and psychological processes into emergency management.

Prerequisite(s): ESSC 6001.

ESSC 6008 Risk Management and Threat Assessment (3)
This course examines the concepts, methods, and practices associated with risk management and threat assessment from an all-hazard perspective. Students will learn how to conduct hazard and risk analysis for both the public and private sectors. This course will include identifying and profiling hazards, analyzing and assessing hazard risk developing tactics to manage risk, examining multiple risk assessment tools, and communicating risk to the public. Participants will examine critical infrastructure sectors and associated interdependencies, cascading consequences, and shared vulnerabilities. Students will perform their own risk analysis and develop recommendations for policy makers as part of this curriculum.

ESSC 6009 Emergency Planning (3)
Through a whole-community approach, this course provides an in-depth analysis of the processes and methods used throughout the entire federally-designated preparedness cycle. Planning is the backbone of the emergency management process. Steps required to develop a comprehensive emergency plan from the strategic, tactical, and operational approach will be discussed. Students will learn the skills to complete plans, develop training programs, and write after action reports and improvement plans. This course prepares students to develop plans that address vulnerabilities and promote community resiliency. Students will complete a draft plan for a local community organization as part of this curriculum.

ESSC 6010 Disaster Communications (3)
This is an advanced examination of modern emergency management concepts, national and international trends, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Course content includes reviews of emergency management policy and procedures in the U.S. and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Case studies are used to examine examples of effective and ineffective plans, responses, and recoveries from natural and technological disasters.

ESSC 6011 Emergency Management Administration (3)
Modern emergency managers are required to perform an ever-increasing number of administrative tasks. Their workload exceeds activities associated with operational emergency management. This course provides students the skills required for those tasks, including grant management and principles of managing an effective staff. Students will develop the capabilities necessary to successfully complete these administrative requirements.

ESSC 6012 Physical Protection Systems (3)
An introductory course to the systematic discipline of Physical Protection System design, implementation, and testing. The methodology presented is scalable for small, medium, and large security applications ranging from home security systems to safeguarding and securing sensitive nuclear facilities.

ESSC 6013 Business Continuity (3)
With global business stretched across extended supply chains, productivity has increased, but it has come at a cost of increased vulnerability. Businesses cannot afford to be unprepared for traditional and emerging threats. Business continuity is a fast-growing area of emergency and security management focused on the private sector. This specialty works to ensure continuous business operations before, during, and after disasters or other normal disruptions. It is designed to provide strategies tied to national and international standards for the development of detailed business continuity plans. Students will discuss managing disruptions, maintaining continuity of critical operations, and mitigating losses that occur when interrupted. Based on the all-hazard framework, students will learn about the current threats, including political instability and cyber attacks. Regardless of the impetus for such disruptive events, students will be prepared to train employees to both mitigate and recover from such events. Students will also discuss best practices in the ongoing recovery efforts after an event.

ESSC 6014 Corporate Security (3)
The intent of this course is to give students an overview of the varied objectives and duties associated with Corporate Security. The goal is to present the multiple levels, tasks and duties associated with Corporate Security as it applies to a U.S. based corporation, relative to employee safety and security as well as what is known as Executive Protection, and offering insight into the different career opportunities associated with this line of work.

ESSC 6015 Financial Institution Security (3)
This course introduces the theory of providing security for financial institutions. Financial institution security refers to the various security measures for the purpose of protecting life and property, protecting the confidentiality of critical data and information and other financial assets. The course also reviews laws and regulations that guide security practices such as those promulgated by the Federal Trade Commission (FTC) and its Safeguards Rule amongst many other designs. This class will analyze the basics of this industry and review practical approaches to protecting them against threats such as theft, both internal and external, vandalism, data center security, cyber-crimes and fraud. Topics include the value of conducting security audits, conducting a business impact analysis, implementing security systems and interfacing with the public.

ESSC 6016 Leadership in Emergency and Security Management (3)
Emergency and Security management practitioners must use leadership and influence effectively to lead organizations and their community in planning for, preventing, and responding to emergencies. This type of leadership encompasses vision, direction, coordination, and motivation toward achieving emergency management goals. Leadership skills are necessary whether dealing with senior agency officials, emergency management partners, or the public. A lack of leadership during an emergency can result in the loss of life, property, and the public trust. This course will expose students to the major factors, theories, and strategies for leadership, influence, and decision making. The traits, skills, and behaviors of effective leaders will also be discussed.

ESSC 6017 Sport/Event Security and Response (3)
This course provides an overview of security planning, risk assessment methodologies, and emergency response considerations for sport and special events. Students will learn how to identify threats and vulnerabilities, analyze and mitigate risk, and harden events and venues through security countermeasure proposals and emergency response/recovery initiatives.

ESSC 6018 Approaches to Counter Terrorism (3)
Students will employ critical analysis to examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

ESSC 7001 Cyber Threats and Homeland Security (3)
This course takes an in-depth look at cyber threats in relation to personal, organizational, economic and national security. Students will apply their understanding of the variety and nature of cyber threats from the perspective of a cybersecurity manager by gaining an understanding of the commercial and national security cross-threats posed by hackers. This includes studying the impact and relationship of digital espionage, cyber war, cyber terrorism, computer hacking, viruses, communications eavesdropping, forgery, and disruption to information flow to the enterprise. The course also covers legal challenges to national policies for securing cyberspace and their relationship to, and impact on, privacy and civil liberties.

ESSC 7002 Intelligence Research, Methods & Analysis (3)
This course presents students with an analysis of how intelligence is collected and processed and how the resulting estimates contribute to the formation of national policy and homeland security. This course examines the collaborative process of intelligence analysis and is designed to provide students the tools, framework and concepts required to develop leadership skills through understanding how the synthesis and utilization of intelligence impacts decision making in tactical, operational and strategic settings within the framework of the principles of all hazards preparedness. Students will gain an understanding of the history and fundamental concepts of intelligence-gathering and analysis. In addition to tracing the development of intelligence organizations, it examines both the disciplines of intelligence (signals intelligence and espionage, for example) and its products. Case studies will be employed to illustrate enduring issues or problems in the study of intelligence.

ESSC 7003 Human Intelligence & Counter Intelligence (3)
A course that explores the world of espionage, its importance in world history, the psychology behind the recruitment of human sources, the nature of clandestine operations, and the principals involved in counterintelligence. The course includes a wide range of historical case studies and an examination of the potential future role of espionage in an increasingly unstable and dangerous world.

Prerequisite(s): ESSC 7002.

ESSC 7004 Narco-Terrorism (3)
This course will expose the narcotics nexus to terrorist organizations and how they affect the United States and foreign terrorist organizations threatening within our borders. A recommended proactive approach to terrorism investigations in all communities will be illustrated with an emphasis on drug-related issues. These tactics can be carried out by any law enforcement officer and will be successful in the fight against terrorism affecting the United States on the mainland. Foreign terrorist organizations such as Al Qaeda, Hamas, Hezbollah, ARC, domestic terrorist organizations, and localized (U.S) narco-terrorists will be discussed. Identifying and investigating terrorist cells in the United States is the main focus of this course. Every type of U.S. law enforcement officer will be shown how to use these methods to fight against terrorism within our borders.

ESSC 7005 Domestic and International Terrorism (3)
The course will provide insight and analysis into the ideology, structure, financing, and driving forces behind terrorist individuals and groups inside the United States (homegrown) and international (foreign) groups. The course will offer a critical analysis of the governmental response to the war on terrorism, including contemporary models of counterterrorism. Students will also explore the published works of leading thinkers regarding the concept of terrorism and will discuss and analyze the goals, motivational factors, targets, and tactics of terrorist organizations regardless of ideology. Additionally, students will learn techniques for evaluating vulnerability to all forms of attack, as well as the threat terrorism poses to modern society, while staying abreast of the current roles, and responsibilities of all levels of government agencies in countering terrorism.

ESSC 7006 Maritime and Border Security (3)
This course will examine key policy issues and balances that must be addressed in all aspects of Maritime Homeland Security. The current paradigm of security on the world's waterways and in the ports of the United States is one of overlapping layers of security. Each layer is specific to a particular port, commodity, state government, governmental agency, maritime classification society, and other maritime agencies, shipping routes, intermodal transportation nodes and shipping methods and end user requirements. It is this intricate and overlapping series of security measures that provides protection and security within the maritime transportation infrastructure against a wide variety of threats.

ESSC 7007 Human Trafficking & Smuggling (3)
Course

ESSC 7008 Public-Private Partnerships (3)
As communities prepare and respond to events that are more extreme, complex and frequent, it is clear that all resources have to be utilized to ensure resilience. The development of public and private partnerships provides resources in many forms to address these needs. In this course, students gain knowledge of the importance of these partnerships in the planning process. They will learn approaches to team and partnership building utilizing gap analysis to bring these partnerships together. They will incorporate and apply the elements of communication and information sharing, leadership and social responsibility through case studies. Finally, they will describe employment of systems analysis to evaluate partnerships.

ESSC 7009 Transportation and Border Security (3)
This course closely examines the complexities of protecting the borders of the United States and ensuring the safety and security of the U.S. transportation system, including intermodal connections. Fundamentally, the course considers the relationship between security and the need to maintain supply chain flow and how certain strategic approaches can buy down risk. The course also analyzes the changes in security arrangements from pre- to post-9/11 policies, relative to border and transportation security, with a synthesis of the organization of the U.S. Department of Homeland Security and national policy processes. In so doing, the course assesses the inadequacies of extant national strategies and implementing plans that address the spectrum of policies involving protection, detection, deterrence, defense, recovery and reconstitution of border and transportation systems. Issues concerning border and transportation security are inextricably linked with global security policies affecting the international supply chain and the cross-border transportation of goods and passengers. Therefore, class discussions and readings will examine the international framework and context of border and transportation security policies.

ESSC 7010 Homeland Security: The National Challenge (3)
The goal of this course is to explore the published works of leading thinkers regarding the evolving nature of Homeland Security and assist students with the tools and resources necessary to gain an understanding of the principles prescribed. Students will learn techniques oriented toward understanding the threats posed to modern society, while staying abreast of the current and future roles and responsibilities of all levels of government agencies in countering threats from the prospective of all hazards preparedness. The political, economic, and practical issues of implementation are thoroughly examined. The course will examine responses to the terrorist threat as well as natural and manmade disasters to include public policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Framework and National Incident Management System. An overview of the history of The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attack is analyzed. This course provides an overview of Terrorism, Homeland Security, and risk assessment methodologies. Students will learn how to identify vulnerabilities, analyze and mitigate risk, and harden critical infrastructure sites through countermeasure proposals. This course also includes an examination of the basic legislation and operations of the U.S. Department of Homeland Security and its role in protecting the United States by detecting, deterring, preventing, and responding to potential threats, current and future.

ESSC 7011 Law and National Security (3)
This course will survey and explore domestic laws (constitutional, statutory, and regulatory), executive branch decisions and many of their corresponding judicial interpretations that authorize, expand or constrain the U.S. government's pursuit of its national security policy objectives. This course is organized into four categories: (I) the foundations of U.S. national security powers, (II) the use of force abroad, (III)intelligence gathering and (IV)detaining, interrogating and prosecuting terrorist suspects. This graduate-level course is conducted as a lecture class and in seminar fashion with an emphasis on encouraging and incorporating robust dialogue, engagement and sharing of insights and ideas, integrating and correlating assigned course readings and selected media resources with real world events. Students should expect to acquire a substantive understanding of the balance of liberty and security struck by the executive, legislative and judicial branches to combat threats to the homeland. Course may be repeated unlimited times for credit.

ESSC 7012 Defense Support to Civilian Authority (3)
It is vital for emergency managers at every jurisdictional level to possess a rudimentary understanding (at a minimum) of military resources; their capabilities and limitations; and, how to access and integrate them in their respective jurisdiction's disaster response and recovery operations. Without this understanding, there are significant risks of missed opportunities to save lives mitigate human suffering, and mitigate significant property and/or environmental damage.

ESSC 7013 Information Operations and Open Source Intelligence (3)
This course explores Information Operations and the increasing role it plays in military, political, and international affairs. It provides a detailed understanding of the history, tools, and methods employed by U.S. and its adversaries to influence the thinking of target audiences, including the role cyber plays in enabling its transmission and feedback. The course examines these operations from the military, civilian, business, and internet paradigms, as well as the continuous information collection of individuals by governments and corporations. Additionally, this course will provide an understanding of Information Operations at all levels of implementation, including strategic communication and public diplomacy. The course also provides students an understanding of the importance of and how to analyze Open-Source Intelligence (OSINT). Students will apply their knowledge of Information Operations to the analysis of open-source materials to better prepare them to develop assessments of the validity, perspective, and accuracy of such reports.

Prerequisite(s): ESSC 6006.

ESSC 7014 Ethics in OSINT (3)
This course will provide an intellectual framework for students to discuss the moral implications and understand the foundations of the use of ethics in Open Source Intelligence during its collection, analysis, intelligence use, and practices.

ESSC 7015 Open Source Collection and Techniques (3)
This course will provide students with an overview of the fundamentals and most effective methodologies used by Open Source Intelligence analysts to collect data from various publicly available information.

ESSC 7016 Open Source Information Analysis (3)
This course will provide students with the most effective methodologies used by Open Source Intelligence professionals to analyze publicaly available information in developing highly detailed intelligence products.

ESSC 7200 Special Topics (3)
Special Topics in Homeland Security Studies.

Maximum Hours: 99

ESSC 7501 Independent Study (1-3)
Independent study in Homeland Security Studies.

Maximum Hours: 99

ESSC 7900 Capstone (3)
This course synthesizes the full range of knowledge, skills, and abilities students developed over the entirety of their homeland security studies. Students will integrate and apply key concepts through a community based project, developing a proposal and conducting this project at a public or non-profit sector entity. At the end of the semester, the project will be presented both to the chosen organization and their class colleagues. Students will integrate critical decision making skills with a unique and local hands-on learning experience. A written report documenting all aspects of the project will be presented for faculty approval.

Enrollment limited to students in the Emergency Security Studies department.

ESSC 7940 Transfer Coursework (3)

Maximum Hours: 99

ESSC 7941 Transfer Coursework (3)

Maximum Hours: 99

Energy (ENRG)

ENRG 4100 Energy Markets, Economics, and Policy (3)
The course covers a range of energy-related topics including major challenges and policy issues facing the industry and the energy transition underway. The course includes learning energy business models across the spectrum of conventional and renewable energy production, energy economics, the energy policy environment, energy markets, energy technology, and the environment and sustainable development. Students complete group projects including a business case supported debate on high profile energy policies and an individual paper on the future energy systems. The course prepares students to take additional energy business courses to be able to obtain an energy specialization to select undergraduate degrees. Sophomore Standing or Above.

Prerequisite(s): ECON 1020.

ENRG 4110 Energy Financial Modeling (3)
This course makes the connection between learning textbook finance principles and doing real-world valuations and modeling on public companies. The applications are particularly appropriate in equity research, buy side (hedge fund) financial modeling and investment banking. The course focuses on applications in the energy industry, with an emphasis on financial modeling of renewable energy companies (solar industry), energy transition (electric vehicle) companies, as well as traditional energy companies (oil and gas exploration and production). The course focuses on generating pro-forma financial statements and discounted cash flow valuations using excel based spreadsheets. Class members will generate their own financial models and the professor will guide each student, step-by-step, through the models, showing how they can be best approached in Excel. While the course focuses on the energy industry, its focus on the growth area of the energy transition has should help students to also analyze other growth oriented industries or companies. The traditional energy portion is applicable to other cyclical industries such as mining or metals. Students must have a good grasp of Excel before taking this class.

Prerequisite(s): MGSC 3010 and FINE 3010*.
* May be taken concurrently.

ENRG 4150 Electric Vehicles and the Supply Chain (3)
The course covers the businesses, economics, policies, and technologies enabling the electrification of various modes of transportation—road, railroad, marine, air. Sub-segments within each of these modes are adopting electric drivetrains at varying speeds. Currently in the US, transportation accounts for C. 25% of energy consumption and is over 90% fueled by petroleum as its primary energy source. The transition from internal combustion to electric drivetrains is not only capital intensive, but also involves building and scaling new supply chains involving various critical minerals spanning geopolitically sensitive regions of the world. The automotive industry intercepts a wide range of industries—batteries; chemicals and materials; electrical, electronic and mechanical components and parts; engines; fuels; semiconductors; software; among many others such as dealerships, insurance and other service providers—and are subject to several disruptive forces. The pathways legacy players and new entrants take to be aligned with their stakeholders' (communities, consumers, employees, investors, policymakers, etc.) expectations will involve numerous tradeoffs to arrive at good business decisions and investments. The supply chain will likely see a fair number of mergers and acquisitions in the near-term.

Prerequisite(s): FINE 3010.

ENRG 4200 Energy Fundamentals and Trading (3)
The course will cover the fundamentals of renewable and conventional energy production, transportation, processing, power, and the related marketing and trading activities. Structure of physical and financial markets, risk management practices, and portfolio modeling will be covered. The course will cover how the energy markets have evolved as more U.S. federal and local government incentives and mandates have increased the demand of renewable energy sources such as wind, solar, and biomass. The course will include interactive trading in the Freeman School's state-of-the-art trading room, which will focus on the futures market of the New York Mercantile Exchange (NYMEX) to test student-developed trading strategies, mark-to-market models, and risk management tactics used in today's fast-paced energy trading environment. Junior Standing or Above.

Prerequisite(s): MGSC 3010 and FINE 3010.

ENRG 4410 Special Topics (1-3)
This course is based on Industry Projects and gives undergraduate juniors and seniors the opportunity to learn first-hand about the energy industry by participating in a company-sponsored project. During the course, students will work in teams to analyze and research an industry issue, topic or company and prepare a written project report and accompanying presentation. Research material may include company-provided proprietary data which requires students to sign non-disclosure agreements. The final presentation, project reports and case analyses will be judged by both project sponsors and faculty. Students will be assigned to a team to work together on a project which will be their focus throughout the semester. Weekly progress meetings will allow faculty and sponsors to track the progress of the individual projects and allow the students to make "midcourse" corrections.

Prerequisite(s): ECON 1010 and ENRG 4100*.
* May be taken concurrently.

ENRG 4610 Energy Trends: Electric Power Markets (3)
This course covers the fundamental concepts necessary to maintain and operate an efficient, wholesale electric power market. Through in-class simulations, students will apply concepts from operations management, economics, risk management and negotiations to manage physical and financial power portfolios. Lecture topics will include deregulation/industry segmentation, security constrained economic dispatch (including unit commitment and scheduling), locational marginal pricing, resource development (including traditional thermal and renewable resources), and contract negotiation. Instructor-led case studies will review historic successes and failures of deregulated energy firms. Successful completion of this course will provide students with a firm understanding of electric power market operations and portfolio management.

Prerequisite(s): ECON 1010 and FINE 3010 and (ENRG 4100, 4110 or 4120).

ENRG 4710 Energy Portfolio Management (3)
This course teaches students how to select and analyze companies in the Energy sector and use this knowledge to study and build investment portfolios of energy assets (an Energy sector fund). After taking this course, students should be able to apply to Energy stocks the same key investment concepts and theories that asset management professionals use. Students wil learn how professional equity analysts value energy companies; be able to accurately calculate and interpret key quantitative values and evaluate energy assets; apply stock selection criteria to identify investments suitable for an energy sector fund; study and build portfolios using different energy assets and investment styles; and evaluate portfolios against benchmarks and other metrics, including expected return, risk, and other financial measures.

Prerequisite(s): FINE 4110 and 4120.

ENRG 4730 Energy Investment Banking (3)
Energy Investment Banking is designed for students who wish to learn about the concepts and practice the methodologies of investment banking with companies in the energy industry. The course builds on the core finance topics covered in Financial Management and covers financial analysis and modeling, valuation, capital raising in the public markets including initial public offerings and bond financings, private placements of debt and equity securities, mergers, acquisitions, and financial advisory services. Students will apply their newly acquired knowledge in practical assignments and presentations that utilize information from publicly traded energy companies operating in a variety of industry segments including renewables, storage, exploration and production, oilfield services, utilities, transportation, and others.

Prerequisite(s): FINE 3010 and MGSC 3010.

ENRG 4840 Energy Industry Projects (3)
Students work in teams on energy projects sponsored by energy industry companies. Each team is expected to analyze and research the energy industry issue, topic, or problem and to prepare a written project report and presentation. The analysis done on the project will demonstrate student ability to digest a great amount of information that needs to then be analyzed and used to create a deliverable that will meet the parameters and goals laid out by the project sponsor. These same project sponsors and faculty will evaluate the final project reports.

ENRG 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ENRG 4411.

Maximum Hours: 99

ENRG 4910 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENRG 5380 Business Study Abroad - ENRG (1-20)

ENRG 5390 Business Study Abroad - ENRG (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENRG 7000 Introduction to Energy Markets and Policy (3)
This course serves as the baseline for the Master of Management in Energy degree and introduces multiple aspects of the domestic and international energy industry. The course covers energy fundamentals as well as the business structure for energy production, transportation, and ultimate consumption. Specific energy sources include conventional and unconventional oil and gas resources as well as renewables, such as wind, solar, and hydroelectric. Field trips to multiple energy facilities and plants in the area are integral to the course. This course takes the place of ENRG 7100 for MME students; therefore, ENRG 7100 cannot be taken as an elective for MMEs.

ENRG 7100 Energy Markets, Institutions & Policy (3)
The course covers a range of energy-related topics including major challenges and policy issues facing the industry and the energy transition underway. The course includes learning energy business models across the spectrum of conventional and renewable energy production, energy economics, the energy policy environment, energy markets, energy technology, and the environment and sustainable development. Students complete group projects including a business case supported debate on high profile energy policies and an individual paper on the future energy systems.

ENRG 7110 Energy Modeling (3)
This course makes the connection between learning textbook finance principles and doing real-world valuations and modeling on public companies. The applications are particularly appropriate in equity research, buy side (hedge fund) financial modeling and investment banking. The course focuses on applications in the energy industry, with an emphasis on financial modeling of renewable energy companies (solar industry), energy transition (electric vehicle) companies, as well as traditional energy companies (oil and gas exploration and production). The course focuses on generating pro-forma financial statements and discounted cash flow valuations using excel based spreadsheets. Class members will generate their own financial models and the professor will guide each student, step-by-step, through the models, showing how they can be best approached in Excel. While the course focuses on energy industry, its focus on the growth area of the energy transition should help students to also analyze other growth-oriented industries or companies. The traditional energy portion is applicable to other cyclical industries such as mining or metals. Students must have a good grasp of Excel before taking this class.

Prerequisite(s): ENRG 7000, FINE 6020, 6030 or 6050.

ENRG 7120 Energy Data Analysis (3)
This course emphasizes the analysis of different forms of quantitative data in energy markets, energy production, demand, and supply. The course introduces various interpretive analytic approaches, explores their uses, and guides students in applying them to energy data. The danger of using quantitative methods lies in the lack of fundamental understanding of the justification for the use of a procedure, how to use it correctly, and how to properly interpret results. This course addresses these pitfalls. The course covers the process of extracting meaning from data to support evaluation and decision making by using modern spreadsheet technology such as Microsoft Excel. The class explores data sets from Thomson Reuters and LIM and covers their key technical charting tools, employs statistical thinking to provide understanding of the variation in data, and draws insights into relationships that may exist among underlying factors. The course also covers the basics of cash flow analysis and introduces the elements of financial data interpretation.

Prerequisite(s): ENRG 7000.

ENRG 7130 Energy & Environmental Economics (3)
In this course, students apply analytical skills to solving problems in energy markets and environmental issues. Students will address business and public policy issues involved in the oil, natural gas, and electric industries including renewable and demand-side resources. Students will analyze capital intensive investment decisions in an era of uncertainty using the At Risk modeling tool. This allows analysts to compute the probability of success of a large investment decision and to identify the key sources of risks that need to be mitigated. Students will study how negative externalities in energy industries are mitigated through regulations. Positive externalities are also studied from the network effects which are the basis of many platform companies. This course is designed to apply micro- and macro-economic principles used in the Chartered Financial Analyst (CFA) Level 1 exam.

Prerequisite(s): ENRG 7000, FINE 6010, 6060 or 6470.

ENRG 7150 Electric Vehicles and the Supply Chain (3)
The course covers the businesses, economics, policies, and technologies enabling the electrification of various modes of transportation—road, railroad, marine, air. Sub-segments within each of these modes are adopting electric drivetrains at varying speeds. Currently in the US, transportation accounts for C. 25% of energy consumption and is over 90% fueled by petroleum as its primary energy source. The transition from internal combustion to electric drivetrains is not only capital intensive, but also involves building and scaling new supply chains involving various critical minerals spanning geopolitically sensitive regions of the world. The automotive industry intercepts a wide range of industries—batteries; chemicals and materials; electrical, electronic and mechanical components and parts; engines; fuels; semiconductors; software; among many others such as dealerships, insurance and other service providers—and are subject to several disruptive forces. The pathways legacy players and new entrants take to be aligned with their stakeholders' (communities, consumers, employees, investors, policymakers, etc.) expectations will involve numerous tradeoffs to arrive at good business decisions and investments. The supply chain will likely see a fair number of mergers and acquisitions in the near-term.

Prerequisite(s): ENRG 7000, 7100, FINE 6010, 6060 or 6470.

ENRG 7200 Energy Fundamentals & Trading (3,4)
The course will cover the fundamentals of renewable and conventional energy production, transportation, processing, power, storage, and the related marketing and trading activities. Structure of physical and financial markets, risk management practices, and portfolio modeling will be covered. The course will cover how the energy markets have evolved as more U.S. federal and local government incentives and mandates have increased the demand of renewable energy sources such as wind, solar, and biomass. The course will include interactive trading in the Freeman School's state-of-the-art trading room, which will focus on the futures market of the Chicago Mercantile Exchange (CME) to test student-developed trading strategies, mark-to-market models, and risk management tactics used in today's fast-paced energy trading environment.

ENRG 7220 Energy Accounting & Financing (3)
This course covers the fundamentals of the oil and natural gas exploration and production process (E&P or upstream) and the key financial decisions and metrics. The various operational steps and related financial decisions are followed through to their ultimate impact to a public E&P company's external financial statements. Students are able to understand the immediate impact of various decisions on a company's cash and non-cash financial performance which in turn lead to future financial and operational flexibility and success.

ENRG 7310 Adv Energy Trading & Finance (3)
The course covers advanced energy trading techniques, including technical analysis, electronic trading algorithms, and the trading of energy derivatives. In addition, the course considers the use of energy derivatives in the area of energy finance, valuations, planning, credit and risk management, and interactive trading in the school's state-of-the-art trading facility.

ENRG 7500 Energy Risk Management (3)
The course begins with an introduction to the primary participants in the energy (and commodities) sphere; upstream producers, market-makers/marketers, brokers, and downstream consumers and processors, and how they prioritize risks. The course addresses the qualitative as well as the quantitative aspects of a broad range of physical and financial risk factors. These risks include pricing, corporate compliance and public reporting requirements, transportation issues, environmental obligations, management of emission allowance, renewable energy, and carbon credits portfolios. Further topics include the understanding and use of VAR models and environmental/climate change considerations. Guest speakers from the industry will provide current real-life insights. Quantitative aspects of the course include trading techniques for both physical commodities and financial instruments, including basis trading, swaps, cross commodity hedging, and the trading of various option derivative structures. The course addresses the application of energy derivatives in the areas of finance, planning, credit and risk management for energy producers and consumers. After discussing in detail how and why options are used by energy traders/consumers/producers, the course concludes with a multi-week trading exercise. In this exercise, students trade a paper portfolio of energy equities, commodities, and options.

Prerequisite(s): ENRG 7110, FINE 6020 or 6030.

ENRG 7610 Energy Trading: Wholesale Electric Markets (3)
This course covers the fundamental concepts necessary to maintain and operate an efficient wholesale electric power market. Through in-class simulations, students will apply concepts from operations management, economics, risk management, and negotiations to manage physical and financial power portfolios. Lecture topics will include deregulation/industry segmentation, security constrained economic dispatch (including unit commitment and scheduling), locational marginal pricing, resource development (including traditional thermal and renewable resources), and contract negotiation. Instructor-led case studies will review historic successes and failures of deregulated energy firms. Successful completion of this course will provide students with a firm understanding of electric power market operations and portfolio management.

ENRG 7730 Energy Investment Banking (3)
Energy Investment Banking is intended for students who wish to be introduced to, to learn about, and to implement the concepts and methodologies of energy investment banking as currently practiced in the investment banking industry. It builds on the core finance topics covered in financial management. Corporate financial strategy will be covered in the context of capital raising alternatives available to actual E&P and oilfield services companies operating in the energy industry. Concepts and methods of valuing energy companies and analyzing, proposing, and completing financing for energy companies will be covered. The financings that will be examined and thoroughly discussed include initial public offerings, follow-on equity offerings, merger and acquisition engagements, long-term debt issuance, and strategic financial advisory services. Students will be required to develop, present, and discuss financing alternatives for selected companies operating in the energy space.

Prerequisite(s): ENRG 7000, FINE 6020, 6030 or 6050.

ENRG 7830 Energy Regulation (3)
This course covers a range of energy regulation related topics including major challenges and policy issues facing the industry, the history of the industry, energy economics, energy regulatory environment, energy markets, energy technology, and sustainable development.

ENRG 7840 Energy Industry Projects (3)
Students work in teams on energy projects sponsored by energy industry companies. Each team is expected to analyze and research the energy industry issue, topic, or problem and to prepare a written project report and presentation. The analysis done on the project will demonstrate application of skills and knowledge developed in prior coursework. Project sponsors and faculty evaluate the final project reports.

Prerequisite(s): ENRG 7000 or 7100.

ENRG 7850 Renewable & Electric Power Mkt (3)
This seminar-style course provides an in-depth analysis of the wholesale power markets and how the demand for renewables is changing the way the industry operates. Students will analyze key models used in the power sector. These include models of load forecasting, power dispatch with renewables, rate design, and regulatory strategies. Students will gain an understanding of the various ISO/RTO wholesale markets and how changing market rules affect wholesale market performance. Students will also research the current challenges and opportunities for sustainable development in energy use and present case studies in class.

ENRG 7860 Renewable Energy Project Development & Finance (3)
This seminar provides a practical introduction to the concepts and analytical frameworks currently utilized in project finance. The course will focus on the renewable energy sub-sector, which is the fastest-growing segment of project finance and is the area with the most numerous current investment opportunities. The course takes a hands-on approach, exposing students wherever possible to real-world investment scenarios and issues confronting practitioners in the sector.

Prerequisite(s): ENRG 7000, FINE 6020, 6030 or 6050.

ENRG 7960 Independent Study (1-3)
Independent study: Energy.

ENRG 8010 Energy Economics and Markets (3)
This course discusses global and national markets for oil, natural gas, coal, and renewable energy; examines public policies affecting energy markets including taxation, price regulation and deregulation, and investigates energy efficiency and energy security. Its objective is to help students to develop an understanding of the underlying economics of energy demand, energy supply, energy market structure, energy price mechanisms, and the relationships among energy and politics.

ENRG 8020 Economics of Energy, Env & Mkt (3)
The curriculum is aimed to enable students to systematically grasp basic concepts, basic principles and basic analysis methods of climate economics, environmental economics, and energy economics. Keep abreast of the latest developments and major research directions in the current economics on energy, environment and climate change, new ideas, new methods and new dynamics in various relevant directions; develop the ability to solve practical problems to some extent, and lay a solid foundation for future research and innovation in the field of energy and environmental management.

ENRG 8030 China Enrg System & Transition (3)
This course aims to help students understand the changing trends of the energy sector, the transformation of the energy system and the logic of the evolution of China's energy system by learning basic concepts, theories and methods of energy transition and energy systems. It also aims to provide the “big energy” system thinking and analytical framework for students to understand the trends of China's energy industry in the process of technological change and energy transition.

Energy Law (ERGL)

ERGL 5800 Dispute Resolution (2)
This course is designed to expose students to a variety of alternative (to litigation) dispute resolution mechanisms. These include mediation, administrative conciliation, and arbitration. Students will be instructed both in the legal doctrines governing the manner in which these mechanisms are implemented and enforced as well as the skills attendant to participation as a party to one or more of these mechanisms. Particular focus will be put on instructing students in the preparation and participation in these alternative mechanisms. This will be accomplished through drafting of documents and participation in simulated exercises.

ERGL 6000 Energy Law Regulation & Policy (3)
This course introduces students to the general field of energy law. It begins with an overview of the global energy situation in terms of supply and demand as well as balanced projections for the coming decades both in the U.S. and abroad. It then will proceed to examine the primary sources of energy along with the multi-faceted role of electricity as the central source of secondary energy in our economy. This portion of the course will offer a survey view of how these energy sources are used and regulated from economic, reliability, and environmental perspectives. This will include an overview of legal and regulatory principles governing fossil fuel extraction and use, the coal industry, nuclear power, a range of renewable energy sources, and finally the regulation of electricity generation, transmission, and distribution. The course will conclude with a brief review of the growing role of conservation and climate change in energy markets here and to some extent abroad

ERGL 6100 Clean Air Law (2)
This course will expand on the materials introduced in the Environmental Law, Regulation and Policy Survey from Term 2 relative to water pollution. The focus of this course will be a comprehensive and detailed examination of the content of the federal Clear Air Act and the role of the federal Environmental Protection Agency in interpreting, applying, and enforcing the terms of this statute. But as there is also a large body of state and local regulation of air pollution, students will also be exposed to the issues addressed by this legislation and their methods of enforcement. Attention will also be given to drafting or amending emissions standards, greenhouse gas regulation, and environmental justice issues.

ERGL 6150 Clean Water Law (2)
This course will cover the role and influence of the legal system on the use, allocation, and steward-ship of water resources in the United States. Since the field of water resources management is rapidly evolving to accommodate storm protection, ecosystem restoration and sea level rise an understanding of the policies that underlay our current laws and the factors that are influencing current policy and lawmaking will be an important part of the course's focus. Students will be required to participate in one group project in which they will be asked to develop, present and defend a position paper on some aspect of the water resources management challenges arising in a coastal region of the United States.

ERGL 6200 Law & Climate Change (2)
This course will examine legal efforts to address climate change, both at the national and international level. It will include detailed examination of the 1992 United Nations Framework Convention on Climate Change and the Kyoto Protocol and the extent to which these policies have been adopted in the U.S. at the national and local levels. Attention will also be given to non-statutory responses in the U.S. to the addressing climate change including judicial decisions that have attempted to mitigate the effects of climate change. Among the specific aspects of climate change that will be examined are coastline impact, auto emissions, greenhouse gas emissions, limitations on fossil fuel development and utilization, and human rights issues including environmental justice. Students will be asked to develop climate change policies and assess the U.S. response to the global impact of climate change.

ERGL 6250 Federal Regulation of Electric Public Utilities (3)
This course provides an overview of the Federal Power Act (FPA) and the agency charged with its implementation, the Federal Energy Regulatory Commission (FERC). Students will learn how "electric public utilities" are defined under the FPA, and which of their activities are regulated by the federal government under the FPA. They will also learn the rules that govern FERC's regulation of various utility activities, from rates and services to mergers and acquisitions. Students will explore the differences between types of public utilities (including independent power providers, regional transmission organizations, and vertically integrated utilities). The course will also address FERC's policymaking procedures and will include a discussion of ongoing public policy initiatives. Please note that the course does not cover the Natural Gas Act (gas pipelines and related facilities) or the Interstate Commerce Act (oil pipelines).

ERGL 6360 Alternative Energy Source (3)
This course will expand on the materials briefly examined in the introductory Energy Law, Regulation and Policy Survey course taught in Term 1. This course will provide a more detailed and comprehensive examination of the legal issues and legal rules and regulations relevant to the development and utilization of alternative energy sources. It will also examine the calculations that business do and should undertake in determining whether or not to invest in these sources. It will also examine the policy issues underlying governmental decision making concerning the encouragement of developing alternative energy sources.

ERGL 6400 Intro Leg Study Rsh & Writing (2)
This foundational course introduces students to sources and functions of law in our society relating to energy law. The course begins with an overview of the American legal system and sources of law and introduces students to statutory interpretation and plain language analysis. In Legal Analysis I, students will learn to read and interpret statutory law and regulations, read and brief cases, and develop basic legal writing and analysis skills. Students will also learn to find and research legal information through multiple short research assignments focusing on energy law issues. Through multiple short writing assignments such as a case brief, an IRAC essay analyzing a statutory issue, and an e-memo interpreting statutory & regulatory law relating to an energy law topic, students learn to apply statutes and regulations to analyze legal issues relating to energy law.

ERGL 6401 Int Leg Study Rsh & Writing II (2)
This course builds on Legal Analysis I to introduce students to the relationship between enacted & administrative law and common law. The course continues instruction on legal research methods in finding and analyzing cases and common law. Students learn to read and synthesize multiple cases and learn analogical and policy-based reasoning. Through multiple short writing assignments, such as an e-memo analyzing a statutory issue in the context of a litigated issue arising out of administrative enforcement action, students learn to apply statutes, regulations, administrative materials, and case law to analyze complex legal issues relating to energy law.

ERGL 6500 Natural Resources Law (3)
This course will expand on then materials introduced in the Environmental Law, Regulation and Policy Survey course from Term 2. It will begin by examining the definition of natural resources and then examine such issues as alternative methods of conservation, preservation, the public trust doctrine, relative merits of private ownership versus governmental regulation of common areas, fragmentation, riparianism, threatened species, and bioregionalism. Special attention will be given to the National Environmental Policy Act, the Endangered Species Act, the Forest Service Organic Act, and the property and takings clauses of the U.S. Constitution.

ERGL 6510 Administrative Law (3)
The course explores the history, present status, and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered will include delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rulemaking and adjudication.

ERGL 6520 Fossil Fuel: Reg & Development (3)
This course will expand on the materials introduced in the Energy Law, Regulation and Policy Survey course taught in Term 1. It will examine the various statutory and administrative regulations of fossil fuel, business concepts relevant to the continued development of fossil fuel sources, as well as other issues arising out of the development and utilization of fossil fuel including environmental impact, human rights concerns, racial injustice considerations, impact on forest ecosystems, alternative methods of obtaining fossil fuels, and the acquisition and retention of permits.

ERGL 6535 Utility Vegetation Management (2)
This course will encourage broad thinking into the nature and purpose of utilities and will overlay this with an understanding of the driving forces behind the protection and enhancement of the natural environment. We will investigate the failures and successes of laws and policies that have influenced the establishment of one of the most ambitious public works projects ever attempted, as well as some of the most significant disasters in American history. In addition to learning the advantages and shortcomings of current and historic law, regulation and policy, students will also learn how to investigate and prepare for a mass tort action and to understand the underpinnings of corporate criminal liability for personal injury, death, property damage and environmental crimes. Students will also cover the basis for safety law, policy and practice in the context of one of America's most lethal professions. The importance of nature, and particularly trees, to society and the economy will also be reviewed, particularly in connection with the disparate impacts on communities of different economic levels (energy justice and environmental justice). The study will include the practical role of administrative proceedings and procedures, including permitting.

Prerequisite(s): EVRL 6000 or ERGL 6000.

ERGL 6990 Capstone Course (3)
This course will require the students to draw upon the knowledge and skills learned in the previously taken courses by applying that knowledge and technique to four separate projects. Three of these projects will require the student to prepare a detailed paper consisting of a position statement in response to energy law-based administrative enforcement inquiry, documentation relevant to participation in a mediation or arbitration of an energy law-based dispute, a business plan for the development of an alternative energy source. Two of these projects will be done an individual basis. The third will be a collaborative effort by members of a team assigned by the instructor. The fourth project will consist of participation in the negotiation of, and subsequent drafting of, a contract between commercial entities in the energy industry.

ERGL 9000 Immersion Weekend (0)
All students enrolled in the online MJ program must attend one EIW to be eligible to receive the Masters degree. Students are welcome to attend more than the one EIW session. Each session is composed of two days of academic and other programming at the Law School during the summer. The EIW is designed to (a) supplement the online curriculum by involving students and faculty in discussion of new developments and unique other issues not addressed in the online curriculum; (2) provide students with networking opportunities by meeting their peers; (3) provide students and faculty opportunities to meet face-to-face; and (4) provide a tangible link between the students and the law school to promote their continued relationship to the school. The course is not offered for credit but attendance is required for program completion.

Engineering Physics (ENGP)

ENGP 1005 Introduction to Electronics with Lab (3)
Introductory course designed for high school students enrolled in the TSSP summer program.

ENGP 1015 Introduction to Engineering Design (3)
The objective of this courses is to introduce high school students to the product design process. Through team projects geared toward creating physical solutions for real world problems, students will be challenged to begin thinking critically and applying physical fundamentals to complex systems. Daily lectures will highlight phases of the design process, including problem identification, conceptual design, and early prototyping. Additionally students will gain experience with computer-aided design and be provided an introduction to rapid prototyping. This will be a 2 week course, and will only be open to high school students.

ENGP 1410 Statics (3)
Statics of particles and rigid bodies. Concepts of force, moments, free body diagrams, equilibrium and friction with engineering applications.

Prerequisite(s): PHYS 1310.

ENGP 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

ENGP 2010 Electric Circuits (3)
A fundamental course dealing with electric charge, current, voltage, power, energy, and passive and active circuit elements. Response of linear circuits to steady state and time dependent signals, differential equations, circuit laws, network analysis, frequency response, phasors, and transfer functions.

Prerequisite(s): PHYS 1320 and (MATH 1220 or 1310).
Corequisite(s): ENGP 2011.

ENGP 2011 Electric Circuits Lab (1)
This course is intended to provide an understanding of the basic principles of electronics, including the design and application of electronic projects to real-world objectives. The course will focus on practical application and a "hands-on" lab approach to electronics. Some computer programming will also be included.

Prerequisite(s): ENGP 2010*.
* May be taken concurrently.

ENGP 2020 Computing Concepts and Applications (4)
This course introduces students to the foundations of algorithm development and programming, the basics of matrix algebra, numerical analysis, and solving ordinary differential equations.

Corequisite(s): ENGP 2021.

ENGP 2021 Computing Concepts and Applications Lab (0)
Lab for ENGP 2020.

ENGP 2120 Thermodynamics I (3)
Concepts of energy, equilibrium, and reversibility are presented in the setting of the theoretical development of classical thermodynamics. Energy conversion cycles and elementary fluid mechanics are used to illustrate applied thermodynamics in chemical process technology. Optional co-requisite: CENG 2320.

Prerequisite(s): MATH 2210*, CHEM 1070 and PHYS 1310.
* May be taken concurrently.

ENGP 2310 Product and Experimental Design (3)
The objective of this course is to introduce students to the design process as they are starting their engineering studies. Through team projects geared toward translating bench research into product development, students will be challenged to begin thinking critically and applying physical fundamentals to complex systems. Weekly lectures will highlight phases of the design process, including problem identification, conceptual design, and early prototyping. Additionally, in the context of product and experimental design, students will gain experience with computer aided design and be provided an introduction to statistics. Course restricted to ENGP and PHYS majors, or by permission of the instructors.

Corequisite(s): ENGP 2311.

ENGP 2311 Product and Experimental Design Lab (0)
Lab section for ENGP 2310.

Corequisite(s): ENGP 2310.

ENGP 2420 Engineering Dynamics (3)
Kinematics and kinetics of particles and rigid bodies. Work-energy and impulse-momentum methods applied to particles and rigid bodies. Mechanical vibrations.

Prerequisite(s): (MATH 1220 or 1310) and ENGP 1410.

ENGP 2430 Mechanics of Materials (3)
Concepts of stress and strain. Generalized Hooke's Law. Mohr's circle. Formulations for axial, shear, bending, torsion, and combined stresses applied to tension members, pinned points, symmetric and unsymmetric beams, and shafts. Euler buckling criteria for columns.

Prerequisite(s): ENGP 1410 and (MATH 1220 or 1310).

ENGP 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGP 2940 Transfer Course Work (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGP 3120 Materials Science and Engineering (3)
The structure and properties of engineering materials are considered. Coverage includes basic atomic and microscopic structure, testing methods, phase relationships, and strengthening techniques. Emphasis is placed on common industrial materials. Thermodynamics and kinetics aspects of material science are discussed.

Prerequisite(s): CHEM 1070 and PHYS 1320.

ENGP 3130 Introduction to Power Systems (3)
This course is an introduction to electric power systems. It covers basic elements of power system calculations, including three phase circuit analysis, transformers, synchronous machines, and transmission lines. This course also focuses on the basic theories and numerical techniques for understanding the fundamental design of smart power grid renewable energy systems.

Prerequisite(s): ENGP 2010.

ENGP 3140 Digital Logic Systems (3)
An introduction to digital circuits, logic and system design. Topics include digital representation of information, logic circuits, combinational logic design, logic building blocks, arithmetic design, sequential logic and timing analysis, clocks and synchronization, finite state machines, and digital system design.

Prerequisite(s): ENGP 2010.

ENGP 3160 Probabilistic Systems and Signal Processing (3)
Many real-world phenomena and systems are probabilistic in nature, where the outcome of an experiment has uncertainty. Examples can be found everywhere including medical diagnosis and spread of disease, electronic devices, communication and information systems, internet traffic and social networks, gambling, financial markets, polling and elections, renewable energy, sports, etc. The modeling and analysis of probabilistic systems involve the fields of probability theory, statistics, machine learning, and statistical signal processing. This course covers the basic concepts and techniques of probability theory with application to statistics, machine learning, and statistical signal processing. Topics include probability and counting, conditional probability, Bayes rule, independence, random variables and processes, expectation and correlation, variance and covariance, conditional expectation, signal estimation, limit theorems, minimum mean square error estimation, linear estimation, and confidence intervals. Coursework includes computational problems in MATLAB with automatically generated and real data.

Prerequisite(s): (BMEN 2020 or ENGP 2020) and MATH 1220.

ENGP 3170 Computnl Physics & Engr (3)
An introduction to the use of computational methods in physics and engineering. Writing computer code and using data visualization techniques to solve experimental and theoretical problems.
Data analysis and modeling, Monte Carlo simulations, numerical differentiation and integration, ordinary and partial differential equations, electrostatics, nonlinear dynamics and chaos, fast Fourier transform, noisy signal processing, quantum spectra, thermodynamics.

Prerequisite(s): PHYS 2350 and (MATH 2210 or 2240).

ENGP 3180 Introduction to Feedback Control and Control Theory (3)
This course introduces tools for controlling systems via a feedback loop, which power the world around us – from consumer products to ecological and economic systems. The presented mathematical principles are illustrated using MATLAB and a variety of examples. No prior experience with MATLAB and programming is required. The topics covered include the control of nonlinear systems via Lyapunov theory, linearization of nonlinear dynamics, controllability and observability, the Kalman filter, transfer functions, stability, and robustness, as well as the proportional-integral-derivative controller.

Prerequisite(s): MATH 2210.

ENGP 3230 Quantum information Sci & Eng (3)
This survey course introduces students to the new world of quantum information, quantum communication, and quantum computing. The course is intended for advanced undergraduates and beginning graduate students in physics, engineering, and mathematics. Topics include: Quantum states, operators, and linear algebra; Bits and qubits; Ensembles and density operators; Unitary transformations; Gates and circuits; Information and entropy; POVM measurement; Multipartite systems; Bell inequality, Bell states, and non-locality; Measures of entanglement; Quantum communication and cryptography; Teleportation; Superdense coding; Quantum noise and error correction; Classical and quantum computational complexity; Quantum algorithms: Deutsch-Jozsa, Grover, Shor; DiVincenzo criteria; Physical realizations of quantum computers: trapped ions, solid state qubits; Quantum optics and quantum internet; Topological quantum computation; Quantum biology.

Prerequisite(s): PHYS 2350 and (MATH 2210 or 2240).

ENGP 3290 Computational Materials Scienc (3)
Computational Materials Science and Engineering: This course will cover theories, implementations, and applications of common quantum mechanical software for computational study of materials. State-of-the-art computational methods will be introduced for materials research with emphasis on the atomic and nano scales and hands-on modeling on PCs and supercomputers. The class is aimed at beginning graduate students and upper level undergraduate students, and will introduce a variety of computational methods used in different fields of materials science. The main focus is quantum mechanical methods with a short overview of atomistic methods for modeling materials. These methods will be applied to the properties of real materials, such as electronic structure, mechanical behavior, diffusion and phase transformations. Computational design of materials using materials database via high-throughput and machine learning methods will also be covered.

Prerequisite(s): PHYS 2350 and 2360.

ENGP 3350 Kinetics of Material Systems (3)
This course covers all aspects of kinetics in material systems. Topics include thermodynamics, steady state and time dependent diffusion, phase transformations, statistical mechanics, structure evolution, boundaries and interfaces, solidification, and precipitation effects.

Prerequisite(s): ENGP 3120.

ENGP 3360 Structure of Materials (3)
The properties of matter depend on which of the about 100 different kinds of atoms they are made of and how they are bonded together in different crystal structures; specifically, the atomic structure primarily affects the chemical, physical, thermal, electrical, magnetic, and optical properties of materials. Metals behave differently than ceramics, and ceramics behave differently than polymers. Students will learn the different states of condensed matter and develop a set of tools for describing the crystalline structure of all of them. They will gain a better understanding of the principles of structure common to all materials. Key concepts, such as symmetry theory will be introduced and applied to provide a common viewpoint for describing structures of ceramic, metallic, and polymeric materials and the latter includes optical microscopy, electron optics, x-ray diffraction and some surface analytical techniques. Structure-sensitive properties of real materials will also be introduced.

ENGP 3370 Processing of Biomaterials (3)
Processing of biomaterials gives an overview of the most advanced techniques to process biomaterials into structures that satisfy next generation applications. All materials classes will be covered including polymers, ceramics, metals, composites and cells and tissues. In each case, the material-specific processing and the properties and potential applications will be covered.

ENGP 3380 Materials for Energy (3)
The course begins with a history of our understanding and utilization of different sources of energy and a review of thermodynamics. In all cases, the most effective materials used are discussed as well as the relevant fundamental equations used and approaches for improving the figure-of-merit. The 5 different forms of energy are introduced - mechanical, electromagnetic, thermal, chemical, and nuclear - and discussed. Materials and techniques used for energy applications are discussed including thermoelectrics, fossil fuels, nanoparticles, different approaches for energy storage, fuel cells, nuclear energy (fission and fusion), energy biological systems - from cellular scale and ATP and catabolism/anabolism to biomass conversion, and magnetohydrodynamics. Techniques for energy conversion, biomimetics, energy and the environment and material issues for energy transformation are discussed. The sun is also discussed as a source of energy for photosynthesis, photovoltaics, and photothermal power generation.

Prerequisite(s): ENGP 3120.

ENGP 3390 Synthesis of Nanomaterials (3)
This course focuses on the fundamentals of nanomaterials synthesis mechanisms and characterization. The course gives an introduction for nanomaterials classes and their importance for today's world, followed by basics of physical chemistry of solid surfaces. Then, top-down and bottom-up synthesis approaches for nanomaterials systems including gas, liquid and solid phase processes are covered. Characterization techniques of special importance for nanomaterials are taught. During the semester students will study and review scientific articles focused on nanomaterials synthesis and characterization.

Prerequisite(s): ENGP 3120.

ENGP 3430 Prof Develop Engineers I (2)
This course is designed to inform students in engineering physics of the wide variety of career paths available in engineering and related fields, and help with development of professional skills essential for building a productive and fulfilling career. Overview of career profiles, portfolio building, elements of project management, economic analysis, professional certifications, intellectual property, entrepreneurship, ethics, research and professional communication.

ENGP 3440 Prof Develop Engineers II (1)
This course is designed to inform students in engineering physics of the wide variety of career paths available in engineering and related fields, and help with development of professional skills essential for building a productive and fulfilling career.

Prerequisite(s): ENGP 3430.

ENGP 3530 Advanced Laboratory I (3)
Advanced experiments in modern physics and engineering, particularly nuclear physics and engineering, emphasizing research techniques and analysis of data using computers.

Prerequisite(s): PHYS 2350.

ENGP 3560 Photonic Materials & Devices (3)
This course will cover the theory, design, fabrication, characterization, and application of photonic materials and devices. The course will start with a review of the fundamentals of photonics, including ray optics, wave optics, and nanophotonics/quantum optics. The course will then focus on light-matter interactions and photonic materials, including dielectrics, semiconductors, metals, metamaterials, and photonic crystals. Using these principles and materials, we will explore a number of device architectures, including LEDs, lasers, photodetectors, photovoltaics, etc. We will then discuss fabrication methods for making these materials and devices and common optoelectronic characterization techniques. The course will conclude with exploration of cutting edge topics in photonics research.

Prerequisite(s): PHYS 2350 and 2360.

ENGP 3570 Semiconductor Devices (3)
An introduction to the physics and technology underlying semiconductor electronic and optoelectronic devices, including electrons and holes in semiconductors, energy-band diagrams, carrier transport, metal-semiconductor contacts, p-n junctions, and heterostructures. Device examples include bipolar transistors, MOSFETs, LEDs, and solar cells.

Prerequisite(s): PHYS 1320, MATH 1220 and PHYS 2350.

ENGP 3600 Nanoscience & Technology (3)
Nanoscience and technology is often branded the science of the 21st century. It has been promised that nanotechnology will have similar stimulating effects on the world's economy and society as the industrial-and microelectronics- revolution. Nanoscience is an interdisciplinary effort with the aim to manipulate and control matter at length scales down to single molecules and atoms and thus to create materials and devices with novel properties. With diminishing dimensions material properties are being governed by quantum mechanics. The description and exploitation of quantum phenomena in novel devices is the quintessence of nanophysics. Consequently, the main emphasis of this course is to give an overview of the physics of low dimensional solid state systems. This course is supplementary to courses in solid state physics and surface science but can be taken independently.

Prerequisite(s): PHYS 2350.

ENGP 3620 MicroFab and Nanotech (3)
Nano/micro-electromechanical devices (N/MEMS) require knowledge of a broad range of disciplines, from the fundamental physics of mechanics andelectromagnetism to practical nano/microfabrication processes and techniques. This course is opened for the introduction of this interdisciplinaryengineering field, using examples and design projects drawn from real-word N/MEMS applications. Lectures will cover nano/micro-fabricationtechnologies, material properties at different scaling, physical principle and behaviors of nano/microstructural behavior, piezoresistive and capacitivesensing, electrostatic actuation, fluid damping, noise, and feedback systems.

Prerequisite(s): PHYS 2360.

ENGP 3660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGP 3665 Special Topics Lab (1-3)
Special Topics Lab.

Maximum Hours: 99

ENGP 3700 Electrnc Prop of Materls (3)
Quantum physics, electronics and energy bands in crystals, electronic transport in materials, photoconductivity, Hall effect, quantum Hall effect, superconductors and their applications, magnetic properties of material and their applications, thermal properties of materials and dielectric properties of materials.

Prerequisite(s): PHYS 2350.

ENGP 3720 Mechanic Behavior of Materials (3)
The course covers the general foundations of elasticity and plasticity theory, dislocation theory, and strengthening mechanisms. Basics of materials forming processes are studied. An overview for non-destructive testing of materials is taught. The course emphasis is on destructive mechanical testing of materials including; tension, torsion, hardness, fatigue and creep tests, in addition to fracture mechanics and failure analysis.

Prerequisite(s): ENGP 3120, 2430 and MATH 2210.

ENGP 3730 Signals and Systems (3)
Fundamentals of systems and signals analysis, and introduction to control systems. Topics include Laplace and Fourier transforms, the convolution theorem, time- and space-frequency-domain systems analysis, signal analysis, signals and noise, the mathematics of imaging, and examples and applications. The use of MATLAB and Simulink to analyze signals and systems will be reinforced.

ENGP 3760 Thermodynamics of Materials (3)
The course covers the general foundation of both statistical thermodynamics and classical thermodynamics, including thermodynamics laws, auxiliary functions, and behavior of gases and solutions. In addition, special attention is dedicated to equilibria of reactions and phase diagrams of materials. Computer-based programs will be used to solve thermodynamics problems for complicated materials.

Prerequisite(s): ENGP 3120.

ENGP 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ENGP 3120.

Maximum Hours: 99

ENGP 3892 Materials Engineering for Sustainable Development (1)
In this service-learning course students will learn and apply the principles of sustainable development in materials engineering to serve local communities. The topics covered include assessing sustainable developments, social responsibility and sustainability, materials supply-chain risk, a circular materials economy. The service options include working with communities to recycle materials, as well as designing and conducting K-12 STEM activities to educate students about materials and sustainability.

ENGP 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

ENGP 3950 Engineers for Int'l Deve (1)
Engineers for International Development at Tulane University exists for students to participate in community-driven development programs worldwide through the design and implementation of sustainable engineering projects, while fostering responsible leadership. We work both internationally and locally to build and educate communities about their basic infrastructure systems such as drinking water, sanitation, and safe homes.

ENGP 4310 Team Design Project & Prf Pr I (3)
Design project taken in the fourth year of study with student teams. Advanced treatment of engineering design principles and project management. Students are presented with a choice of project proposals, and they must build teams, prepare a project plan, develop a prototype, and iterate on the design process. Prerequisites: senior standing, 22 hours of ENGP coursework, or approval of instructor.

Prerequisite(s): ENGP 2020, 2310 and 3440.

ENGP 4320 Team Design Project & Prf P II (3)
Design project taken in the fourth year of study with student teams. Continuation of ENGP 4310. Notes: Capstone requirement for majors.

Prerequisite(s): ENGP 4310.

ENGP 4660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGP 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ENGP 4320.

Maximum Hours: 99

ENGP 4910 Independent Study (1-3)
Independent Studies. Prerequisites: Approval of instructor and chair of department. Course may be repeated for up to 6 credits.

Maximum Hours: 6

ENGP 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

ENGP 4990 Honors Thesis (3)
Honors Thesis. Notes: Open only to candidates for honors degrees with departmental approval.

ENGP 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ENGP 4990.

ENGP 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours

Maximum Hours: 99

ENGP 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

English (ENGL)

ENGL 1010 Writing (4)
ENGL1010 is a 4-credit course that satisfies the freshman writing requirement and should be taken in the fall or spring of the first year. The purpose of English 1010 is to teach students to write clearly and to organize complex arguments that engage in a scholarly way with expert knowledge. Students learn to conduct independent bibliographic research and to incorporate that material appropriately into clear, complex, coherent arguments that characterize academic discourse. Students with an AP credit score of 4 or 5 or an IB credit score of 6 or 7 in English do not have to take ENGL 1010. Questions should be directed to the student advisor and the Director of Freshman Writing in the Department of English.

ENGL 1011 Writing for Academic Purposes (4)
ENGL1011 is a 4-credit hour course that satisfies the freshman writing requirement and must be taken in the fall or spring of the freshman year. It introduces students to the writing of academic arguments, including analytic reading and research techniques for a variety of disciplines in the humanities, sciences, and social sciences, including business. Some entering students will be required to take CESL 1000 before taking ENGL 1011. Focus on the goals and skills appropriate to international students and speakers of other languages. Questions should be directed to the student advisor and the Director of English for Academic and Professional Purposes in the Center for Global Education.

ENGL 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGL 1940 Transfer Coursework (0)

Maximum Hours: 99

ENGL 2390 Semester Abroad (0)
Study Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGL 3620 Creative Writing Workshop (3)
Intensive workshop in creative writing, usually with a visiting professor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENGL 3890 Service Learning (0-1)

Maximum Hours: 99

ENGL 3891 Service Learning (0-1)
Corequisite(s): ENGL 3620.

Maximum Hours: 99

ENGL 5380 Junior Year Abroad (0-3)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENGL 5390 Junior Year Abroad (1-10)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

English (ENLS)

ENLS 1290 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Prerequisite(s): ENGL 1010 or 1020.

Maximum Hours: 99

ENLS 2000 Literary Investigations (3)
An introduction to the analysis and interpretation of literary texts; the relevance of literature to individuals, communities, and nations; and the critical thinking, writing, and research skills used in literary study. Topics include critical approaches to interpretation; formal qualities of texts; historical, political, and social contexts; and relationships to other forms of expression. Each section investigates literature through specific issues, themes, or topics. 4000-level courses assume familiarity with skills, methods, and terms of literary analysis covered in ENLS 2000.

Prerequisite(s): ENGL 1010*, 1011 or 1020.
* May be taken concurrently.

ENLS 2010 Intro To British Literature I (3)
An introduction to the history of British literature from the Anglo-Saxon and medieval periods through the 18th century. Emphasis on the development of genres, literary conventions, and the relations between historical conditions and literary production.

ENLS 2020 Intro To British Literature II (3,4)
An introduction to the history of British literature from the 19th century to the present. Emphasis on the development of genres, literary conventions, and the relations between historical conditions and literary production.

ENLS 2030 Intro To American Literature (3)
An introduction to the history of American literature from the colonial period to the present. Emphasis on the development of genres, literary conventions, and the relations between historical conditions and literary production.

ENLS 2040 Introduction to Anglophone Literature (3)
Survey of anglophone literature.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 2100 Special Topics (3)
Specific topics announced each semester, such as science fiction, literature and war, etc. Course may be repeated 3 times for credit.

Course Limit: 3

ENLS 2101 Special Topics in English (3)
Specific topics announced each semester, such as science fiction, literature and war, etc.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 2102 Special Topics in English (3)
Specific topics announced each semester, such as science fiction, literature and war, etc.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 2103 Special Topics in English (3)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2104 Special Topics in English (3)
Specific topics announced each semester, such as science fiction, literature and war, etc.

ENLS 2110 Introduction to the Novel (3)
A study of novels written in English representing the variety of fictional techniques and structures.

ENLS 2120 Intro to the Short Story (3)
A study of the short story as a genre. Some attention to theories of the short story and to the elements that distinguish it from other forms of narrative prose.

Prerequisite(s): ENGL 1010.

ENLS 2130 Introduction to Drama (3)
A study of plays written in English representing the variety of dramatic types and forms.

Prerequisite(s): ENGL 1010.

ENLS 2140 Introduction to Poetry (3)
A study of poems, selected from the whole range of poetry in English representing the variety of poetic techniques and structures.

ENLS 2150 Intro Fiction:Race & Inclusion (3)
A study of U.S. fiction, including short stories and novels, with an emphasis on race and inclusion.

ENLS 2155 Literatures of Tourism (3)
This course examines novels, performances, films, and short stories that offer a critical take on tourism, arguably one of the most influential industries that shape the way we understand the rest of the world. These texts we read will become the interpretive lens through which we analyze commodified representations of the places we visit for pleasure.

ENLS 2230 Introduction to Shakespeare (3)
A study of plays in a variety of genres, including tragedy, history, comedy, and romance.

ENLS 2390 Semester Abroad (1-20)
Study Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 2400 Topics: Lit, Race & Inclusion (3)
Special topics in literary and cultural studies, with an emphasis on race and inclusion in the US. Course may be repeated 2 times for credit.

Course Limit: 2

ENLS 2450 Introduction to Postcolonial Literature and Theory (3)
This course offers an introduction to postcolonial literature and theory through a variety of geo-political contexts, including the Caribbean, Asia, Africa, Latin America, and the Pacific.

ENLS 2730 Intro to Black Literature (3)
Introduction to Black literary traditions. Emphasis on historical development, with varying focus on contexts such as the antebellum period, Reconstruction, the New Negro Renaissance, the Black Arts movement, and more.

ENLS 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 2920 Intro to Women's Literature (3)
Study of works by women-identifying writers. Historical and national context will vary.

Prerequisite(s): ENGL 1010, 1020 or 1011.

ENLS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

ENLS 3010 Topics: Writing Intensive (4)
A course in written analysis, focused on specific topics announced each semester. Includes emphasis on revision. Fulfills Writing Intensive/Tier-2 requirement. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010.

Maximum Hours: 99

ENLS 3011 Topics: Writing Intensive (4)
A course in written analysis, focused on specific topics announced each semester. Includes emphasis on revision. Fulfills Writing Intensive/Tier-2 requirement. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010.

Maximum Hours: 99

ENLS 3012 Topics: Writing Intensive (4)
A course in written analysis, focused on specific topics announced each semester. Includes emphasis on revision. Fulfills Writing Intensive/Tier-2 requirement. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010.

Maximum Hours: 99

ENLS 3610 Creative Writing (3)
A craft class in the writing of short fiction and poetry. Exercises to develop each student's personal voice. Group criticism of student work.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 3630 Expository Writing (4)
A course in written analysis on social and cultural concerns.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 3635 Writing, Race, & New Media (4)
A writing course focused on methods of written analysis of social and cultural concerns, with an emphasis on racial politics in literary and new media contexts. Fulfills the Writing Intensive/Tier 2 requirement, Textural and Historical Perspectives distribution requirement, and the Race and Inclusion requirement.

Prerequisite(s): ENGL 1010.

ENLS 3640 Screenwriting (3)
Expressive strategies and formal considerations relevant to writing for television and cinema. Workshop format requires sustained analysis of professional screenplays as well as student work.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 3650 Persuasive Writing (4)
Emphasis on principles of reasoning and strategies of written argument. This course satisfies the Louisiana State Department of Education's requirement of advanced composition for certification in English.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 3670 Technical Writing (3)
Communicating technical information in abstracts, executive summaries, technical memoranda, process descriptions, amplified technical definitions, progress reports, feasibility studies and proposals. Major emphasis given to research reports and editing procedures.

Prerequisite(s): ENGL 1010, 1020 or 1011.

ENLS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 3892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

ENLS 4010 Special Topics (3)
Specific subjects are announced each semester. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4011 Special Topics (3,4)
Specific subjects are announced each semester. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4012 Special Topics (3,4)
Specific subjects are announced each semester. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4013 Special Topics (3)
Specific subjects are announced each semester. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4014 Special Topics (3)
Specific subjects are announced each semester. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4030 Literary New Orleans (3,4)
A study of literary works which are set in New Orleans or otherwise have connections with the city.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4040 Early Modern Transatlantic Lit (3)
Early Modern Transatlantic Literature focuses on the literature and cultural history of the Early Modern English Atlantic (1492-1800), inclusive of England, New England, Africa, South America, and the Caribbean. The course also considers the English Atlantic in the context of other European colonial projects across the globe. The course will typically involve archival works and make use of Tulane's special collections as well as the resources of The Historic New Orleans Collection.

Prerequisite(s): ENGL 1010, 1020 or 1011.

ENLS 4050 History of the Language (3)
Consideration of general linguistic processes and the social history of the language in the earlier periods.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4070 Intro To Old English (3)
A brief introduction to the grammar of Old English and a study of Old English poetry and prose in their cultural contexts. Readings in both Old English and translations.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4080 Modern Literature (3)
Study of poets, novelists, and dramatists writing in English since 1900.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4090 Contemporary Literature (3)
British, American, and continental poetry, prose, and drama since 1945.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4100 Literature and Film (3)
Study of the relationship between written narratives (principally short stories and novels) and film, with special attention to the distinctive effects and limitations of each medium and to the problems that screenwriters and directors encounter in adapting a written work to a visual form. Consideration of theoretical literature on the problem of adaptation.

Prerequisite(s): ENGL 1010.

ENLS 4110 Middle English Literature (3)
Major works of Middle English literature 1100-1500, exclusive of Chaucer, from The Owl and the Nightingale through the works of Sir Thomas Malory. Readings in Middle English.

ENLS 4120 Medieval Literature (3)
Major works in Old and Middle English literature, as well as relevant continental literature. Readings in translation.

ENLS 4130 Renaissance Literature (3,4)
British poetry, prose, and drama of the 16th and early 17th centuries.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 4135 Early Women Writers (pre-1700) (3,4)
This course focuses on 16th and 17th century women writers -- martyrs, prophets, translators, poets, dramatists, and polemicists. The recovery of women's writing from the early modern period has posed a significant challenge to notions of canonicity while at the same time providing a fuller understanding of gender, class, religion, and politics in the early modern period.

Prerequisite(s): ENGL 1010.

ENLS 4140 17th-Century Literature (3)
British poetry, prose, and drama to 1660.

ENLS 4150 Early Modern Drama (3)
Study of drama, one of the chief genres of the period, from late medieval to late 17th century.

Prerequisite(s): ENLS 2000.

ENLS 4160 Restoration & 18th-C Drama (3)
This course will cover some of the major works in British drama written between 1660 and 1780.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4170 18th-Century Novel (3)
The novel from Defoe through Austen.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 4190 Enlightenment Literature and Culture (3)
British poetry, prose, and drama from 1660 through 1800.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 4210 19th-Century Novel (3)
The major authors of the 19th-century British novel, including Austen, Scott, Dickens, Collins, Eliot, Thackeray, Hardy, and Conrad. The course emphasizes the invention and transformation of genres (domestic, Gothic, historical sensation, realist) in historical and cultural context.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 4220 19th-Century Literature (3)
Emphasizes the dominant literary modes of the period, including cross-cultural and transnational relationships contributing to their development.

ENLS 4230 Romantic Literature (3)
Representative works of the period from the French Revolution to the ascension of Queen Victoria by major authors such as Radcliffe, Blake, Paine, Austen, Wollstonecraft, Wordsworth, Coleridge, Edgeworth, Keats, Percy Shelley, Mary Wollstonecraft Shelley, Byron, and Scott in historical and cultural context.

ENLS 4240 Victorian Studies (3)
British poetry, prose, and drama from 1830-1914. Representative works treated in the historical and cultural context of the Victorian expansion of the British Empire and its aftermath.

ENLS 4250 Modern British Literature (3,4)
Twentieth-century British fiction, poetry, and drama.

ENLS 4260 Modern Irish Literature (3)
This course will concentrate for about half the semester on the poetry and plays of W.B. Yeats and the fiction of James Joyce. The remainder of the term will be devoted to the plays of J.M. Synge, Lady Gregory, and Sean O'Casey as well as one or two other writers, such as George Bernard Shaw, James Stephen, Samuel Beckett, or Seamus Heaney. Attention will be given not only to the works themselves but also to their cultural and historical contexts.

ENLS 4300 African Literature (3)
A study of the literatures from Africa, primarily Anglophone, with some texts in translation included.

Prerequisite(s): ENGL 1010.

ENLS 4310 American Literature to 1820 (3)
Representative works from the colonial period to 1820.

Prerequisite(s): ENGL 1010.

ENLS 4320 Jewish-American Literature (3,4)
An in-depth inquiry and analysis into the nature of the Ashkenazi Jewish-American experience from the early period of immigration to the present through literature and history, and as contextualized by popular culture, sociology, and theories of race, ethnicity, and gender.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4324 The Jewish People: From Racial Other to White Americans (3)
The experience of the Jewish people in Europe and America provides the best historical example for understanding the effect of racial frameworks on a single social group. The Jews were the first people in history to be treated by Europeans as a distinct, inferior group – as a race – and to suffer racial oppression. The keywords "ghetto" and "diaspora" both originate in the Jewish experience; in fact, Jews have often defined themselves as a race. The course begins with "the Jew" as Europe's racial Other in the early modern era then moves to a comparative analysis of Jewish experience in the nineteenth century during a period of white racial pride in Europe and America. This course will then interrogate the concepts of race, ethnicity, and nationality, as they continue to impact Jewish thought, contemporary society, and American culture.

Prerequisite(s): ENGL 1010.

ENLS 4360 Antebellum American Lit (3)
American literature of the mid-19th century.

ENLS 4370 19th-C American Literature (3)
American literature of the 19th century.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4375 19th Century US Poetry/Poetics (3,4)
A study of 19th-century US poetry and poetics. Topics may include the transcendentalists(Emerson and Margaret Fuller); poetic responses to slavery, racism, and the Civil War (George Moses Horton, Frances Ellen Watkins Harper, Herman Melville, etc.);the circulation of poetry in media and manuscript; Walt Whitman's Leaves of Grass; Emily Dickinson's unpublished corpus of poems;Reconstruction poetics;and late-19th-century proto-modernisms(Sarah Piatt, Stephen Crane, Paul Laurence Dunbar). The course emphasizes both the sociopolitical work of 19th-century poetry and the skill of reading poetry.

Prerequisite(s): ENGL 1010.

ENLS 4380 Asian American Literature (3)
A study of Asian American literature from the late-19th century to the present.

Prerequisite(s): ENGL 1010.

ENLS 4390 Topics: Race & Inclu in US Lit (3,4)
Special topics in literary and cultural studies, with an emphasis on race and inclusion in the US. May be repeated for credit with different subjects. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010.

Maximum Hours: 99

ENLS 4391 Topics: Race & Inclu in US Lit (3)
Special topics in literary and cultural studies, with an emphasis on race and inclusion in the US. May be repeated for credit with different subjects. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010.

Maximum Hours: 99

ENLS 4392 Topics: Race & Inclu in US Lit (3)
Special topics in literary and cultural studies, with an emphasis on race and inclusion in the US. May be repeated for credit with different subjects. Course may be repeated up to unlimited credit hours. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010.

Maximum Hours: 99

ENLS 4400 Modern American Literature (3)
Representative works of the 20th century. May be repeated for credit with different content. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4410 Topics: Contemp American Lit (3)
Major tendencies in American poetry, fiction, and drama since 1945.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4411 Topics: Contemp American Lit (3)
Major tendencies in American poetry, fiction, and drama since 1945.

ENLS 4420 Southern Literature (3)
A survey of Southern writers and their works from the period of exploration and settlement to the present.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4430 Caribbean Literature (3)
A study of the literatures from the Caribbean, primarily Anglophone, although texts from other areas of the Caribbean may be studied in translation. The Caribbean will be explored as part of the Americas, and connections will be made with New Orleans in particular and the American South in general.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4440 Black Cultural Studies (3)
Interdisciplinary study of topics relating to Black cultural experience and expression, drawing together Black literary, theoretical, political, and philosophical writing.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4441 Black Genres (3)
Study of how Black writers have approached specific genres such as poetry, the novel, the short story, the essay, life writing, comic books, film.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4442 Black Literature, Gender, and Sexuality (3)
Explorations of gender and sexuality in works by Black writers.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4443 Black Literature and the Law (3)
Study of Black literature in conjunction with legal culture. Topics may include critical race theory, literary representations of specific legal structures and their effects, the literariness of legal texts, and more.

Prerequisite(s): ENLS 1010, 1020 or 1011.

ENLS 4444 Black Literature and Politics (3)
Study of Black literature in conjunction with political movements and events. Topics may include anti-slavery reform, suffragism, the civil rights movement, Black Lives Matter, and more.

Prerequisite(s): ENGL 1010, 1020 or 1011.

ENLS 4445 Black Literature, Film, and Media (3)
Study of Black literature in intersection with film and new media.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4450 Chaucer (3)
A study of Chaucer's major works, with emphasis on The Canterbury Tales.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4460 Shakespeare I (3)
Treatment of plays from different genres and in different historical, literary, and cultural contexts.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4470 Shakespeare II (3)
Treatment of plays from different genres and in different historical, literary, and cultural contexts.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4475 Topics in Shakespeare Studies (3)
Sustained study of topics related to Shakespeare such as "Shakespeare and Gender Studies," "Global Shakespeare," or offerings from the Summer Shakespeare Festival.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4480 Milton (3)
A study of Milton's major works in poetry and prose.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4490 Early Major Authors (3)
Study of one or two major authors active before 1800, such as Malory, Spenser, Pope, Fielding, Wheatley, and Austen.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4500 Later Major Authors (3)
Study of one or two major authors active after 1800, such as Wordsworth, Dickens, Douglass, Dickinson, Melville, Chesnutt, Dunbar-Nelson, Yeats, Woolf, Baldwin, Faulkner, and Morrison.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4501 Later Major Authors (3)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

Prerequisite(s): ENGL 1010, 1010, 1010 or 1010.

ENLS 4502 Later Major Authors (3)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

Prerequisite(s): ENGL 1010.

ENLS 4503 Later Major Authors (3)
Study of one or two major authors of the period, such as Wordsworth, Dickens, Dickinson, Melville, Eliot, Yeats, Woolf, Faulkner, and Morrison.

Prerequisite(s): ENGL 1010.

ENLS 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic coursework. Open only to juniors and seniors in good standing. Contact the Director of Undergraduate Studies in English for registration and coursework information. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4570 Public Service Internship (1-3)
Experiential learning paired with academic coursework. Open only to juniors and seniors in good standing. Apply to the CPS internship program to enroll (application available here: https://cps.tulane.edu/academics/public-service-internship/application-process). Register in the English Department.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4610 Adv Fiction Wrtg Workshop (3)
A seminar focused on production and criticism of student work, including reading and analysis of fictional models. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENLS 3610.

Maximum Hours: 99

ENLS 4620 Adv Poetry Wrtg Workshop (3)
A seminar focused on production and criticism of student work, including reading and analysis of poetic models. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENLS 3610.

Maximum Hours: 99

ENLS 4660 Topics in Adv Creative Writing (3)
A workshop emphasizing the writing of creative nonfiction, biography, autobiography, screenplays, long poems, or novels. The class is designed to allow students to work in genres not emphasized in ENLS 4610 Advanced Fiction Writing or ENLS 4620 Advanced Poetry Writing. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENLS 3610.

Maximum Hours: 99

ENLS 4661 Topics in Adv Creative Writing (3)
A workshop emphasizing the writing of creative nonfiction, biography, autobiography, screenplays, long poems, or novels. The class is designed to allow students to work in genres not emphasized in ENLS 4610 Advanced Fiction Writing or ENLS 4620 Advanced Poetry Writing. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENLS 3610*.
* May be taken concurrently.

Maximum Hours: 99

ENLS 4665 Art & Artifact: Jewish Life & Literature (3)
Advanced creative writing workshop focused on the way that personal archives -- souvenirs, letters, photographs, and other personal artifacts -- are valuable memento mori that can serve as pathways for both creative writing and guideposts for historical research. The reading material focuses on the experience of Jewish immigration in the 20th century and includes texts by notable Jewish authors. Students will write a critical paper, but most of the student writing will be creative non-fiction explorations of personal history and the objects that have survived the past.

Prerequisite(s): ENGL 1010.

ENLS 4710 Intro To Literary Theory (3)
Investigation of assumptions and methods of selected ancient and modern critics. Some practical criticism to allow the students to become more aware of the implications of their own assumptions about literature and criticism.

ENLS 4720 Feminist Literary Theory (3)
An examination of the major projects of feminist literary theory: uncovering or rediscovering women's literature; engaging in feminist re-readings of canonical texts; describing a feminist poetics. Attention to the history of feminist criticism.

Prerequisite(s): ENGL 1010 or 1011.

ENLS 4750 New Media Theory (3)
This course will explore the conceptual frameworks and theories that are essential to an understanding of modern media, including photography, film, and digital media.

Prerequisite(s): ENGL 1010.

ENLS 4760 Topics In Literary Theory (3)
Sustained study of topics such as representation, interpretation, intention, theories of language, and literary theory and philosophy. May be repeated for credit with different content.

Prerequisite(s): ENLS 2000.

ENLS 4810 Cultural Criticism (3)
Examination of the major concepts of culture from the late 19th century to the present as they relate to the analysis of cultural practices and literary texts. Specific emphasis on the interdisciplinary nature of cultural analysis, the relation between elite and popular cultures, dominant formations and the resistance to them, and intercultural encounters.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4820 Col/ Postcolonial Discourse (3)
Methods of analysis appropriate to the study of the literature produced by intercultural exchanges between Western and non-Western cultures. Specific emphasis on the Anglophone literature of the Caribbean, Africa, and India.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4830 Women Writers and the Künstlerroman (3)
Explorations of gender, race, sexuality, and creative practice in works by women-identified writers and artists. Prerequisite(s): ENGL 1010, 1011, or 1020.

Prerequisite(s): ENGL 1010, 1020 or 1011.

ENLS 4840 Performance Studies (3)
Study of the various categories that encompass performance, such as dance, drama, ritual, festival, and parade, and of texts that embody, describe, or enact performances.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4850 Cultural Politics & Practice (3)
Study of the intersections and negotiations between cultural production and political institutions. Specific topics include literary representations of disease or poverty, and literature and the law.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4852 Feminism after Trumplandia (3)
Historical approach to contemporary feminist questions.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4854 The History of Cool (3)
The concept of cool is arguably America's most influential cultural export in globalization and it is inextricable from our understanding of popular music, Hollywood film, celebrity, marketing, and iconography. This course explores the roots, origins, and contemporary resonance of cool through a range of literature and media texts: detective novels, Beat Generation writers, song lyrics, memoirs of jazz, rock and hip hop, and theories of popular culture.

Prerequisite(s): ENGL 1010.

ENLS 4855 Literature and the Environment (3)
Study of ecocritical theory; analysis of representations of environments in literature and film; topics include climate change, sustainability, posthumanism, animal studies, environmental justice, science fiction, and environmental precarity in southern Louisiana.

Prerequisite(s): ENGL 1010, 1011 or 1020.

ENLS 4857 Literature and Technology (3)
A study of the relationship between literature and technology. Topics may include writers' responses to technological change; science fiction; the relationship between literature and media technologies; reading technologies; or games and other forms of electronic fiction/ storytelling.

Prerequisite(s): ENGL 1010.

ENLS 4860 Topics in Cultural Studies (3)
Sustained study of topics such as nationality, popular culture, cultural institutions, and postmodernism. May be repeated for credit with different content. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENGL 1010, 1011 or 1020.

Maximum Hours: 99

ENLS 4861 Topics: Cultural Studies (3)
Sustained study of topics such as nationality, popular culture, cultural institutions, and post-modernism.

ENLS 4870 Global Literatures (3)
The Global Literatures course explores several major literary traditions as they come in contact with one another: the course typically includes Western, Arabic-Islamic, Chinese, and Latin American Literatures in historical and cultural context.

Prerequisite(s): ENGL 1010.

ENLS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 4910 Independent Study (1-4)
Independent Study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 4920 Independent Study (1-4)
Independent Study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

ENLS 4990 Senior Honors Thesis (3)
Senior Honors Thesis.

ENLS 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

ENLS 5000 Senior Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ENLS 4990.

ENLS 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): ENLS 4991.

ENLS 5010 Capstone Seminars (4)
Specific subjects are announced each semester. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ENLS 2000.

Maximum Hours: 99

ENLS 5190 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 5890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 7050 Bibliography & Research Method (3)
Seminar in bibliography, methods of literary research, history of the book, and archival methods.

ENLS 7060 Pro British Lit to 1660 (3)
Proseminar in British literature to 1660.

ENLS 7070 Pro British Lit since 1660 (3)
Proseminar in British literature after 1660.

ENLS 7080 Pro American Lit to 1865 (3)
Proseminar in American literature to 1865.

ENLS 7090 Pro American Lit since 1865 (3)
Proseminar in American literature since 1865.

ENLS 7100 Pro Modern & Contemp Lit (3)
Proseminar in Modern and contemporary literature.

ENLS 7110 Pro Anglophone Literature (3)
Proseminar in Anglophone literature.

ENLS 7120 Pro African-American Lit (3)
Proseminar in African-American literature.

ENLS 7130 Sem: Cross-Cultural Lit Study (3)
Topics in cross-cultural literary study.

ENLS 7140 Seminar: Anglophone Literature (3)
Topics in Anglophone literature and culture.

ENLS 7150 Theories of Rhetoric & Comp (3)
Theories of rhetoric and composition, including composition pedagogy.

ENLS 7170 Sem: Comparative Literature (3)
Topics in comparative literary studies.

ENLS 7180 Sem: Interdisciplinary Study (3)
Topics in interdisciplinary literary study.

ENLS 7250 Seminar: Medieval Literature (3)
Topics in Old and Middle English literature and culture.

ENLS 7260 Seminar: Medieval Literature (3)
Topics in Old and Middle English literature and culture.

ENLS 7350 Seminar: Renaissance Lit (3)
Topics in Renaissance literature and culture.

ENLS 7360 Sem: Renaissance Literature (3)
Topics in Renaissance literature and culture.

ENLS 7450 Seminar: 18th-C Literature (3)
Topics in 18th-century literature and culture.

ENLS 7460 Seminar: 18th-C Literature (3)
Topics in 18th-century literature and culture.

ENLS 7550 Seminar: 19th-C Literature (3)
Topics in 19th-century literature and culture.

ENLS 7560 Seminar: 19th-C Literature (3)
Topics in 19th-century literature and culture.

ENLS 7650 Language, Writing & Rhetoric (3)
Topics in language, writing, & rhetoric.

ENLS 7660 Language, Writing & Rhetoric (3)
Topics in language, writing, & rhetoric.

ENLS 7710 Seminar: American Literature (3)
Topics in American literature and culture.

ENLS 7720 Seminar: American Literature (3)
Topics in American literature and culture.

ENLS 7730 Seminar: Colonial Amer Lit (3)
Topics in colonial American literature and culture.

ENLS 7740 Seminar: Central American Lit (3)
Topics in early-19th-century American literature and culture.

ENLS 7750 Sem: Late-19th-C American Lit (3)
Topics in late-19th-century American literature and culture.

ENLS 7760 Seminar: Modern American Lit (3)
Topics in Modern American literature and culture. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 7770 Seminar: Contemporary Amer Lit (3)
Topics in contemporary American literature and culture. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 7780 Seminar: African American Lit (3)
Topics in African-American literature and culture.

ENLS 7790 Seminar: Southern Literature (3)
Topics in Southern US literature and culture.

ENLS 7810 Seminar: British Literature (3)
Topics in British literature and culture.

ENLS 7820 Seminar: British Literature (3)
Topics in British literature and culture.

ENLS 7850 Seminar: Modern Literature (3)
Topics in Modern literature and culture. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 7860 Seminar: Modern Literature (3)
Topics in Modern literature and culture.

ENLS 7890 Fundamentals: Literary Theory (3)
Seminar in the fundamentals of literary theory.

ENLS 7900 Seminar: Advanced Theory (3)
Topics in advanced theory.

ENLS 7920 Independent Study (0-3)
Independent Study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 7990 Research (3)
Research.

ENLS 9980 Masters Research (0)
Masters Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ENLS 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

English (PAEN)

PAEN 1000 Academic Writing and Reading (3)
This course covers the fundamentals of academic reading and writing, including communicating clearly on the page and over the internet, both in college and beyond.

PAEN 2500 Rewriting America: Multi-Ethnic Literature in the United States (3)
This course will explore how BIPOC thinkers have challenged the domination narratives of nationhood in the United States by studying poetry and prose by Black, Indigenous, Latinx, and migrant authors. While the focus will be on more recent literatures (from the mid-twentieth century through the present), the syllabus will also include samples of earlier texts by writers like W.E.B. DuBois, or Sarah Winnemucca Hopkins. Other texts may include those written by Gloria Anzaldúa, Achy Obejas, Luci Tapahonso, Maxine Hong Kingston, Nnedi Okorafor, and Jhumpa Lahiri, among others. Students will interact with these texts through guided reading, discussion, presentations, and written analysis. They will also be challenged to expand their learning beyond the classroom by applying the concepts discussed to something they encounter in their own lives.

PAEN 2630 Expository Writing (4)
This course situates the critical skills and strategies of expository writing within the larger framework of academic writing. The course builds on the concepts and approaches to argumentation that students have learned from PAEN or ENGL 1010.

Prerequisite(s): ENGL 1010.

PAEN 2910 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 2911 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 2912 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 2913 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3010 Special Topics (3)
Special topic in English.

Maximum Hours: 99

PAEN 3020 Special Topics (3)
Special topics in English. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PAEN 3100 Introduction to Poetry Writing (3)
Introductory to poetry writing is a workshop course in poetry writing. We will be reading and writing poetry. Students will be introduced to the writing workshop format. Classes are primarily devoted to roundtable discussion of both outside reading and student work. Close reading, in which we note structure, style, tone, and the development of individual voice and point of view, will be the insignia of the class. Through writing exercises, critical readings of both professional and peer writing, constructive reviews, forum discussions, and writing workshops, students will develop the skills necessary to write then revise their own poems. We workshop peer writing where students receive constructive feedback on their own creative writing, participate in the critique of peer work and engage fully in the processes of revision.

PAEN 3310 Business Report Writing (3)
This course addresses skills for writing in the business environment. Students learn to differentiate various styles and voice and the documents and occasions appropriate for them.

Prerequisite(s): ENGL 1010.

PAEN 3349 Mad Men A Critical Analysis (3)
Students will use the first season of the critically acclaimed AMC television series Mad Men as a springboard for imaginative critical analysis. Additionally, students will reflect on the larger critical issues explored within the show, such as the changing gender politics of the 1960s, the emerging sexual revolution, and the conflict that arises from the cultural expectations and identities that many Americans adopted for themselves in the early 1960s. We will also study basic cinematic elements, as Mad Men is obviously more visual than a standard literary text. Altogether, Mad Men is worth studying because it is a well-made, intricately designed piece of art that rewards in-depth analysis as it keenly attempts to document modern life in America.

PAEN 3350 Coming of Age Movies (3)
This course is not a film appreciation course. Rather, students will use the assigned coming-of-age films as a springboard for imaginative critical analysis and general film study. It's not necessary to be a fan, per se, of the assigned films; you just have to think about them, critically, from wide-ranging perspectives. We will also study cinematic elements, given the obvious visual nature of the course.

PAEN 3910 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3911 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3912 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3913 Special Topics (3)
Special topics in English.

Course Limit: 99

English for Academic/Professional Purposes (EAPP)

EAPP 1000 Composition and Reading (3)
This course prepares students to subsequently master their college writing requirements. In addition to developing an advanced understanding of English syntax, morphology, and semantics, students explore the process of composing, revising, and editing in English and the expectations of academic writing to different audience expectations in Global Perspectives.

EAPP 1050 Multicultural Speech (3)
This course prepares students to master public speaking and interpersonal dynamics with a focus on Race and Inclusion in the USA. In addition to developing an advanced understanding of English phonology, semantics, and pragmatics, students focus on the communication strategies hat make presentations and interpersonal interactions memorable and smooth.

EAPP 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level.

Maximum Hours: 99

EAPP 3010 Academic and Professional Rhetoric (1)
In this six-week course, students will develop an advanced understanding of English syntax, semantics and mechanics. They will engage with both spoken and written academic documents that engage expert knowledge in a scholarly manner. Additionally, students will understand the rhetoric necessary for intellectual inquiry and independent research in both academic and professional environments, and they will incorporate these skills into their current university courses. The course includes an optional service-learning component. The service learning will enhance students understanding and development of citizenship skills within the context of their local, national, and global communities.

Prerequisite(s): EAPP 1000*, 1050* or ENGL 1011*.
* May be taken concurrently.

EAPP 3510 Teaching and Working Abroad (3)
This course is designed to develop students with little teaching and working experience with the academic and practical skills needed to teach and work abroad, especially English in a foreign language environment. Students are encouraged but not required to also enroll in EAPP 3520: Living and Working Abroad in order to complete the two-course series.

EAPP 3520 Living and Working Abroad (3)
This 3-credit course is designed to give students a practical working knowledge of the linguistics of English and intercultural skills needed to live and work abroad, especially when teaching English as a foreign language. Students are encouraged but not required to also enroll in EAPP 3510: Teaching and Working Abroad in order to complete the two-course series.

EAPP 3530 Global English in Business (3)
'Global English in Business' focusses on enhancing communicative and cultural competency skills as they apply to the use of World Englishes in business contexts. It is designed to explore one of the World Englishes' variations used in Business as a profession and social practice. The course seeks to analyze the interdiscursive texts of professionals in the business world to understand how language builds new relationships that are unique within their own spaces. Precisely, we examine varied samples of global business literature and theories written in World Englishes to critically evaluate how English as a professional communicative language vary in different business cultures around the world. Lastly, learners in this course are tasked with interrogating the role of World Englishes and how it generally applies to multiple business cultures around the globe. Language skills addressed in this course include business communicative competency, writing and speaking fluency in World Englishes, and business vocabulary development skills. This course is open to students who are interested in studying, working or interning in a business-related environment abroad. The course has a service-learning component that fulfills both tier I and II Tulane service-learning requirement. The course is open to all undergraduate students.

EAPP 3810 Special Topics (3)

Maximum Hours: 99

EAPP 3820 Special Topics (3)

Maximum Hours: 99

EAPP 3830 Special Topics (3)

Maximum Hours: 99

EAPP 3840 Special Topics (3)

Maximum Hours: 99

EAPP 3890 Service Learning (0-1)

Maximum Hours: 99

Environmental Health Sciences (ENHS)

ENHS 6030 Survey of Environmental Health (3)
This course is designed as a survey course which introduces students to basic environmental health topics and it fulfills the school core requirement. The course focuses on environmental factors impacting human health and the environment. Sources of these factors, methods of identification, recognition, evaluation and regulatory framework control are discussed. Factors might include health hazards associated with contaminated water, food and air, vectors of disease, exposure to toxic chemicals, environmental justice, regulations, and safety in the work place.

ENHS 6080 Fundamentals of Environmental Health Sciences (3)
This course introduces students to environmental health concepts and principles used to anticipate, evaluate, and reduce health risks posed by chemical, biological or physical agents in their environment with an emphasis on our changing climate. The course will be taught as a series of modules and assignments designed to provide a framework of fundamental environmental health sciences from which to expand upon to understanding how environmental hazards and our changing climate affect health. Case studies and discussions will bridge the gap between concepts and application to real world scenarios. Contemporary examples of environmental issues will be discussed. After completing this course, students are expected to be able to apply fundamental environmental health paradigms to the critical public health need for understanding the impact of environmental agents in a complex and changing world.

ENHS 6300 Radiological Health (3)
This course is an introductory course in health physics, medical uses and university uses of ionizing radiation. The course includes radiation protection for both workers and general public. The course is designed to meet the needs Industrial Hygienists. Topics include nuclear reaction terminology, the interaction of alpha particles, electrons, and photons with matter, basic instrumentation for radiation protection, and the use of Poisson counting statistics, radiation medicine issues including radiation epidemiology, internal dissymmetry, use of the LLNL code Hotspot for dispersion calculations, and various advanced topics, including nuclear weapons effects.

ENHS 6320 Workplace Wellness (3)
Health, as it relates to the workplace, is created by two major forces; what employees bring with them into the workplace (e.g. personal resources, health practices, beliefs and attitudes) and the impact of the workplace on employees (e.g. organization of work in both a physical and psychological sense). Health promotion focuses on the elements that make up a healthy workplace and includes the physical environment, health practices and social environment & personal resources. This course focuses on the total well-being of individuals and groups within a corporate and community context. It emphasizes a holistic approach to achieving workplace, community, and personal wellness.

ENHS 6420 Global Food Safety and Public Health (3)
This course introduces students to local, national, and international food safety. Food resources, production, biological, chemical and radiological contaminants are discussed. Focus will be on health effects resulting from exposure to contaminated food. Sanitary regulations/codes addressing food safety including inspection of food establishments, investigation of food outbreak diseases will also be discussed. Genetically modified foods will also be addressed.

ENHS 6430 Disaster & Emergency Communication (3)
This course presents the application of evidence-based principles that help leaders in government and public health persuade, inform, and ensure the health of a population in a crisis. This interactive course will use a combination of site visits, case studies, and interactive examples to highlight the principles when dealing with uncertainty, communication, building trust and empathy, cross-cultural communication, and leadership ethics. Students will also learn key skills that will give them the tools to apply these principles in the field of public health.

ENHS 6450 Climate Change and Public Health (3)
Future public health professionals should be aware of and understand the impact of climate on the health and well being of populations around the world. In this introductory level course, students will examine what climate change is, the environmental factors it influences, how those environmental factors impact health, who are the most vulnerable, how to deal with climate change from a public health perspective, and how we might answer future questions through evidence-based research. Current literature, reports, and relevant case studies inform class lectures, student-directed dialogue, and final presentations. The course will utilize experts on various topics in addition the primary instructor. This course is an elective for all SPHTM students.

ENHS 6510 Water Quality Management (3)
This is an introductory course in Water Quality Management. Students will explore the link between water quality and public health. Topics cover the foundations of surface water quality, groundwater quality, and stormwater quality. Students will learn the principals of potable water and wastewater treatment permitting and treatment as well as the scientific causes, consequences, and solutions of pollution in lakes, rivers, wetlands, and groundwater. At the completion of this course, students should be able to discuss nonpoint and point source pollution and interpret the physical, chemical, and biological indicators of water quality.

ENHS 6540 Principles of Occupational Health (3)
The course addresses occupational health topics including some of the leading occupational disease hazards, their evaluation and control. Concepts of exposure in the workplace and related health outcomes, toxicological updates on selected chemical and physical agents, as well as exposure evaluation are discussed.

ENHS 6550 Environmental Health Management (3)
This course examines the relevance of sustainable management of natural resources to public health. It explores the science of natural and built environmental stressors and their impacts on human health along with a number of model environmental health and natural resources management best practices from policy and management perspectives. Students learn to develop and apply appropriate natural resources management plans, environmental health plans, and environmental management systems to a number of problem scenarios including disaster scenarios. Topics include key environmental media as sell as forests, wetlands, and agricultural land management. Emphasis will be placed on interventions for environmental toxins and vectors of diseases and the impact of global climate change on environmental public health. Students are given case-study based assignments to develop skills in applied environmental health management.

ENHS 6560 Environmental Health Microbiology (3)
This course is designed to provide understanding about microbial pathogens of public health concern and the role of the environment, including water, waste, air and food, in the transmission of infectious diseases. We will explore specific pathogens that cause environmentally transmitted diseases, their detection using both conventional and advanced molecular methods, their prevention and control by technological and other measures, and how the health risks posed by these pathogens are assessed. This course focuses on emerging issues of pathogens in the environment at both local and global levels.

Prerequisite(s): ENHS 6030 or GEHS 6030.

ENHS 6600 Principles of Toxicology (3)
This course presents the fundamental principles of toxicology and the mechanisms by which environmental and occupational chemical agents may alter human health. There are three major themes in this course: 1) General principles: chemical exposure, route, dose response; absorption, distribution, storage, metabolism and excretion; 2) Non-organ toxicology, e.g. epigenetic, mutagenic, carcinogenic, and developmental effects of chemicals. 3) Systemic toxicity of chemicals to liver, kidney, blood, lung, etc.

ENHS 6620 Physical Agents & Ergonomic Hazards in the Workplace (3)
Occupational exposure to temperature extremes, abnormal pressure, noise, mechanical vibration, non-ionizing radiation, and cumulative trauma/ergonomics are discussed in lecture sessions. The fundamental physics, health effects, and occurrence of these agents, along with methods for evaluating the extent of exposure and approaches to controlling them are discussed in lectures and appropriate measurement instrumentation is demonstrated. A laboratory session on noise measurement is included. Applicable exposure standards, regulations, and guidelines are covered in detail.

Prerequisite(s): ENHS 6720 or GEHS 6720.

ENHS 6700 Principles of Safety (3)
This course provides an overview of safety fundamentals in the workplace and focuses on the safety management programs; applicable laws, regulations and standards; hazards and controls; safety training; emergency operations planning; and human performance elements of safety improvement. The student will gain a basic understanding of programmatic safety management as well as applied safety engineering principles related to areas including, but not limited to: electrical safety, fire protection and prevention, heat and cold, transportation safety, noise and vibration, personal protective equipment, etc. Class assignments will focus on application of safety principles in the student's workplace. Students, through individual, collective and peer review contributions, will develop a safety walkthrough checklist linking items important to safety in multiple key technical areas.

ENHS 6720 Principles of Industrial Hygiene (3)
This course is designed to introduce the field of Industrial Hygiene. The objective of the course is to present an overview and historical perspective of Industrial Hygiene, anatomy and physiology of the skin and lungs, occupational diseases, inhalation toxicology, chemical agents, biohazards, ergonomics, noise, thermal stress, indoor air quality, ventilation systems, laboratory safety, radiation safety, personal protective equipment, Hazard Communication and other OSHA standards and community exposures and emergency planning.

ENHS 6910 Environmental Aspects of Disaster Management (3)
Students will gain a cross-disciplinary knowledge of the practical, interrelated aspects of public health preparedness, homeland security and disaster management. Emphasis will be placed on developing an understanding of these fields through the lens of real-world case studies and scenarios. Students should become well prepared for future study in this dynamic and evolving discipline.

ENHS 6920 Environmental, Monitoring, Sampling & Analysis in a Disaster (3)
Utilizing a strong person-in-environment and ecosystems focus, this course addresses the unique dimensions of mental health issues in disaster or complex community emergencies. The course provides instruction in the Incident Command System, including systemic planning, activation, and evaluation of the functions of psychosocial health services when dealing with a disaster. The course integrates interdisciplinary knowledge and skills from micro, mezzo and macro levels for addressing psychosocial reactions and needs prior to and in the wake of a disaster or major crisis. Students experience a variety of learning activities including online FEMA instruction; live lecture with class discussion, case simulations, field visits, exams, reflection, labs and papers focused on response models that integrate the psychosocial dimension.

ENHS 6930 Planning and Implementation in Disaster Management (3)
The United States is among other global communities that attempt to prepare its citizens for potential mass casualty events such as natural disasters, terrorism, or a pandemic flu outbreak. This course introduces disaster theory and overviews the United States' National Response Framework. Core population health issues that present during the management of disasters are examined. Developing preparedness at the local level is emphasized. Fundamental concepts of emergency management and leadership are discussed.

ENHS 6950 Psychosocial Aspects of Disaster (3)
The course covers the theoretical development, history, and empirical studies of the psychosocial dynamics and sequelae of disasters. Characteristics of environmental health disasters, reactions and risk factors, as well as trends in disaster mental health are examined. Emphasis is placed on inclusion of psychosocial considerations in the planning, preparation, and very early intervention phases of a disaster. Vulnerable populations are of particular interest in highly interactive case-based learning through reflection labs for application in situations such as natural disaster, environmental health crises, pandemic illness, or threats to national security. Baseline resilience planning is required of all students planning to work in disaster or emergency response fields.

ENHS 6960 Public Health Law (3)
Public health law speaks to the legal aspects of delivering public health interventions to the society. This course introduces students to the functions and outcomes of public health law from local to global and provides a hands-on legal tool for public health protection and practice. It covers a variety of topics such as civil liberties in matters such as quarantine, isolation and mandated medical testing; access to healthcare and health disparities; incentives to vaccine makers, authorization of drugs in declared public health disaster/emergency situations, international law on controlling spread of infectious diseases, the role of the World Health Organization and other global entities in protecting public health, and public health issues arising from migrants and refugee problems.

ENHS 7110 Industrial Ventilation & Chemical Hazard Control (3)
This course covers the control and management of chemical hazards in the workplace and indoor environments through engineering, administrative change, and personal protective equipment. The selection, use, and limitations of respiratory protective equipment are discussed. Engineering controls covered include product substitution, process isolation, and ventilation. The fundamentals of design and operation of local exhaust and general dilution ventilation systems are covered in detail and include basic air flow, general dilution ventilation, exhaust hood design, duct design, fans, air cleaning and recirculation, system balancing, system evaluation and special ventilation systems. A laboratory session on evaluating ventilation system performance is included.

Prerequisite(s): ENHS 6720 or GEHS 6720.

ENHS 7230 Fundamentals of Project Management for Environmental Sciences (3)
This course focuses on management of environmental health and safety risks, as well as measurement and evaluation of industrial hygiene and safety performance. Specific course topics include environmental and hazardous materials management, emergency planning and response, crisis communication, accident investigation, the development and interpretation of risk assessments, risk perception and communication, economics and risk/benefit analysis, comparative risk assessment, laws and regulations pertaining to risk assessment, and management and the design of risk management plans. Report writing and interpretation are emphasized.

ENHS 7240 Applying Systems Thinking to Environmental Health and Sciences (3)
This course complements and supplements ENHS 7230, Fundamentals of Project Management for EH&S. It is an introduction to methods of systematically integrating health and safety programs into standard management systems used by organizations. Topics emphasized include leadership, strategic planning, project management, management of multidisciplinary teams, regulatory affairs management, voluntary standards systems, professional ethics, labor relations, and "selling" health and safety initiatives to all levels of the organization and the public. Systems thinking is emphasized throughout the course. No prerequisites required.

ENHS 7260 Financial Aspects ES&H (3)
The purpose of this class is to teach students how to use economic and financial analyses to manage EHS programs by developing analytic and inductive reasoning skills that are prerequisites for becoming a successful manager. The course will address some basic financial managing concepts that mid-level EHS managers and professionals will commonly use or be exposed to in a business setting. These concepts include cost behaviors, profit analysis, budgeting, financial ratios, project economics and return investment analysis.

ENHS 7310 Occupational Laws and Compliance (2)
This course helps students understand regulation of workplace safety and health under the Occupational Safety and Health Act of 1970 ("OSH Act") primarily covering employer responsibilities, employee rights, and regulatory compliance efforts. The course provides an overview of the history of occupational safety policies culminating in the creation of the OSH Act. Students learn the roles of the (1) Occupational Safety and Health Administration ("OSHA"), (2) National Institute of Occupational Safety and Health ("NIOSH"), and (3) Occupational Safety and Health Review Commission ("OSHRC"). Important federal statutes, regulations, court decisions and OSHA's rulemaking, standard interpretations, and resources to assure occupational safety compliance are covered.

ENHS 7400 Field/Lab Applications of Environmental Health Practice (3)
This course consists of field and laboratory work dealing with the identification, assessment and isolation of environmental health problems. It is designed to provide the students an opportunity to observe and work with real-life settings of environmental health problems in the field, i.e. food establishments, schools, water, sewage, etc. Students conduct environmental health exercises and make analysis of problems situations on-site . Students collect and analyze environmental samples when possible. Written reports of each exercise are required. All reports will be discussed and methods of remedies for environmental health violation corrections will also be discussed.

ENHS 7500 Air Sampling & Analysis (3)
This course helps students understand regulation of workplace safety and health under the Occupational Safety and Health Act of 1970 ("OSH Act") primarily covering employer The principles and techniques for measuring and evaluating airborne contaminants in the work and community environments are presented in lectures and practiced in laboratory sessions. Covered topics include air flow measurements, aerosol science, particulate sampling with and without size separation, optical microscopy, active and passive sampling of gases and vapors, direct reading instruments, stack sampling, atmospheric dispersion modeling, and sampling strategy and statistical data analysis.

Prerequisite(s): BIOS 6030*, SPHL 6050* or 6850.
* May be taken concurrently.

ENHS 7510 Emerging Issues in Water Quality (3)
Burgeoning human population and urbanization is creating increased demands on fresh water resources and generating larger and more concentrated waste streams. Droughts throughout many parts of the world also have placed unique challenges on historically abundant river systems. Therefore, many communities are considering the utilization of alternative water resources, including desalination of brackish waters and the reuse of wastewater for potable and non-potable applications. This course will investigate, discuss, and debate major emerging water quality issues which threaten our water sustainability and the regulatory paradigms to address these challenges. Specific issues include emerging opportunistic premise plumbing pathogens, endocrine disrupting chemicals, pharmaceuticals, unregulated disinfection by-products, perfluorinated organic compounds, algal toxins, and others.

Prerequisite(s): ENHS 6030 and 6510.

ENHS 7550 Human Biomonitoring & Health (3)
The environment plays a major role in human health and disease. Exposure to chemicals and other stressors such as lifestyle factors are intrinsically linked with adverse health outcomes. This advanced course discusses the role human biomonitoring (HBM) in epidemiological studies to assess the occurrence, extent of chemical exposures and identify populations at risk of adverse health outcomes by measuring biomarkers in biological samples, such as in urine, blood, and nails. The course introduces HBM concepts and approaches for understanding the myriad ways human interact with the environment, primarily from the perspective of chemical exposures. Students will gain the knowledge needed to design and conduct population-level biomonitoring studies to understand public health risks of chemicals exposure and for better policy makings to protecting health.

Prerequisite(s): ENHS 6030 and 6600.

ENHS 7610 Applied Data Science for Climate and Health (3)
This course is designed to provide students with the knowledge and practical skills to use data science techniques in addressing the complex challenges at the intersection of climate change and health. With a strong focus on practical applications, the course first introduces fundamental concepts in climate change, epidemiology, and biostatistics and follows with data science methods for collecting, analyzing, and interpreting climate and health data, enabling students to identify climate change-related environmental risk factors and to engage in evidence-based decision-making and policy development. Lectures focus on the statistical methods and data science application to evaluate the health impacts of climate change-related exposures such as wildfires, extreme temperature events, tropical cyclones, and drought etc. It is open to MS, MPH, and PhD graduate students at the School of Public Health and Tropical Medicine and other Schools with appropriate permissions.

Prerequisite(s): SPHL 6050 and 6060.

ENHS 7620 Health Risk Assessment (3)
This course develops the qualitative and quantitative skills necessary to evaluate the probability of adverse health effects resulting from exposure to environmental contaminants/chemicals. Basic concepts of qualitative and quantitative risk assessment are demonstrated using practical case studies and review of the primary literature. Emphasis is placed on hazard identification, dose-response evaluation, exposure assessment, and risk characterization. Integration of risk assessment with risk management and communicating risks to the public are discussed. Regulatory aspects of risk assessment in the promulgation of environmental standards are presented. Disaster risk estimation and assessment is not a content area covered in this course (e.g. probability of a catastrophic storm event and flood risks under specific scenarios) nor is microbial risk assessment (e.g. foodborne or waterborne pathogen risk assessment).

Prerequisite(s): ENHS 6600 or GEHS 6600.

ENHS 7750 Environmental Policy (3)
The course introduces students to the concepts of public health policy with an emphasis on environmental health. The course describes the relationship among public science, policy, and practice and demonstrates the application of this relationship through a series of real cases in environmental health laws, polices, regulations and statutes in the context of public health. Through "hands-on" experience, students examine the policy implications of contemporary environmental public health issues.

ENHS 7990 Independent Study (1-3)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

ENHS 8100 Advanced Environmental Health (3)
Advanced Environmental Health is a doctoral level course that is restricted to students who are admitted to doctoral programs. The course is taught by the departmental members who have extensive research experience. Students will be challenged with contemporary research problems in the field of environmental health that span topics that include environmental health in disaster situations, identifying effects of environmental chemicals, and biological contaminants in the water supply. The course is designed to provide a unified, broad, and advanced experience in environmental health issues for doctoral students.

ENHS 8200 Environmental Health Methods (3)
Environmental Health Methods is a doctoral level course for students enrolled in doctoral programs. The course is taught by the departmental members with active environmental health research programs. Students select an area for study and work closely with a faculty member to 1) identify an environmental health research question that can be approached within a semester, 2) review the pertinent literature on the topic and form a testable hypothesis, 3) develop and employ the appropriate methodological approaches, 4) prepare and analyze data, 5) identify an appropriate journal or other publication forum, and 6) complete a manuscript or report in the appropriate format.

Prerequisite(s): BIOS 6040, EPID 7120 and ENHS 8100.

ENHS 8990 Doctoral Independent Study (1-3)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

Environmental Studies (EVST)

EVST 1010 Intro To Enviromentl Stu (3)
This course introduces students to the field of environmental studies and the diverse topics of environmental research being conducted at Tulane. This interdisciplinary area of study explores environmental problems through a multitude of perspectives and complementing scientific analyses with considerations of philosophical, historical, economic, political, and cultural factors. Major concepts to be examined include: the state of scientific research, the role of the natural and social sciences in environmental decision-making, and the importance of history, ethics and justice in approaches to addressing contemporary environmental issues, such as biodiversity loss, global climate change, and natural resource depletion.

EVST 1030 Introduction to Environmental Humanities (3)
This seminar will examine the history of environmental thought as represented in works of literature and art, from the Epic of Gilgamesh to photographic portraits of Louisiana's Cancer Alley. How do the stories we tell about the natural world shape our relationship to it? We will explore the traditions of romanticism, naturalism, activist writing, environmental justice, climate fiction, and the literature of the Anthropocene. A series of writing assignments will culminate with a longer work that may take the form of a critical essay, a work of narrative journalism, or a short story.

EVST 1810 Special Topics (3)
Special topics course as designed by visiting or permanent Environmental Studies faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

EVST 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

EVST 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

EVST 3010 Food System Leadership in the Gulf South (3)
A food system is a dynamic system of interrelated processes that impacts a diverse base of individuals, businesses, and communities economically, socially, politically, and environmentally across the Gulf South. This 3-credit-hour undergraduate course, through academic-community partnership, offers a unique opportunity for students to understand food systems and cultures across the Gulf South through interdisciplinary forums that engage diverse academic, industry, grassroots, and community perspectives. Students will also participate in community-based research to explore opportunities and threats related to food system distribution and resiliency in the Gulf South.

EVST 3310 Approaches to Environ Studies (3)
Approaches in Environmental Studies is a required core course for all EVST majors. The interdisciplinary nature of Environmental Studies requires the ability to understand the complex interrelationships between human society and natural ecosystems. Throughout this course we will focus on how to identify research questions, design research methodologies, carry out research, and analyze research findings. Students will gain competency in the four levels necessary for environmental analysis (data, methods, theories, and frameworks), skills that are key to doing environmental research and analysis. This course will enable students to build both empirical (data-based) and conceptual (idea-based) tools to shed scholarly light on environmental issues.

EVST 3350 Urban Farming (3)
Course will introduce students to the practices of urban farming and agriculture through a study of the basic skills and understandings involved in its practice and through employing those skills and understandings in the development and maintenance of urban gardens of various kinds.Ethical questions related to issues of sustainability, climate impact and use of chemicals in the garden will be discussed. Students will work in gardens of their own making as well as working with community partners in the New Orleans community.

EVST 3500 Climate Fact/Climate Fiction (3)
How did we come to understand climate change? How has our evolving understanding of the phenomenon changed our understanding of ourselves? By studying the history of the science, the political reaction to it, and the literature it has inspired, this course will encourage students to think more deeply about the ways in which climate change has transformed our culture.

EVST 3570 Mississippi River Colloquium (3)

EVST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course in Environmental Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 3930 Spec Topics Problems (3)
Special Topics in Environmental Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 3933 Urban Gardening (3)
Students will study the practice of, and acquire the skills for urban gardening and farming via the development and maintenance of urban gardens. including indoor. potted. raised bed and small plot gardens. Skills developed throughout this course may include garden design, plant and crop selection, composting, irrigation, soil maintenance, and urban animal husbandry practices. Students will work in gardens of their own making and with community partners across greater New Orleans. Throughout the course. students will acquire a deeper awareness of their place as part of the earth community and the critical role this plays in community betterment as well as overall human happiness and well-being.

EVST 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

EVST 3950 Special Topics Environmental Thought (3-4)
Special Topics in Environmental Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

EVST 3951 Spec Topics Enviro Thought (3-4)
Special Topics in Environmental Studies. Course may be repeated unlimited times for credit.

Maximum Hours: 99

EVST 3952 Spec Topics Enviro Thought (3)
Special Topics in Environmental Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

EVST 3959 Measuring Sustainability (3)
Students will review and critically assess the practice of measuring the environmental and sustainable attributes of a product. institution or community. We will study key frameworks and tools used by sustainability professionals today. including greenhouse gas emissions inventories. the U.S. Green Building Council's LEED Green Building Rating system. ENERGY STAR Portfolio Manager. and Life Cycle Assessment. Through a critical examination of the tools used to assess sustainability. the course seeks to help students understand key sustainability concepts and to develop their own definition of a sustainable institution or community.

EVST 4190 Environmental Crime & Security (3)
Students will learn about environmental crime, green criminology, and environmental security in our society, including key concepts and definitions, theoretical foundations and approaches, and how those concepts and theories can be - or are being - applied to a range of environmental crime and security issues. We will examine social interactions and activities associated with these issues and explore various policy approaches used to address them.

EVST 4210 Environmental and Social Justice in New Orleans (3-4)
Examination of theoretical and conceptual frameworks for analyzing issues of environmental and social justice in the US and New Orleans through a combination of classroom instruction, guest speakers/ practitioner demonstrations, applied field instruction, and professional development activities.

EVST 4400 Urban Political Ecology (3)
The primary objective of this course is to provide students with an understanding of urban political ecology and the study of environmental issues from an interdisciplinary perspective. Additionally we will explore the practices of inquiry and analysis associated with environmental studies from a liberal arts perspective.

EVST 4410 Senior Seminar in Environmental Studies (3,4)
This is the capstone course required of all environmental studies majors. The course will emphasize three main areas: an overview of the fundamental contemporary environmental themes, issues, theories, concepts, and methods within the field of environment.

Prerequisite(s): EVST 1010 and 3310.

EVST 4510 Environ Justice in Action (4)
This service-learning course enriches student understanding of doing environmental justice in the local community. Students will sharpen their environmental activism and advocacy skills in collaboration with environmentally focused organizations and nonprofits in the greater New Orleans area. May be repeated once for credit.

Corequisite(s): SOCI 4610.

EVST 4560 Enviro Stud Internship (0-4)
Internship. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 4891 Service Learning (1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 4910 Independent Study (1-3)
Independent Study.

EVST 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

EVST 4990 Honor's Thesis (3)
Honor's Thesis.

EVST 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): EVST 4990.

EVST 5110 EVST Capstone: EVST 4410 (0)
Corequisite(s): EVST 4410.

Corequisite(s): EVST 4410.

EVST 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EVST 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Epidemiology (EPID)

EPID 6090 Epidemiology of Infectious Diseases (3)
This course focuses students on the knowledge needed for the investigation, control, and prevention of a variety of infectious diseases. Students will explore the characteristics of a range of specific disease agents, compare their impact on populations, review approaches used to investigate disease outbreaks, and examine local and global efforts to monitor, control, and eradicate selected infectious diseases. Zoonotic and human-reservoir diseases are included in the course content.

Prerequisite(s): EPID 6030, SPHL 6060 or 6860 and BIOS 6030, SPHL 6050 or 6850.

EPID 6210 Cancer Epidemiology (3)
This course will explore current and historical trends in cancer incidence and mortality and evaluate the current state of the science regarding cancer etiology, detection, and treatment. Students will critically evaluate the methodological tools commonly employed in the practice of cancer epidemiology, and explore current controversies in the field, including the relative contributions of genes and the environment in cancer susceptibility, and the tradeoffs associated with cancer screening decisions. Students will develop an understanding of the known contributors to cancer risk and progression, and will appreciate the barriers to progress in cancer prevention and control.

Prerequisite(s): EPID 6030*, SPHL 6060* or 6860.
* May be taken concurrently.

EPID 6220 Cardiovascular Disease Epidemiology (3)
This is an introductory course designed to provide the student with a summary of the present knowledge of distribution, natural history, and risk factors for major cardiovascular diseases. Also, methodologic issues in epidemiologic studies unique to cardiovascular diseases will be discussed. The course format consists of lecture, discussion of current literature and the epidemiologic constructs as they are applied to population-based research of cardiovascular diseases.

Prerequisite(s): (EPID 6030*, SPHL 6860 or 6060*).
* May be taken concurrently.

EPID 6230 Computer Packages for Epidemiology (3)
This course consists of data management and data analysis using SAS and STATA. The student will learn to browse and create mock data in REDCap. The student will be able to get different formats of data into SAS and STATA, manipulate data, generate figures and tables for reports, run basic analyses, and interpret the result. This course will prepare the student with the technical skills necessary to complete subsequent quantitative course work such as EPID7120, 7130, and 7220.

EPID 6290 Genetic Epidemiology (3)
This introductory course will cover fundamental concepts, terminologies and principles of human population genetics and molecular biology relevant to understanding approaches in genetic epidemiology. Study designs and analytical methods for genetic epidemiological studies of human disease in families and unrelated individuals will be discussed in detail. Issues related to genetic studies, such as genetic heterogeneity, population stratification and multiple testing will also be covered.

Prerequisite(s): EPID 6030*, SPHL 6060* or 6860 and BIOS 6030*, SPHL 6050* or 6850.
* May be taken concurrently.

EPID 6320 Molecular Epidemiology (3)
The course introduces the concepts, principles, and molecular tools used in epidemiologic research to evaluate both genetic susceptibility and the effects of environmental exposures underlying human disease. Class topics include: introduction to biomarkers of exposures, etiology and effect (including those used in infectious diseases) the theoretical advantages and limitations of biomarkers, criteria for evaluating and selection of potential markers, biological sample collection and storage (banking), methods for evaluation of gene-environment interactions, laboratory quality control considerations, issues in epidemiologic study design and analysis, ethical/legal concerns. Current methods and newly emerging technologies ('omics) will also be discussed.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060).

EPID 6340 Clinical and Translational Research Methods (3)
This course is an introduction to clinical and translational research methods. Emphasis is placed on maximizing study internal and external validity for observational cohort studies, case-control studies and clinical trials. Selected topics covered include study design options, sources of bias, confounding, effect modification, data analysis techniques, measures of disease frequency, association, and causal inference, sampling methods, design, conduct, analyses, and interpretation of clinical trials, preparation and submission of manuscripts, and funding opportunities for support of clinical and translational research.

EPID 6350 Implementation Science in Public Health (3)
Implementation science is a rapidly growing field in public health that is focused on moving scientific findings from controlled settings into clinical practice and community settings. This course will introduce the concepts, theories, frameworks, and methods needed for implementing evidence-based interventions and programs in a variety of settings. Students will learn the role of implementation science from bringing public health research and practice closer together and will gain the skills needed to support implementation across health conditions and various real-world settings. Topics will include implementation strategies, frameworks, study designs, methods, measurements, evaluation, sustainability and the importance of stakeholder partnerships.

Prerequisite(s): (SPHL 6050*, 6850 or BIOS 6030*) and (SPHL 6060*, 6860 or EPID 6030*).
* May be taken concurrently.

EPID 6420 Clinical Epidemiology (3)
This course will help students learn or refine the skills of clinical epidemiology, defined as the study and management of illness in individuals as well as populations using population methods. Individual and group sessions will develop techniques of constructive critical appraisal of the medical literature, illustrated by examples from general health, cardiovascular disease and diabetes. Students will learn how to assess studies of prognosis or outcomes of illness, treatments, diagnostic tests, and screening programs, as well as the basic requirements for randomized clinical trials.

Prerequisite(s): EPID 6030, SPHL 6060 or 6860 and BIOS 6030, SPHL 6050 or 6850.

EPID 6480 Reproductive Epidemiology (3)
This course provides students analytical skills necessary to conduct epidemiological studies in reproductive health in human populations. Reproductive Epidemiology covers broad reproductive health issues from the pre-conception, prenatal, delivery and post-natal periods, and emphasizes health issues affecting both women and infants. Relevant methodological, clinical, policy and programmatic issues will be presented with practical illustrations from domestic and international settings. Students will be able to design a reproductive epidemiology study, discuss relevant methodological issues in reproductive health epidemiology studies, and apply reproductive/perinatal health data to improve reproductive programs and policy.

Prerequisite(s): EPID 6030, SPHL 6060 or 6860 and BIOS 6030, SPHL 6050 or 6850.

EPID 6490 Environmental Epidemiology (3)
Environmental Epidemiology will introduce students to epidemiologic research designs and methods used to study health impacts of environmental exposures. The course will provide an overview of the major study designs used in environmental epidemiology, outcomes related to environmental exposure, challenges related to exposure assessment and policy-related issues.

Prerequisite(s): SPHL 6060.

EPID 6500 Nutritional Epidemiology (3)
Nutritional Epidemiology is a rapidly evolving field of epidemiologic research that utilizes highly specialized epidemiological methods to identify dietary and lifestyle factors that are related to human diseases especially non-communicable, chronic diseases such as obesity, diabetes, cardiovascular disease and cancer. This introductory course will cover fundamental concepts, terminologies and principles in Nutritional Epidemiology and analytical approaches particularly used in studying relations of dietary factors with human health. The lectures include study designs, nutritional assessment, and analytical methods for nutritional epidemiological studies in population-based settings such as case-control studies, cohort studies, and randomized clinical trials (RCTs). The course will also cover new advances in the fields of Nutritional Epidemiology, such as gene-diet interactions, metabolomics, epigenomics, and microbiome research.

Prerequisite(s): EPID 6030*, SPHL 6060* or 6860.
* May be taken concurrently.

EPID 6600 Social Epidemiology: Mechanisms of Disparities (3)
This course will examine the major patterning of health related to social factors, including race, gender, and socioeconomic status. Effects from the microsystem (individual experience, family) to the macrosystem (neighborhood, community, nation) will be examined. Upon completion of the course, students will be familiar with how these factors affect health and the mechanisms by which health inequities are created.

Prerequisite(s): (SPHL 6050 or 6850 and SPHL 6060 or 6860) or (EPID 6030 and BIOS 6030).

EPID 6750 Outbreak Epidemiology (3)
This course is designed to provide students with the knowledge and skills required for the investigation, control and prevention of disease outbreaks in a variety of settings and due to a variety of infectious agents. Students will explore and practice the approaches used to investigate disease outbreaks, and examine local and global efforts to monitor, control and mitigate the effects of infectious disease outbreaks.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060) and (BIOS 6030, SPHL 6850 or 6050).

EPID 7000 Departmental Seminar (0-1)
The Epidemiology Seminar Series provides a forum in which faculty, guest faculty, and doctoral students present their research on topics relevant to epidemiologic principles, methods, and applications. Students who take this course for one credit will need to write a review article on one of the research topics presented during the semester. The review article should follow a scientific journal format (abstract, introduction, methods, results, discussion, tables, figures, and references). Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EPID 7110 Spatial Epidemiology (3)
This course introduces students to a range of spatial techniques in social epidemiology, including geospatial approaches to exposure and outcome measurement as well as analyses and integration between Geographical Information System (GIS) and traditional software packages. Students will apply problem solving abilities, critical thinking skills, and creative thinking to diverse examples of social and spatial epidemiology. Content will build upon existing GIS courses and will focus on teaching methods and interpretation of spatial analyses for research and programming, including emerging areas such as working with global positioning system (GPS) data or geotagged social media data. Non-content objectives are for students to develop a critical and creative approach to questions in public health which can benefit from spatial epidemiology.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060) and (BIOS 6030, SPHL 6850 or 6050).

EPID 7120 Epidemiologic Methods II (3)
This course is intended to enhance student understanding of observational epidemiologic research methods. The course emphasizes critical thinking and approaches to design, analysis and interpretation of observational studies. Emphasis is placed on maximizing study internal validity. Selected topics covered include measures of disease frequency, association, and impact; study design options, sources of bias, and data analysis techniques.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060) and (BIOS 6030, SPHL 6850 or 6050) and (EPID 6230, BIOS 6290 or SPHU 4160).

EPID 7130 Observational Epidemiology (3)
The goal of this course is to present the conceptual basis for the design, conduct, and analysis of cohort and case-control studies. The course will review the application of case-control and cohort studies in the context of epidemiological research and public health. Students will gain hands-on experience in designing and analyzing observational studies through classroom sessions and homework assignments. By the completion of the course, each student will have the skills to design, develop data collection methods for, and analyze data from case-control and cohort studies.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060) and (BIOS 6030, SPHL 6850 or 6050) and (EPID 6230, BIOS 6290 or SPHU 4160) and EPID 7120 and BIOS 6040.

EPID 7160 Survey Methodology (3)
This course is designed to prepare the student to undertake survey research addressing a wide variety of public health topics in national and international settings. Focus is on the collection of information from primary sources such as individuals or groups. Survey approaches include questionnaires for mail or group administration and personal interviews in institutional and household settings. Although attention is given to principles of overall research design, the major emphasis is on principles and techniques of data collection procedures including instrument design and preparation for analysis.

Prerequisite(s): EPID 6030, SPHL 6060 or 6860 and BIOS 6030, SPHL 6050 or 6850.

EPID 7170 Clinical Trials: Design, Conduct & Interpretation (3)
This course covers various topics in the design, conduct, analysis and interpretation of clinical trials and uses published and on-going studies to illustrate these issues. Topics include the definition and history of clinical trials; trial designs, including phase I-IV, parallel, crossover, factorial, and large multicenter trials; internal and external validity; selection of intervention, control, and study population; randomization and masking; selection of trial outcome variables; data collection and quality control; ethical issues; data analysis principles; and issues related to publication and dissemination.

Prerequisite(s): (BIOS 6030, SPHL 6050 or 6850 and SPHL 6060, 6860 or EPID 6030).

EPID 7210 Epidemiology of Sexual Health (3)
This course is designed to provide students with the skills to conduct epidemiologic research in HIV and other sexually acquired infections. This course will cover the biology of these infections, methodological issues of surveillance, clinical and behavioral research and ethical aspects of the epidemiology of HIV/STI. Students meet experts in the field and learn of the most up-to-date issues and state-of-the-art epidemiologic methods surrounding HIV and other STIs.

Prerequisite(s): EPID 6030, SPHL 6060 or 6860 and BIOS 6030, SPHL 6050 or 6850.

EPID 7220 Analytic Epidemiology (3)
This course is designed for doctoral students and advanced master students to help them develop data analysis, interpretation, and presentation skills. The course covers common statistical models for continuous, categorical and count data from both cross-sectional and longitudinal studies. Both parametric and semi-parametric models are covered. The statistical models are illustrated by case studies throughout the class. During this course, students will analyze data from several different studies and discuss advanced epidemiologic methods issues that one may encounter during data analysis with guidance from the professor. After successfully completing the course, students are expected to be able to conduct statistical analysis independently based on the type of outcome and study design, and interpret the results and present the findings.

Prerequisite(s): (EPID 6030, SPHL 6060 or 6860 and SPHL 6050, 6850 or BIOS 6030 and BIOS 6040, EPID 6230, 7120 and 7130).

EPID 7310 Meta-Analysis (3)
This course is designed to provide students with qualitative and quantitative skills to conduct meta-analysis. The course covers the formulation of study hypothesis, literature search, evaluation of study quality, and statistical methods for meta-analysis. In addition, the potential problems and biases in meta-analysis will be addressed.

Prerequisite(s): EPID 7120* and BIOS 6030 or SPHL 6050 or 6850 and EPID 6030, SPHL 6060 or 6860.
* May be taken concurrently.

EPID 7410 Pharmacoepidemiology (2)
This course provides an introduction to the concepts and methods of Pharmacoepidemiology through 30 in-class credit hours (including lecture, case studies, computer laboratory, group project and final exam). It begins with an overview of how epidemiology is applied to study the safety of drugs, medical devices and vaccines in academia, industry and regulatory agencies. Epidemiologic study designs, methodologies and techniques for pharmacoepidemiologic research, including commonly used data sources, are then discussed. Lastly, common biases and methodological challenges encountered in pharmacoepidemiology and approaches for addressing these are illustrated through case studies and computer laboratories.

Prerequisite(s): (EPID 6030 or SPHL 6060) and (BIOS 6030 or SPHL 6050) and EPID 7120.

EPID 7810 Human Molecular Genetics (3)
This course is designed to prepare students for the study of human health in the post-genome era. The goal of the course is to provide students the fundamental skills and knowledge on the molecular aspects of human genetics, the most current technologies, experimental design, interpretation of genetic data and the use of genomic information for the study of human disease. The information will be integrated into a big picture of how each component relates to human health both individually (precision medicine) and in a population perspective, relating genetic instability to genetic variation and disease risk. Cancer, gene therapy and stem cell research will be used as an example of disease-related questions.

Prerequisite(s): EPID 6030, SPHL 6060 or 6860.

EPID 7990 Master's Independent Studies (1-3)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

EPID 8000 Doctoral Journal Club (0)
This course is required for all doctoral students in the Department of Epidemiology until successful completion of the comprehensive exam and optional for the duration of their tenure as doctoral candidates. It is intended to increase students' knowledge in design, conduct, analysis, interpretation, and dissemination of epidemiologic studies. In journal club, students develop critical evaluation and discussion skills as they become familiar with epidemiologic literature. These discussions are a great way of preparing students for their comprehensive exam and to create an active research environment.

Maximum Hours: 99

EPID 8300 Advanced Epidemiologic Methods (3)
This course covers a wide variety of topics in epidemiological methodology. Topics will include concepts of epidemiological study design, causality in biomedical research, bias, confounding, interaction, and statistical modeling of epidemiology data. In addition, students will learn how to develop and critically review a research proposal and scientific articles.

Prerequisite(s): (EPID 6030, SPHL 6060 or 6860 and EPID 7120 and 7130).

EPID 8990 Doctoral Independent Study (1-3)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

EPID 9910 Epidemiology Research Experience (0)
MS students engaging in epidemiology research experience.

EPID 9980 MS Thesis Research (0)
MS Students engaging in thesis research. Course may be repeated up to unlimited credit hours.

Course Limit: 99

Executive MBA (EMBA)

EMBA 6160 Managing People Internationally (2)
This course will consider the critical issues necessary for effectively managing people both at home and abroad and help students understand how to effectively manage in a multicultural setting. We will discuss the critical role that culture plays in shaping the success or failure of an international organization. In addition, we will discuss how the subtle nuances of culture can lead to conflict, especially in multi-cultural teams. We will also explore critical skills for global management: problem-solving and conflict management in multicultural settings and the leadership and management of geographically dispersed teams. Finally, we will discuss the role of HR during mergers & acquisitions.

EMBA 6180 Accounting for Managers (2)
Accounting for Managers focuses mainly on the set of frameworks and methods which serve to measure, analyze, and interpret internal information to support managerial decision making as well as performance evaluation and control. Unlike financial accounting, there is no set of rules and regulations that dictate how internally generated information is reported to management. Therefore, this course focuses on methods of data measurement and interpretation, with particular emphases on: 1) the design of appropriate costing systems; 2) the use of internal information to support managerial decisions; 3) the array of evaluation tools to monitor managerial incentives and performance. The course will also provide a brief review of the financial accounting principles as needed.

EMBA 6220 Decision Models (2)
Examines the art of solving problems under uncertainty. Course topics include descriptive statistics, probability, sampling distributions, confidence intervals, hypothesis testing and simple and multiple regressions. Methods are applied to management problems drawn from marketing, finance, economics, organizational behavior, and operations management.

EMBA 6230 Marketing Management (2)
Analyzes the market-driven corporation with respect to the marketing mix (product, promotion, price and distribution strategy) as it applies to consumer and industrial goods and services in the private and public sectors. Emphasis is placed on the application of the marketing mix through real-world projects.

EMBA 6240 Operations Management (2)

EMBA 6260 Financial Management I (3)
This course will provide a sound understanding of the theory of corporate finance. We will cover a wide range of topics including the time value of money, stock and bond valuation, the calculation of cash flows for a project, capital budgeting, the relationship between risk and return, and the cost of capital. By the end of the course students will have the basic tools used in analyzing the investment and financing decisions made within firms.

EMBA 6270 Financial Management II (2-3)
This course builds directly on the material covered in Financial Management I. The course focuses on the key policy decisions made in corporate finance and discusses their impact on firm and shareholder value. The course will include an in-depth analysis of firms' financing choices and capital structure and their role in capital budgeting decisions. The course also introduces the different discounted cash flow valuation techniques for the valuation of corporate cash flows. The last third of the course focuses on options, option pricing, and applications of option pricing in corporate finance including warrant and convertible bond valuation.

EMBA 6280 Business Analytics (2)

EMBA 6310 Strategy Formulation (2-2.5)
Increases understanding of the functions and responsibilities of general management. It examines the problems that affect the character and success of an entire enterprise, whether an entrepreneurial venture or a multinational conglomerate.

EMBA 6420 Leadership & Ethics (2-3)

EMBA 6460 Legal Environ/Business (2)
Introduces the basic concepts of contracts, labor laws, discrimination, torts, partnership, corporations, securities, and bankruptcy and gives students an understanding of the relationships between parties in a typical business setting. Tax consequences relative to various entities used in business transactions are also examined.

EMBA 7090 Managing The Global Entr (2-4)
Focuses on the structure and processes of management, particularly those of a global organization, and simulates upper-level management activities of the global enterprise. Course objectives include developing an integrated understanding of strategic and operational decision-making in a global enterprise from a general management perspective.

EMBA 7120 Managerial Perspective (1-2)
Provides a framework for analyzing and identifying key management issues and developing plans for action. Study focuses on identifying what managers do, what distinguishes effective management, how managers make decisions, and what makes a company excellent.

EMBA 7160 Economics for Managers (2)

EMBA 7260 Supply Chain Management (2.5-3)

EMBA 7320 Negotiations (2-3)
Explores the behavioral processes and phenomena which are inherent in virtually all types of negotiations. Emphasis is on systematic preparation of a negotiating strategy. In-class negotiation exercises and extensive debriefings are used by participants to test and evaluate their strategies and tactics.

EMBA 7370 Cases In Finance (2)
Through case analysis, this course explores ways to value different types of business enterprises. The course emphasizes discounted cash flow methods of valuation, though other methods, such as the method of multiples, the venture capital method, and real options are also introduced. Students develop and practice valuation skills, such as financial forecasting, cash flow measurement, discount rate estimation and continuing value calculation. In addition, students work with a variety of corporate situations, such as LBO's, IPO's, spin-offs, and mergers, in which valuation plays a key role.

EMBA 7380 Intl Business Management (1-3)

EMBA 7390 Financial Statemt Analys (2)
Explores the principles and techniques for understanding and interpreting financial statements, including statement comparability, income measurement and disclosure, cash flow analysis, ratio analysis and the disaggregation of ratios, quality of earnings, account analysis, and footnote disclosures. The financial relationships of the accounting model are applied to published financial statements. Cases are used extensively.

EMBA 7410 Change Management (2)
Examines the key aspects of leading a successful organizational change. The course analyzes both successful and unsuccessful change management efforts, allowing students to practically apply readings and discussions to individual organizational experiences. The course will build a framework for leading a successful organizational change.

EMBA 7430 Global Strategy (2-3)
This course provides a basis for understanding the international business environment and the mode of entry to foreign markets. The course is organized around three major topics: (1) The differences in the business environment across nations from a social, cultural, and political perspective as well as the effect of the business context on managerial decisions, (2) The methodology to select foreign markets for a firm's expansion, and (3) Foreign market entry strategies and management implications for operating overseas.

EMBA 7450 Management Communications (2-3)
Recognizing that effectiveness in managerial communication continuously ranks as the single most important skill for managers and executives, this course focuses on the different ways managers communicate within organizations and on the different ways companies communicate with both internal and external constituencies, including employees, shareholders, regulators, and the public. The practical emphasis is on student exercises and includes informal individual briefings, formal group presentations, and media events during crisis situations. Students are encouraged to draw on their experiences and materials from their own backgrounds and companies.

EMBA 7460 Entrepreneurship Mgmt. (2)
Conveys skills and modes of analysis that will be used directly in initiating or acquiring, managing, and harvesting a new venture. Concepts are also applicable to venturing within an existing corporation. Students will be expected to apply tools and theories learned in functional area core courses and additional knowledge gained from this class to the analysis of cases, a venture feasibility analysis process, and the formulation of a business plan.

EMBA 7510 Portfolio Theory (1.5-2)
This course examines the foundations of investment theory and practice. It begins by elaborating the concepts of risk and risk aversion, wealth allocation between risky and riskfree assets, and optimally risky portfolios. The course proceeds to develop various asset-pricing models, paying special attention to the CAPM and APT. The course will also examine the concept of market efficiency and review the empirical evidence for and against efficiency. The second half of the course examines theories and strategies for managing investment portfolios. This includes surveying how securities are actually traded and cleared. It then examines theories of active portfolio management ranging from the Peter Lynch approach to more formal models such as the Treynor-Black model. Issues of asset allocation, extended (e.g. global and real asset) diversification, and investment company organization and policy formation are studied. The course concludes with a study of portfolio performance measurement.

EMBA 7520 Leadership and Ethics (2)
This course examines the psychological, cognitive, and social processes that facilitate (or undermine) effective influence in organizations. The course seeks to develop cognitive, interpersonal, and strategic skills of business leaders, and relies on an organizing framework that examines leadership and ethics at three levels-of-analysis: leadership of (1) self, (2) others, (3) groups and organizations. Classroom activities will examine, discuss, and demonstrate how core concepts in class are realized at each level.

EMBA 7550 Performance Management (2)
One of the cornerstones of human resource practice in any organization, performance management shifts the common focus on an annual evaluation of employee performance to an ongoing process that includes establishing an organizational climate for success, setting and aligning goals, coaching and developing employees, formally evaluating performance, and linking performance to recognition and rewards. This course will expose students to current thinking, strategies, and evidence-based best practices in these areas of performance management by incorporating perspectives of leading practitioners, consultants, and researchers in the field. The course will be conducted in an interactive and participative manner. Learning will be facilitated through lecture and discussion, case studies, interactive exercises, and student presentations.

EMBA 7570 Global Business Envirnmt (2-3)

EMBA 7590 Corporate Strategy (2)
This course is designed to provide experienced executives with practice-oriented, nuanced, in-depth knowledge of the various aspects of the corporate strategy of the firm. "Corporate strategy" means managing the firm's scope – in other words, managing a corporation as a portfolio of businesses: What business units should the company have in order to maximize the shareholders' value? How should it acquire new lines of business? How should it divest the units it no longer wants? What should be the extent of the units' autonomy? In this class, students will improve their understanding of what makes a portfolio of businesses under a single corporate umbrella more or less valuable. Students will also develop and hone the decision-making tools for properly structuring and executing acquisitions and alliances under different business situations.

EMBA 7610 Options (2)
This course will develop state-of-the-art quantitative tools for evaluating large, complex investment projects that cannot be evaluated in a satisfactory manner with standard discounted cash flow techniques. Issues covered include risk-adjusted probability measures and an introduction to modeling project cash flows as financial options. The course will also address financing and distribution policies and restructuring strategies with a special focus on the energy industry. The second half of the course will include valuing capital projects using discrete time and continuous time option pricing models. Special attention will be paid to actual and strategic real option problems in energy finance such as off-shore exploration and power plant management. (2 credit hours)

EMBA 7620 Corp Risk Management (2)
Corporations face a variety of risks including interest rate risk, commodity price risk, foreign exchange rate risk, counter party default risk and political risk in addition to the usual business risks of their chosen fields of operation. This course analyzes the corporate decision to hedge (or not to hedge) focusing on how these decisions maximize shareholder value. The course explores ways in which firms manage their exposure to product market and financial risk and provides a balanced treatment of commodity price, interest rate, and currency risks. Topics include swaps, financial futures, FRAs, options and other recent innovations in the derivatives markets. The issue of counter party default risk and risk management approaches such as VAR (value-at risk) are also studied.

EMBA 7630 International Finance (1-3)

EMBA 7660 Managing Innovation (2)
This course provides experienced executives with practice-oriented, powerful analytical frameworks for better managing their company's innovation process and increasing its success rate of bringing innovations to market. "Managing innovation" means creating effective internal processes to sense innovation trends, to invest in the "right" portfolio of innovation projects, and to better understand the factors causing innovations to succeed or fail in the market. How can companies sense future innovations and shape these innovation opportunities to their advantage? Which projects should we invest in to create a portfolio that balances our company's needs for both short-term profits and long-term growth? What implications do disruptive technologies have for our company and its industry? How likely is an innovation to restructure the basis of competition in our industry and threaten our current competitive advantage?

EMBA 7920 Independent Study (2-3)

EMBA 7960 Global Business Project (0-1)

Finance (EFIN)

EFIN 6110 Accounting for Managers (2)

EFIN 6120 Fincl Statement Analysis (2)
This course explores the principles and techniques for understanding and interpreting financial statements, including statement comparability, income measurement and disclosure, cash flow analysis, ratio analysis and the disaggregation of ratios, quality of earnings, account analysis, and footnote disclosures. The financial relationships of the accounting model are applied to published financial statements. Cases are used extensively.

EFIN 6200 Decision Models (2)
This course examines the art of solving problems under uncertainty. Course topics include descriptive statistics, probability, sampling distributions, confidence intervals, hypothesis testing and simple and multiple regressions. Methods are applied to management problems drawn from marketing, finance, economics, organizational behavior, and operations management.

EFIN 6300 Financial Management I (2)
This course provides a rigorous introduction to the field of financial economics. The first section of the course develops an analytical understanding of the time value of money concept, and applies it through basic techniques for the valuation of stocks, bonds, and investment projects. Various capital budgeting rules are also discussed in this section. The second section focuses on capital markets including the statistical concepts of covariance and diversification and the capital asset pricing model. The third section introduces capital structure policy and discusses the impact of the different financing choices on risk and required return on firm's equity. This section also introduces the notion of weighted average cost of capital.

EFIN 6310 Financial Management II (2)
This course builds directly on the material covered in Financial Management I. The course focuses on the key policy decisions made in corporate finance and discusses their impact on firm and shareholder value. The course will include an in-depth analysis of firms' financing choices and capital structure and their role in capital budgeting decisions. The course also introduces the different discounted cash flow valuation techniques for the valuation of corporate cash flows. The last third of the course focuses on options, option pricing, and applications of option pricing in corporate finance including warrant and convertible bond valuation.

EFIN 7100 Options (2)

EFIN 7110 Portfolio Theory (2)
This course is concerned with the choice of investment strategies with differing risk/return characteristics, in the presence of uncertainty. We will examine the risk/return characteristics of both equities and fixed-income instruments. We will begin by looking at the market structure within which equities are traded, how market indexes are derived, and the various styles of professional asset management. Within the context of fixed-income investments, we will discuss the various theories of the term structure of interest rates, how to derive implied forward rates, and how to measure and manage interest rate risk using duration and convexity. Interest rate futures, options and swaps will also be discussed as instruments for managing interest rate risk in a fixed-income portfolio. Finally, we will discuss several equity valuation measurements and the concept of market efficiency. Empirical evidence for and against efficient markets will be examined, and the basic tenants of Behavioral Finance will be introduced.

EFIN 7130 Fixed Income Analytics (2)
This course examines the pricing and yield determinants of various fixed income securities including Treasury bills, notes and bonds, strips, corporate bonds, munis, mortgages, and asset-backed securities. Topics include the term structure of interest rates, duration, convexity, immunization, and the various types of risk that can affect the pricing of fixed income securities. Arbitrage-free pricing methods are explained. The course is designed to give students the quantitative tools they need to evaluate streams of fixed-income cash flows.

EFIN 7140 International Finance (2)
International Finance is the sub-area of finance that studies the international investment decisions concerning real and financial assets. This course considers the concepts and theories of modern multinational financial management and gives participants a solid theoretical and practical background that serves to better understand the importance of risk management in a Multinational Corporation (MNCs) and the particularities of corporate finance and corporate governance in a global context.

EFIN 7160 Corporate Risk Management (2)

EFIN 7190 Energy Investment Banking (2)

EFIN 7200 Game Theory & Finance (2)
This course is an introduction to strategic models of decision-making and equilibrium with applications to economics and finance. Topics to be covered are: Nash Equilibrium, game theory, auctions, dominant strategies, coordination games, extensive form applications, subgame perfection, mixed strategies, applications of mixtures, asymmetric information, moral hazard, evolutionary games and dynamics. The use of critical thinking skills and mathematical analysis will be at the master's-level. Students completing this course will be able to understand the current issues in game theory and finance.

EFIN 7210 Financial Engineering (2)
This course is designed to introduce students to financial innovation and strengthen the ability to tackle more structured financial problems. While the course is grounded solidly in theory, it also provides a thoroughly applied perspective of the topics: equity and debt, default and credit derivatives and interest rate models.

EFIN 7220 Financial Modeling (2)
This course is about financial models and their use and simulation using Microsoft Excel. The models covered include Fixed Income Securities, Portfolio Optimization, and Option Pricing. The course content consists of a mix of theoretical models and model application.

EFIN 7310 Econometrics (2)
Topics covered include econometrics basics, regression, formulas, statistics, variable bias, models, multicollinearity, hypothesis testing, binary variables heteroskedasticity, endogeneity, instrument variables, forecasting and speculation.

EFIN 7500 Venture Cap & Private Equity (2)

Finance (FINE)

FINE 3000 Personal Finance (3)
This course is for students who want to increase their understanding of personal finance concepts. The course focuses on personal financial decisions such as investments, taxes, insurance, inflation, mortgages and credit, and it examines basic financial and economic concepts the media covers. The course objective is to make students financially literate, with the knowledge, skills and confidence to take charge of their financial futures. Enrollment is limited to business minor students only, and the course does not count toward the BSM degree.

FINE 3010 Financial Management (3)
This course provides an introduction to finance for students aspiring to careers in financial management. It also provides a general understanding of finance for other students. The course covers time value of money and the valuation of stocks, bonds, and real investment projects.

Prerequisite(s): ACCN 2010, ECON 1010, 1020*, MATH 1230, MGSC 3010* and MATH 1210 or (MATH 1150 and 1160).
* May be taken concurrently.

FINE 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course.

Maximum Hours: 99

FINE 4001 Private Equity Seminar (3)
The Private Equity Seminar will provide undergraduate students with a comprehensive overview of the private equity industry. Students will have the opportunity to hear from and interact with professionals in the industry. Speakers will include practitioners from private equity funds, family offices, independent sponsors and limited partners. Topics covered will include fundraising, sourcing and analyzing investment opportunities, valuation, financial modeling, deal structuring, letters of intent, due diligence, portfolio company monitoring, board representation, evaluating investment performance and liquidity options. The class will be a mix of panel discussions, lectures, case studies, exercises and student presentations. Students will complete team projects as well as individual assignments.

Prerequisite(s): ACCN 3010, FINE 3010, LGST 3010, MCOM 3010, MGMT 3010, MGSC 3010 and MKTG 3010.

FINE 4002 Industry Real Estate Projects Seminar (3)
The Industry Real Estate Projects Seminar will provide "a real estate experience" to expand a student's understanding of the industry and will assist students to appreciate that the industry's dynamics are based on applications of finance and economics principles. The course is a combination of classroom instruction and intensive exploration of one real estate property via a case competition.

Prerequisite(s): ACCN 3010, FINE 3010, LGST 3010, MCOM 3010, MGMT 3010, MGSC 3010 and MKTG 3010.

FINE 4010 Financial Modeling for Real Estate (3)
The course in Real Estate Financial Modeling provides students with the knowledge and skills required to analyze and make informed financial decisions in the real estate industry. Students will learn the fundamentals of real estate financial modeling, including key concepts, techniques, and tools used to evaluate investment opportunities and assess the financial feasibility of real estate projects. Through a combination of theoretical instruction, hands-on exercises, and real-world case studies, students will develop proficiency in modeling several types of real estate-related financial transactions and gain insights into the dynamics of the real estate market.

Prerequisite(s): FINE 3010, MGSC 3010 and INFO 1010.

FINE 4100 Advanced Financial Management (3)
This course is intended for students who wish to learn and analyze the concepts, theories and applications of modern corporate finance. The course builds on the topics of FINE 3010 and covers a wide range of topics related to corporate finance. Specific topics include in-depth analyses of firms' financing choices and their impact on value, advanced capital budgeting, agency costs, dividend policy, stock splits/repurchases, mergers and acquisitions, and financial distress. The course will also cover stock option characteristics, valuation and applications.

Prerequisite(s): FINE 3010.

FINE 4110 Investments in Equities (3)
This course focuses on equity investing. The major topic areas are equity markets, valuation and portfolio management. Course content consists of descriptive material, theoretical models and the practical application of theory. Topics include stock market exchanges, indexes, risk and return, diversification, market efficiency, portfolio theory and management, portfolio evaluation, mutual funds, and fundamental market, industry and company analysis.

Prerequisite(s): FINE 3010.

FINE 4120 Analysis of Fixed Income Securities (3)
This course deals with the analysis of fixed income securities. Topics include valuation of different bond types, calculation of yield to maturity and total returns, accrued interest, day-counting rules, measurement of interest rate risk (duration and convexity), term structure of interest rates, money markets, mortgages and the concept of pass-through securities, and management of interest rate risk through fixed income derivatives. Students will explore theoretical aspects and applications of theory. The professor may also introduce spreadsheet modeling in the above areas.

Prerequisite(s): FINE 3010.

FINE 4130 Venture Capital and Private Equity (3)
This course analyzes the concepts and theories of entrepreneurial finance, which includes venture capital and private equity. The course builds on the core finance topics covered in FINE 3010 and covers a wide range of topics related to entrepreneurial finance. Apart from an in-depth analysis of new venture financing, the course also covers the financial aspects of strategic and business planning, financial forecasting, valuation, organization design and financial contracting, and financing and harvesting choices.

Prerequisite(s): FINE 3010 and 4100.

FINE 4140 Risk Management (3)
This course focuses on (1) identifying financial risks associated with interest rates, currencies and commodities (2) the properties, payoff structures, trading mechanisms, and valuation of key financial derivatives, such as forwards, futures and options (3) understanding why and how firms hedge risk using derivatives.

Prerequisite(s): FINE 4100, 4110 and 4120.

FINE 4145 Advanced Trading (3)
This course is about trading financial assets. It is intended for students who expect to take trading jobs, but is also relevant for all students who expect to trade securities. The course examines the application of technology to implement financial theories and models. It uses a combination of lectures and exercises conducted in the school's state-of-the-art trading facility to make students comfortable with how to construct trading strategies and how to use contemporary models to price and hedge derivative securities.

Prerequisite(s): FINE 4140*.
* May be taken concurrently.

FINE 4150 International Finance (3)
This course provides an integrated view of international financial markets and the management of multinational firms. It introduces students to markets for spot currency transactions, currency forwards, options and swaps. Students are familiarized with tools for valuing instruments traded in these markets. The course then focuses on the opportunities and challenges these markets present to multinational managers attempting to manage exposure to exchange rates, raise capital in international capital markets and evaluate international capital budgeting projects.

Prerequisite(s): FINE 4100 and 4120.

FINE 4160 Equity Analysis/Burkenroad Reports (3)
Students must apply to Burkenroad Reports, and enrollment is by invitation only. Enrollment is limited to Finance majors who are in the second semester of their junior year or first semester of their senior year, and who have minimum 3.000 cumulative and business grade-point averages. In this valuable hands-on course, teams of three or four students meet with top management, visit company sites, develop financial models and publish in-depth investment research reports on public companies. The reports become available at www.burkenroad.org and are distributed to more than 20,000 institutional and individual investors. Students are also responsible for introducing company management at the Burkenroad Reports Investment Conference each spring. The companies are located in Alabama, Florida, Georgia, Louisiana, Mississippi and Texas.

Prerequisite(s): ACCN 3100* and FINE 4110*.
* May be taken concurrently.

FINE 4170 Financial Modeling (3)
This course makes the connection between studying textbook finance theory and solving real-world business problems. The course provides students with a "nuts and bolts" guide to solving common financial problems by building financial models in spreadsheets. Topics include pro-forma financial forecasts, modeling stock prices, user-defined functions in VBA and Monte Carlo simulation. In addition, the professor may explore other finance problems.

Prerequisite(s): FINE 3010 and MGSC 3010.

FINE 4190 Commercial Bank Management (3)
FINE 4190 explores emerging institutional changes as they relate to the structure of commercial banks. Topics include asset and liability management, loan evaluations and policies, investment policies and management, and financial analysis of banks.

Prerequisite(s): FINE 3010.

FINE 4210 Real Estate Planning and Development (3)
FINE 4210 places the student in the role of real estate project manager, using the tools of the developer, entrepreneur and business person. The primary responsibility of the principal or consultant in a real estate venture is to manage all resources efficiently and effectively. The course will examine current professional development in real estate and the decision-making process under changing economic conditions, environmental expectations, and federal and state tax legislation.

Prerequisite(s): FINE 3010 and MGSC 3010.

FINE 4240 Special Offering (1-3)
This is a topics-oriented approach to the history of pre-industrial, industrializing and industrialized economies with a focus on on the United States and Western Europe. Particular emphasis is placed on the historical conditions that caused major changes in financial markets. Topics covered includes the roles of elites in the development of new mediums and mechanisms of exchange; the evolution of modern fiscal systems to finance territorial expansion, geopolitical strategies and subsequent military operations; the articulation of new financial networks in the wake of the world wars of the twentieth century; and the deployment of globalized systems of finance and trade at the conclusion of the Cold War and at the start of the new century. This course discusses who, what, where, when and how various financial instruments evolved, ranging from clay tablet receipts for grain in ancient Sumer to the deployment of government bonds in England during the Napoleonic Wars, and it includes the birth of statistics-based insurance markets in 18th century Scotland. We will place particular emphasis on assessing the historical conditions that caused these major additions to the portfolio of available financial instruments.

Prerequisite(s): ECON 1010 and 1020.

FINE 4250 Applied Portfolio Management (3)
The course provides a practical introduction to applied portfolio management and trading, using a combination of lectures and the software platform, ALPHABETA. The software has been developed to provide a common platform for students and professionals, and everything students will learn in this course is used by leading real-world portfolio managers. Portfolio managers make their decisions based on strong academic theory and research. In this sense, the course is for students who wish to learn modern and real world portfolio management strategies.

Prerequisite(s): FINE 4100 and 4110.

FINE 4260 Financial Intermediaries (3)
This course is designed to give students a thorough understanding of the financial intermediaries that allow capital markets to function efficiently. Topics will include (but may not necessarily be limited to) the Federal Reserve, commercial banking, insurance companies, mutual funds, ETFs, hedge funds and investment banking. Students who meet the course requirements will leave with a clear understanding of what intermediaries do, how to evaluate or value intermediaries, and what issues they currently face. Junior standing and above.

Prerequisite(s): FINE 3010 and 4110.

FINE 4270 FinTech and Blockchain: Transforming the Financial Landscape (3)
This course aims to provide an in-depth examination of the innovative technologies shaping the financial world today. Starting with a foundational module on the evolution of 20th-century payment systems, the course provides essential context for today's digital financial innovations. Students will delve into key areas of fintech, such as crowdfunding, robo-advisors, and insurtech, as well as foundational elements of blockchain, including cryptocurrencies and smart contracts. The course also navigates the regulatory landscape and examines real-world applications across multiple sectors. Intended for participants from varied backgrounds, the course blends theoretical lectures with practical assignments and culminates in a final project aimed at applying the skills and knowledge gained.

Prerequisite(s): FINE 3010 or ECON 3010.

FINE 4310 Cases in Real Estate Finance (3)
This "high touch" course combines case study pedagogical methodology with experiential learning to give students the knowledge and skills to succeed as a real estate finance professional. The course builds upon the fundamental principles, concepts, and methods used in real estate finance and investment analysis. Using a holistic approach, students combine case study analysis, in-class exercises, and guest lectures to gain real-time perspectives on current trends and important developments in the industry. While we will have several guest lectures throughout the semester, many class sessions will follow an informal "studio" format, with students expected to take considerable initiative. Adding to the excitement, student teams will be assigned an actual client working within the real estate field, whom they will assist with a real-time business problem. This critical engagement allows students to step outside the classroom and into the exciting and dynamic world of the real estate analyst.

Prerequisite(s): FINE 3010.

FINE 4340 A Selber Jr on Distressed Debt (3)
This course introduces students to the broader field of alternative investing through an in-depth analysis of distressed debt investment opportunities. As part of the course, students will study a variety of applied case studies as well as relevant academic research papers on the subject. Leading practitioners in the alternative investment industry will visit the class as guest lecturers and mentors as students build their foundation of knowledge. Ultimately, students will work in teams to develop a pitch book that will analyze a distressed company and "pitch" an idea for investment in that company's debt and/or equity through a variety of strategies that will be discussed during the course. Note: Students must apply for enrollment in this course.

Prerequisite(s): FINE 4100 and 4110.

FINE 4350 Aaron Selber Jr on Hedge Funds (3)
This course introduces students to the broad field of alternative investing through an in-depth analysis of hedge fund investments. As part of the course, students will study a variety of applied case studies and relevant academic research papers on the subject. Leading practitioners in the hedge fund investment industry will visit the class as guest lecturers and mentors to students to help them build their foundations of knowledge. Ultimately, students will work in teams to develop a prospectus for a hypothetical new hedge fund. Students will compete in a simulated conference to raise committed capital for their newly created hedge fund. Students must apply for enrollment in this course. Senior standing.

Prerequisite(s): FINE 4110.

FINE 4380 Climate Change, ESG, and Financial Markets (3)
This course focuses on understanding how climate change risk could impact the economy and financial markets. We discuss Milton Friedman's influential article, which outlines why the only objective of a business should be to increase profits for its shareholders, and then review recent critiques of this argument. Although the course focuses on the E (Environment), we also discuss the S (Social) and G (Governance) aspects of ESG. We discuss motivations to invest in ESG assets, including shareholder preferences, screening bad investments, and constructing optimal portfolios for investors with climate risk exposures. We examine the macroeconomic effects of climate change, and its impact on specific markets such as equity, bonds, loans, and real estate. The course also covers methods of quantifying and measuring climate exposures. Students will read recent research that examines whether investor ESG preferences affect a firm's cost of capital and whether investors can do well while doing good. Students will also develop quantitative equity trading strategies related to climate risks and ESG. As part of a group project, students will develop and test a trading strategy designed to hedge climate risks or make greater returns by investing in climate or, more broadly, ESG-friendly assets. Finally, new "green" financial products, the emerging carbon offsets market, and regulatory efforts to limit climate change are discussed.

Prerequisite(s): FINE 3010.

FINE 4410 Special Topics (1-3)
Special topics course as designed by visiting or permanent Finance faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

FINE 4550 Finance Internship (1)
Freeman School majors may elect to do a business internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The internship must be related to one of the majors offered through the BSM program, and it must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval for the internship, the student must visit the Career Management Center for instructions. Students receive a grade of Satisfactory/Unsatisfactory for the internship upon submitting a paper/evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the "curricular practical training" option for students with F-1 visa status.

FINE 4600 Cases In Valuation & Financing (3)
An applications course, FINE 4600 typically deals with cases involving working capital, mergers, corporate valuation and capital budgeting analysis and planning. The course reinforces and applies concepts and techniques from Accounting and Financial Economics in a practical setting. Senior standing.

Prerequisite(s): FINE 4100 and 4110.

FINE 4610 Darwin Fenner Student Managed Fund Honors Seminar (3)
This course satisfies the upper level honors course requirement for students in the honors program. The course combines academic study with actual investing. As part of the course, students manage a portfolio of stocks called the Darwin Fenner Student Managed Fund. Students study academic research papers and classic writings that have influenced equity investing. Through reading and discussing academic research papers, students develop a critical thinking process and proprietary investment models. Working in groups, students analyze all stock in their assigned sector of the stock market and make buy, sell and hold recommendations to the class. In addition, the class evaluates the historic performance of the fund. Enrollment is by invitation only. Invitation by Finance faculty; senior standing and Finance major – invitation only

Prerequisite(s): FINE 4100, 4110 and 4120*.
* May be taken concurrently.

FINE 4620 Invest Banking-Financial Firms (3)
This applications-oriented course builds upon the valuation concepts students learned in FINE 4100 (Advanced Financial Management) and applies them to investment- banking-style analysis for financial firms. Financial firms have unique asset, liability, risk and regulatory attributes that make them fundamentally different from other firms; as a result, they are often challenging to value. In this course, students will construct financial firm valuation models to later integrate into full-scale merger and acquisition analyses. Additionally, the instructor will use case studies based on banks, insurance companies, real estate investment trusts (REITs), asset management companies and other financial services companies to demonstrate varying business models, proper valuation and the overall acquisition and integration of financial firms. The course will be particularly helpful for students with an interest in working as buy-side or sell-side financial analysts covering the financial sector. It will also provide insights into understanding the business models of financial firms, which should be valuable to students who aspire to work for firms in the financial sector. Junior standing.

Prerequisite(s): FINE 4100.

FINE 4630 Financial Planning and Analysis (3)
The objective of this course is to provide a comprehensive, practical, hands-on understanding of Financial Planning & Analysis, one of the most critical functions of a firm's Finance team. Largely mirroring the expanding role of the CFO, the FP&A organization is called upon to lead the development of strategic initiatives, plans and projections, evaluate internal and competitive trends and variances, evaluate complex investment decisions, assess the firm's intrinsic value and analyze, promote ways to grow shareholder value and be a trusted partner of a firm's CFO and operating group leadership. The course will focus on developing an understanding of (1) overall financial drivers and essential analytical capabilities, (2) performance management, (3) projections and planning, (4) planning and analysis of critical value drivers including capital investments, and (5) intrinsic valuation and value creation.

Prerequisite(s): FINE 4100.

FINE 4910 Independent Study (0.5-3)
Freeman School seniors who have demonstrated academic excellence are allowed to pursue an independent study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences with the supervising faculty, as needed. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the Finance major requirements for a BSM degree; the Independent Study counts as Business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Prerequisites: Minimum cumulative GPA of 3.333 or higher; senior standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FINE 4990 Finance Honors Thesis (3)
This course is the traditional thesis option for the Finance area. Students enrolled in this course will begin their theses in the fall semester. They will conclude their theses in FINE 5000 in the spring semester.

FINE 5000 Finance Honors Thesie (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): FINE 4990.

FINE 5380 Business Study Abroad - FINE (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FINE 5390 Business Study Abroad - FINE (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FINE 6000 Fundamentals of Finance (1)
This course provides students with a fundamental understanding of the discipline of finance and prepares students for advanced finance coursework. The course covers time value of money and the basics of valuation of stocks and bonds. The course also introduces students to financial modeling techniques in Excel.

FINE 6010 Economics for Managers (2)
This course focuses on the economic principles and knowledge necessary for effective enterprise management in the modern business environment. The course is divided into two modules, one focused on applied microeconomics, the other focused on the macroeconomic foundations of the U.S. and world economy. The microeconomic module applies the economic theory of the firm and consumer behavior to analyze household and firm behavior. Applications include market demand analysis and marketing strategy, production and cost efficiency, pricing, product quality and other competitive strategies. The macroeconomic module examines the U.S. and world economy in relation to national income, international trade, and patterns of investment. Topics include the determination of interest rates, inflation, investment, wage levels, real output growth, exchange rates, and international trade and investment patterns. Also included is a study of the role of financial and governmental institutions in domestic and world commerce.

FINE 6020 Analysis for Financial Mgmt (3)
This course provides an introduction to the discipline of finance and gives students the tools they need to make capital budgeting decisions for firms. It begins with the study of the time value of money and how to value stocks and bonds. From there, it moves into capital budgeting techniques including net present value and internal rate of return. Students will learn how to evaluate an asset's risk and expected return within the context of a portfolio, leading to the fundamentals of asset pricing theory. Cash flow analysis, inflation, and a firm's cost of capital are all topics that are covered. The course concludes with a discussion of market efficiency and its implications. By the end of the course, students will be familiar with the basic tools used to analyze the investment and financing decisions made within firms.

FINE 6030 Managerial Finance (2)
This course introduces the discipline of finance and gives students the tools they need to make capital budgeting decisions for firms. It begins with the study of the time value of money and how to value stocks and bonds. From there, it moves into capital budgeting techniques including net present value and internal rate of return. Students will learn how to evaluate an asset's risk and expected return within the context of a portfolio, leading to the fundamentals of asset pricing theory. Cash flow analysis, inflation, and a firm's cost of capital are all topics that are covered. By the end of the course, students will be familiar with the basic tools used to analyze the investment and financing decisions made within firms.

FINE 6040 Financial Models for Business Decisions (2)
While finance provides clear guidelines on corporate and investor decision-making in theory, applying these ideas to real-world settings is difficult because real data is noisy and outcomes often depend on implementation choices. We begin by examining complications in calculating the present value of uncertain future cash flows, a key input to valuations and project go/no-go decisions. We study how to forecast future financial statements and cash flows, incorporate uncertainty in growth assumptions using scenarios and Monte Carlo simulations, and implementation choices in calculating discount rates. We then study decisions that investors make: how to build optimal portfolios and assess mutual fund performance.

Prerequisite(s): MGSC 6010, 6030 and FINE 6030.

FINE 6050 Corporate Finance (3)
Building on concepts learned in Fundamentals of Finance, this intermediate level course continues discussion of valuing cash flow streams and introduces risk, return, and the capital asset pricing model. Following which, the course will move on to an in-depth analysis of firms' financing choices and capital structure, basics of estimation and valuation of corporate cash flows, dividend policy, mergers and acquisitions, options and option pricing, and applications of option pricing in corporate finance including valuation of convertible bonds. While the course is grounded in solid theory, it will provide a thoroughly applied perspective on the topics covered.

Prerequisite(s): FINE 6000.

FINE 6070 Advanced Managerial Finance (2)
The focus of the course is firm's financing activities, both long-term and short term. Long-term financing includes raising cash through issuance of debt, equity, preferred stock, and convertible bonds. For short-term finance, the course investigates working capital management, including bank loan, cash, credit, and inventory management. The course concludes by discussing techniques for firms to maximize value by minimizing their cost of capital through appropriate financial structure policies.

FINE 6080 Financial Policy & Valuation (3)
The course builds on the core finance sequence by focusing on the practical applications of the tools learned in the earlier courses. In addition to lectures, the course will utilize case studies focusing on real-world financial analysis and decision making. Topics may include forecasting cash flows, business valuation, financing, mergers and acquisitions, dividend policy, IPOs, etc. Students will be expected to work in teams on projects throughout the term and to present their work to class.

FINE 6470 Managerial Economics (3)
The purpose of this course is to apply the economic theory of the firm and consumer behavior to management decision making. This involves the development of a conceptual framework to analyze household and firm decisions related to product and factor markets and the application of that framework to managerial decisions. Applications focus on market demand analysis and marketing strategy, production and cost efficiency, pricing, product quality and other competitive strategies, optimization under regulatory constraint, optimal employment decisions, and incentive structures. The applications are developed with cases and problems.

FINE 7110 Investments (3)
The first half of this course takes students through an in-depth study of portfolio theory. The foundations of modern portfolio theory are rigorously developed and its principles are used to create mean/variance efficient portfolios. Students critically examine the assumptions of modern portfolio theory and its implications. Alternative multifactor pricing models including the Fama/French Three-Factor Model are also explored. The second half of the course focuses on fixed income analytics. Students learn how to price various types of fixed income securities and how to measure their interest rate risk. They learn how to hedge interest rate risk for fixed income portfolios, and how to incorporate call and conversion features into the price of a bond. Students learn how to derive implied forward interest rates, how to bootstrap a yield curve, and the implications of various theories of the term structure. Finally, students will have the opportunity to conduct an event study, learn the basics of options, and discuss how behavioral finance is changing the way asset pricing is viewed. Case studies will be used to learn how hedge funds, mutual funds, exchange-traded funds, and various other investment managers operate. Note: This course is a prerequisite for students who wish to apply for participation in Aaron Selber Jr. Course on Distressed Debt (FINE 7340) or Darwin Fenner Student-Managed Fund (FINE 7610), and a co-requisite for participation in Aaron Selber Jr. Course on Hedge Funds (FINE 7350).

Prerequisite(s): FINE 6020 or 6030.

FINE 7130 Advanced Financial Management (3)
This course builds on the topics covered in the core finance class. The course will cover advanced corporate finance theory and how one translates theory into financial decisions. Topics include firm capital structure, including Jensen's free cash flow (moral hazard), pecking order (adverse selection), and agency conflicts between stockholders and bondholders; capital budgeting when financing considerations are included; external financing, including leasing and security issuance to the public; working capital management, including cash, credit, and inventory management; dividend policy and share repurchases; mergers and acquisitions; corporate governance; options valuation in the context of convertible bonds and warrants; the valuation of real options; and corporate risk management. Special topics such as international finance may also be covered.

Prerequisite(s): FINE 6020 or 6030.

FINE 7140 Venture Capital & Private Equity (3)
Entrepreneurial firms face financial issues that are significantly different from those facing established companies. This course focuses on analyzing the special finance issues faced by such companies and on the knowledge and tools needed by managers of these firms. Topics covered will include stages of venture capital development, start-up financing (venture capital, leasing, bank loans), financial management of rapidly growing firms, deal structuring for entrepreneurial firms, and financial distress issues and concerns. Initial public offerings will also be examined as a culminating event for entrepreneurial firms. The course also covers the broader topic of private equity. The course investigates why firms seek private rather than public equity and identifies differences between private and public equity investments. The recent trend of investment in emerging economies by private equity funds is also examined. Students will create a deal or pitch book as part of the class.

Prerequisite(s): FINE 6020, 6030, 6050 or ENRG 7000.

FINE 7160 Investments & Asset Pricing (3)
The first half of the course covers security analysis, portfolio theory, and equilibrium models of capital markets. The second half of the course is devoted to an introduction to fixed income analysis and derivatives (futures, options, and swaps). The course will cover security analysis (including valuation models), equilibrium models of capital markets, and portfolio theory including the statistical backdrop for portfolio models. The class will cover bond pricing and the term structure of interest rates as well as methods for determining expected future rates off of the term structure. Then the course will move to an introduction to derivative securities. The use of options to construct various payoff schemes generally unavailable with stocks and bonds will also be covered along with option pricing models such as the Black-Scholes Option Pricing Model and the Binomial Option Pricing Model. The course will cover the mathematics behind the derivation of the Black-Scholes model and the use of stochastic processes. The course will include an ongoing group portfolio project and a project that uses simulation to implement a hedging strategy for a stock.

Prerequisite(s): FINE 6020* or 6050*.
* May be taken concurrently.

FINE 7180 Financial Modeling (3)
This hands-on course focuses on the applications of quantitative models in finance. Course topics include: mathematical and computational models of stock price movements involving stochastic processes; applications of probability theory to portfolio risk analysis; modeling of cash flows and valuation; Monte Carlo simulation applied to both investments and cash flow modeling; applications of numerical optimization in finance; and use of Excel and Python for computation, statistics, and graphics in finance.

Prerequisite(s): FINE 6020, 6050 or MGSC 7330.

FINE 7210 Real Estate Planning, Finance, and Development (3)
This course focuses on the real estate development process including: land acquisition, zoning, environmental impacts, valuation, financing alternatives, risk assessment, construction, management, leasing, and sale. Real estate decision making under changing economic conditions, environmental expectations, and tax legislation is also discussed.

Prerequisite(s): FINE 6020, 6030 or 6050.

FINE 7250 Real Estate Indus Sem (3)
This intensive seminar provides a "deep dive" into the real estate industry. It expands students' understanding of the industry and helps students to appreciate that the industry's dynamics are based on applications of finance and economics principles. The course is a combination of classroom instruction and intensive exploration of one real estate property through an experiential learning project.

FINE 7270 FinTech and Blockchain: Transforming the Financial Landscape (3)
This course aims to provide an in-depth examination of the innovative technologies shaping the financial world today. Starting with a foundational module on the evolution of 20th-century payment systems, the course provides essential context for today's digital financial innovations. Students will delve into key areas of fintech, such as crowdfunding, robo-advisors, and insurtech, as well as foundational elements of blockchain, including cryptocurrencies and smart contracts. The course also navigates the regulatory landscape and examines real-world applications across multiple sectors. Intended for participants from varied backgrounds, the course blends theoretical lectures with practical assignments and culminates in a final project aimed at applying the skills and knowledge gained.

FINE 7340 Aaron Selber Jr Course on Distressed Debt (3)
This course introduces students to the broader field of alternative investing through an in-depth analysis of distressed debt investment opportunities. As part of the course, students will study a variety of applied case studies, while leading practitioners in the alternative investment industry will visit the class as guest lecturers and mentors to the students as they build their foundation of knowledge. Ultimately, students will work in teams to develop a pitch book that will analyze a distressed company and "pitch" an idea for investment in that company's securities through a variety of strategies that will be discussed during the course. Note: Students must apply for enrollment in this course.

Prerequisite(s): FINE 7110 or 7160.

FINE 7350 Aaron Selber Jr on Hedge Funds (3)
This course introduces students to the broader field of alternative investing through an in-depth analysis of hedge fund investments. As part of the course, students will study a variety of applied case studies as well as relevant academic research papers on the subject. Leading practitioners in the hedge fund investment industry will visit the class as guest lecturers and mentors as students build their foundation of knowledge. Ultimately, students will work in teams to develop a prospectus for a hypothetical new hedge fund. Students will compete in a simulated conference to raise committed capital for their newly-created hedge fund. Note: Students must apply for enrollment in this course.

Prerequisite(s): (FINE 7110* and 7130*) or FINE 7160.
* May be taken concurrently.

FINE 7370 Algorithmic Trading and Quantitative Strategies (3)
This course is an introduction to financial trading strategies based on methods of statistical arbitrage. Topics include methodologies related to high frequency data, momentum strategies, pairs trading, technical analysis, models of order book dynamics and multi-exchange order placement and routing and dynamic trade planning with feedback. Emphasis is on developing, automating and empirically evaluating the models that reflect the market and behavioral patterns. The course will be balanced between theory and practice with a sufficient theory to understand practical applications. Although the methodologies could be applied to various financial markets, the course will mostly focus on stock and equity markets.

Prerequisite(s): FINE 7110 or 7160.

FINE 7380 Climate Change, ESG, and Financial Markets (3)
This course focuses on understanding how climate change risk could impact the economy and financial markets. We discuss Milton Friedman's influential article, which outlines why the only objective of a business should be to increase profits for its shareholders, and then review recent critiques of this argument. Although the course focuses on the E (Environment), we also discuss the S (Social) and G (Governance) aspects of ESG. We discuss motivations to invest in ESG assets, including shareholder preferences, screening bad investments, and constructing optimal portfolios for investors with climate risk exposures. We examine the macroeconomic effects of climate change, and its impact on specific markets such as equity, bonds, loans, and real estate. The course also covers methods of quantifying and measuring climate exposures. Students will read recent research that examines whether investor ESG preferences affect a firm's cost of capital and whether investors can do well while doing good. Students will also develop quantitative equity trading strategies related to climate risks and ESG. As part of a group project, students will develop and test a trading strategy designed to hedge climate risks or make greater returns by investing in climate or, more broadly, ESG-friendly assets. Finally, new "green" financial products, the emerging carbon offsets market, and regulatory efforts to limit climate change are discussed.

Prerequisite(s): FINE 6020, 6030, 6050 or ENRG 7110*.
* May be taken concurrently.

FINE 7510 Econometrics and Forecasting (3)
This course covers advanced regression techniques. The basic regression model is reviewed in the first week, and then more advanced techniques are covered. Topics include testing the assumptions of the regression model, multicollinearity, serial correlation, heteroskedasticity, endogeneity, stability, instrument variables, binary variables, ARCH, forecasting, and basic time-series regression models for both stationary and nonstationary data.

Prerequisite(s): FINE 6050, MGSC 7330, ENRG 7120, MGSC 6020 or 6010.

FINE 7530 Burkenroad Reports for Financial Analysts (3)
In this course, students will review the fundamentals of equity valuation, including dividend discount and discounted cash flow models, rational analysis of performance, and evaluation of future growth prospects. The course provides students with a valuable opportunity to gain hands-on experience in equity analysis by participating in Burkenroad Reports. Student analysts work in small teams, visit company sites, meet with top management, conduct financial analysis, and prepare an in-depth research report on selected under-followed companies in the region. Students also participate in the annual Burkenroad Reports Investment Conference. Note: Students must apply for enrollment in this course.

FINE 7610 Darwin Fenner Student Managed Investment Fund (3)
This course combines academic study with actual investing. As part of the course, students manage a portfolio of stocks for the university endowment. The following topics are discussed in the course: market efficiency, abnormal returns, factor models, interpretation of multiple regression outputs, relative valuation, portfolio theory, portfolio performance evaluation, and portfolio mean-variance optimization. State-of-the-art academic research papers and classic writings that have significantly influenced equity investing are studied. The assigned readings focus on empirical evidence regarding security and portfolio risk and returns. Through reading and discussing research papers and classic writings, students develop a critical thinking process and build proprietary investment models. Using their models, students analyze stocks in their assigned sector and give a buy, do not buy, hold, or sell recommendation on each stock. Students are also free to develop market-wide investment models to use across market sectors. Note: Students must apply and be invited by the finance faculty to enroll in this course.

Prerequisite(s): FINE 7160 or 7110.

FINE 7630 Equity Analysis/Freeman Reports (3)
Teams of students will create a sell side analyst report for a publicly traded company. This will include building a proforma model of the financial statements of a firm in Excel. The report will include all of the pertinent components seen in a typical Wall Street analyst report (industry overview, company description, risk analysis, management performance, valuation and forecasting models, and investment thesis). Students will work with writing coaches to reinforce skills in financial communication. The firms that are chosen will be in the energy industry or the financial industry. Students will have an opportunity to pose questions to management of the firms they cover. Students must attend a mandatory modeling weekend program run by an industry leader in such training. Students use Bloomberg terminals, and/or S&P Capital IQ, and/or ThomsonOne, and/or Thomson Reuters databases as part of the course. Note: Burkenroad Reports does NOT serve as a substitute for this course.

Prerequisite(s): FINE 7160 and 7640*.
* May be taken concurrently.

FINE 7640 Valuation (3)
This course strives to advance graduate students' knowledge and comprehension of corporate valuation using discounted cash flow, valuation multiples, and option techniques. The first part of the course focuses on valuation methods, including net present value/weighted average cost of capital, adjusted present value, economic value added model, relative valuation, and real option valuation. These valuation methods will then be applied to various forms of corporate investment, including new investment decisions, IPOs, restructuring transactions including mergers and acquisitions, divestitures, and LBOs, and projects with real option features.

Prerequisite(s): FINE 6050, 6020 or 6030.

FINE 7650 Fixed Income Analytics & Modeling (3)
This course will cover the following topics: (1) Surveys of markets (money market, fixed income, repos, federal funds), (2) Fixed income analytics (yield curves, term structure, spot and forward curves), (3) Models of term structure (such as Gauss X model, Nelson Siegel model), (4) Analytical models (1 factor, multi-factor), and (5) Credit derivatives (swaps, structured products, and credit derivatives).

Prerequisite(s): FINE 6020, 6030 or 6050*.
* May be taken concurrently.

FINE 7660 Financial Risk Management (3)
In this course, we will first study the properties, payoff structures, trading mechanisms, and valuation of key financial derivatives, such as forwards, futures, and options. Then we will study why and how firms manage risk using derivatives. We will also study the kinds of risk, regulatory structure, and risk management mechanisms in financial institutions. We will discuss what went wrong in terms of risk management in the 2007 financial crisis and what lessons we can learn. We will cover an introduction to stochastic processes such as Geometric Brownian Motion, Monte Carlo simulations of stochastic processes, and valuing options using the Black-Scholes analytical formula. We will also study analytical tools such as Value-at-Risk that apply concepts of probability theory to measuring risk in financial markets.

Prerequisite(s): FINE 7110 or 7160.

FINE 7690 Topics In Int'L Finance (3)

FINE 7810 Special Topics (1-3)
Special topics course as designed by visiting or permanent Finance faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

FINE 7950 Independent Study (1-3)
Independent Study: Finance

Fine Art - Interdisciplinary (FNAR)

FNAR 1500 Fine Arts (3)

Foreign Language (FRLN)

FRLN 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FRLN 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

FRLN 2030 Foreign Lang Require (0-4)

FRLN 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FRLN 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

FRLN 2990 Foreign Language Exempt (0)

FRLN 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FRLN 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FRLN 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

French (FREN)

FREN 0100 France Summer Program, Paris (0)
France Summer Program, Paris.

FREN 1010 Elementary French I (4)
An introduction to the five skills of language acquisition: reading, writing, listening, speaking, and cultural understanding. This course should be taken before FREN 1020, and according to the French placement guidelines: https://liberalarts.tulane.edu/departments/french-italian/academics/undergrad/french/placement

FREN 1020 Elementary French II (4)
A continuation of the objectives presented in French I. This course should be taken after FREN 1010 and before FREN 2030, and according to the French placement guidelines: https://liberalarts.tulane.edu/departments/french-italian/academics/undergrad/french/placement

FREN 1290 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

FREN 2030 Intermediate French (4)
Intermediate French language with emphasis on reading, conversation, and composition. This course should be taken after FREN 1020 and before FREN 3150, and according to the French placement guidelines: https://liberalarts.tulane.edu/departments/french-italian/academics/undergrad/french/placement

FREN 2040 Advanced French (3)
This course aims to reinforce intercultural communicative skills in French toward the advanced proficiency level. Students will practice the written and spoken interpretive, interpersonal, and presentational modes of communication, study the linguistic systems of the varieties of French, and develop their intercultural competence and knowledge of Francophone cultures. This course should be taken after FREN 2030 and before FREN 3000-level courses, and according to the French placement guidelines: https://liberalarts.tulane.edu/departments/french-italian/academics/undergrad/french/placement

FREN 2130 Intermediate French Conversation (2)
Intermediate French conversation.

FREN 2390 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): FREN 2030.

Maximum Hours: 99

FREN 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

FREN 2990 Foreign Language Exemption (0)
Foreign Language Exemption.

FREN 3010 Topics French Cultr Stud (3)
Topics in French Cultural Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 3011 Topics French Cultr Stud (3)
Topics in French Cultural Studies.

FREN 3030 French and/or Francophone Women Writers in Translation (3)
Introduction to works by major French and/or Francophone women writers in translation. The course may focus on works by contemporary women writers or examine texts from a range of historical periods. The issues raised in this course may include: the material conditions in which women have written; problems of publication; the specificity of women's writing; the conceptualization of gender; gender, race, and class.

FREN 3040 African and Caribbean Literature (3)
An introduction to African and Caribbean literature, cinema, and other forms of cultural production and an exploration of movements and concepts such as Négritude, Créolité, diaspora, and hybridity. Readings and discussion entirely in English.

FREN 3050 Literature In Exile (3,4)
A presentation of recent works by writers born in the French-speaking former colonies of Africa and the Caribbean, but living and writing elsewhere (e.g., Paris, Montreal, Brooklyn). Some of the questions the course will endeavor to answer are: What happens to cultures when they are displaced? How does one conceive of home when in exile, and is it possible to return? Is rootlessness a source of creativity, or a detriment to it? Reading and discussions entirely in English.

FREN 3060 Business French (3)
Practical reading, writing, speaking, and listening comprehension skills at an advanced level will be developed toward the use of French for business purposes. Emphasis will be placed on oral and written communication in simulated business situations.

Prerequisite(s): FREN 2040, 3150 or minimum score of PASS in 'FREN 3000 Level Placement'.

FREN 3110 French Cinema (3)
French film from its origins in 1895 to the present. Early film, technology, and physiology: the Lumière, Marey, Méliès; classic French cinema: Renoir, Gance. The French New Wave: Resnais, Truffaut, Godard, and others. Avant-garde, surrealist, and science.

FREN 3120 Paris, City of Immigrants (3)
Paris is often thought of as the quintessentially French city, the epicenter of government and culture in the highly centralized nation that is France. As a common French saying has it, "Paris, c'est la France" - "Paris is France." Yet for generations the face of Paris has been shaped not just by the French of the Hexagon, but by diverse groups of immigrants, ranging from East European emigres to inhabitants of France's former colonies in Africa, the Caribbean, and Southeast Asia. Indeed, immigration has made Paris so cosmopolitan that we might ask to what degree it truly embodies "Frenchness" today. Through course readings, lectures, and visits to key Parisian sites such as the Museum of the History of Immigration and immigrant neighborhoods such as Belleville and la Goutte d'Or, we will examine the most important waves of immigration to Paris and how they have helped to make the city what it is today.

FREN 3140 French Phonetics (3)
The study of the sound system of French for improving pronunciation. Students learn the fundamental concepts of phonetics, phonemics, and contrastive analysis while also practicing French pronunciation and learning to convert French spelling into phonetic transcription using the International Phonetic Alphabet. Independent work in the language laboratory is an important component of the course.

Prerequisite(s): FREN 2040, 3150 or minimum score of PASS in 'FREN 3000 Level Placement'.

FREN 3150 Advanced French Through Media I (3)
This course is designed to reinforce communicative skills in French at the advanced level through exposure to authentic written, visual, and oral documents dealing with French and Francophone cultures. The course offers a thorough review of French grammar, vocabulary, and pronunciation, while introducing students to media analysis. This course should be taken after FREN 2030, and according to the French placement guidelines: https://liberalarts.tulane.edu/departments/french-italian/academics/undergrad/french/placement

FREN 3160 Advanced French Through Media II (3)
This course is a continuation of the objectives set in FREN 3150: it is designed to reinforce communicative skills in French at the advanced level through exposure to authentic written, visual, and oral documents dealing with French and Francophone cultures. The course offers a thorough review of French grammar, vocabulary, and pronunciation, while further developing students' media analysis skills.

Prerequisite(s): FREN 3150* or minimum score of PASS in 'FREN 3160 Placement'.
* May be taken concurrently.

FREN 3170 French Pop Culture (3)
Students will improve their listening comprehension of French, improve their oral performance, and gain familiarity with aspects of French and Francophone cultures through art, cinema, photography, comics, social media, and performance (theater, dance, music).

Prerequisite(s): FREN 2040*, 3160 or minimum score of PASS in 'FREN 3170 Placement'.
* May be taken concurrently.
Course Limit: 2

FREN 3180 French for World Affairs (3)
"French for World Affairs" is designed to improve students' listening, reading, speaking, and writing skills in French, with a special emphasis on current global affairs. Students will engage with various French media sources to explore and analyze current events, political policies, cultural practices, and historical contexts within the French-speaking world. The course aims to enhance students' French listening and comprehension skills by utilizing a wide variety of audio-visual resources. It encourages critical thinking and discussion of global events, fostering a broader understanding of the world. Students will also develop insights into the complexities and dynamics of contemporary issues within the Francophone community, all while exploring the rich cultural diversity within French-speaking regions and anchoring their understanding in the relevant historical contexts that have shaped France and the Francophone world. By providing a comprehensive and in-depth exploration of French language and world affairs, this course bridges linguistic proficiency with a nuanced understanding of global issues. It is suitable for students with interests ranging from diplomacy and international business to French culture and global politics.

Prerequisite(s): FREN 2040.

FREN 3210 Topics in French and Francophone Literature (3)
The course provides students with the requisite tools of literary interpretation and analysis. By reading closely a variety of literary texts drawn from different periods and genres, students will become familiar with the fundamentals of criticism and poetics.

Prerequisite(s): (FREN 2040 and 3170 or FREN 3180 or 3250) or (minimum score of PASS in 'FREN 3000 Level Placement' or minimum score of PASS in 'FREN 3210 Placement').
Course Limit: 2

FREN 3250 Topics in French Society & Institutions (3-4)
An introduction to French society and the institutions that shaped it. Using periodization to define particular historical movements such as the Gallo-Roman period, the Middle Ages, the Renaissance, Enlightenment, revolutionary France, and the Third Republic, the course focuses on historical and architectural sites in Paris and the provinces to consider issues of French identity.

Prerequisite(s): minimum score of PASS in 'FREN 3250 Placement' or (FREN 2040 and 3160 or FREN 3170, 3180 or 3350).
Course Limit: 2

FREN 3330 Special Topics in French Literature in Translation (3)
Subject varies with instructor. May treat a particular literary period, a genre, or a subject, e.g., fatal love in French literature.

FREN 3350 The Secrets of French Grammar (3)
This course offers a systematic review of French grammar and delves into the nuances and intricacies of the French language. Students will horn their communicative skills with a focus on accuracy and style and will learn about the sociological and geographical specificities of French varieties. An optional Service Learning component is offered for this course.

Prerequisite(s): FREN 2040, minimum score of PASS in 'FREN 3000 Level Placement' or minimum score of PASS in 'FREN 3210 Placement'.

FREN 3710 Revitalizing French in Louisiana (3)
This course is designed to reinforce communicative skills at the advanced level by playing an active part in the efforts to revitalize French in Louisiana. Students will learn about Francophone identities in Louisiana, about their language and culture, and how to analyze and produce a variety of media products that will be shared with the Francophone communities in Louisiana to promote and grow Louisianan Francophonie. This course has a mandatory 20-hour Service Learning component for which students will be working with actors of French revitalization in Louisiana.

Prerequisite(s): FREN 2040.

FREN 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

FREN 4010 French Short Story (4)
Selected stories by significant authors of the genre: Marie de France, Bonaventure des Periers, Charles Perrault, Voltaire, Guy de Maupassant, Albert Camus. The emphasis in this course will be placed on reading comprehension, vocabulary building, and development of oral and written proficiency as well as on the application of the analytic skills learned in French 3210. Prerequisite(s): FREN 3210

Prerequisite(s): FREN 3210.

FREN 4050 Teaching French (3)
“Teaching French” is a seminar and practicum course providing opportunities for Teaching Assistants (TAs) and advanced undergraduates considering a career in teaching to acquire skills in teaching methodologies and strategies specific to teaching French.

Prerequisite(s): FREN 3210.

FREN 4060 Professional French (3)
This course is an advanced course in professional French. It is designed for French majors or for students in the 5-year combined B.A. and M.A. program in French. To gain further professional experience, students at the 6000 level have the possibility to undertake an optional 60-hour, 3-credit internship (FREN 6560) with a local French or French-related company.

Prerequisite(s): FREN 2040 or 3150.

FREN 4080 French Around the World (3)
A linguistic survey of the Francophone world, with particular focus on French outside of France. The course begins with a historical look at the spread of French within and beyond Europe, then examines in turn the major French-speaking populations of Europe, North America, the Caribbean, Africa, the Indian Ocean, Southeast Asia, and the Pacific. While linguistic variation in each region will be considered, the main emphasis will be on sociolinguistic issues such as bilingualism and language contact, language politics and planning, linguistic insecurity, and language in education. Option for the major and minor in French.

Prerequisite(s): minimum score of PASS in 'FREN 4000 Level Placement' or FREN 4010.

FREN 4100 French In Louisiana (3)
An introduction to the French-related language varieties spoken in Louisiana: Cajun, Creole, and Colonial French. Examines the history of their implantation and development in Louisiana, their basic structural features, and the main sociolinguistic issues surrounding their use. Attention will also be given to language planning measures currently being taken to revitalize the French language in the state.

Prerequisite(s): FREN 3210.

FREN 4110 Field Research on French in Louisiana (3)
Students will interview and record speakers of Cajun, Creole, and Colonial French in various parts of Louisiana. Working individually and in groups, they will then transcribe the recordings for purposes of linguistic description and analysis.

Prerequisite(s): FREN 3140.
Corequisite(s): FREN 4891.

FREN 4160 Translation Theory & Practice (3)
This course will provide students with the tools to translate a variety of types of texts (mostly literary, but also legal, journalistic, commercial, etc.) and to introduce them to translation theory as it relates to the problem of translating cultural difference and to the issues of originality, authorship, and the ownership of the text. Students will translate from French to English as well as from English to French. Course taught principally in English. Reading knowledge of French required.

Prerequisite(s): FREN 3210.

FREN 4180 French Poetry (3)
Develop literacy in poetic genres, historical movements, figurative language, and interpretation.

Prerequisite(s): FREN 3210.

FREN 4210 History of French Language (3)
This course traces the history of the development of the French language from Latin into francien of the 12th and 13th centuries. It also serves as an introduction to Old French (francien).

Prerequisite(s): FREN 2040 or 3150.

FREN 4220 Medieval French Literature (3)
Readings in modern translation of such works as La Chanson de Roland, the lais of Marie de France, Chrétien de Troyes' Lancelot, Béroul's Tristan, Aucassin et Nicolette and the poetry of François Villon.

Prerequisite(s): FREN 3210.

FREN 4320 Renaissance Literature (3)
A survey of representative works of outstanding authors of the period: Marot, Rabelais, Ronsard, Du Bellay, Montaigne, and D'Aubigné. Both poetry and prose will be studied against the backdrop of the history and civilization of the Renaissance in France.

Prerequisite(s): FREN 3210.

FREN 4400 Sustainable Development in the Francophone World (3)
Sustainable development in the Francophone World, taught in both French and English, focuses on political, economic, and social aspects of development in francophone developing areas, especially in Africa. We also discuss disaster relief issues with a focus on Haiti. Topics of discussion include: historical and political heritage; French and European development practices in terms of trade, investment, and foreign aid; entrepreneurship as a tool of development; and the impact of globalization and migration on the regions in question. We examine development programs in areas such as poverty, food security, education, human rights and gender equity, health, and the environment, and assess the performance and prospects of the United Nations Millennium Development Goals (2000-2015) and Sustainable Development Goals (2016-2030).

Prerequisite(s): PSDV 2400 and (FREN 3060, 3110, 3140, 3150, 3160, 3210, 3210, 3350 or 3710).

FREN 4410 17th-Century French Literature (3)
Currents of French Classicism, with particular emphasis on Moralists and aesthetics. Authors include Boileau, Descartes, Pascal, La Bruyère, La Fontaine, and La Rochefoucauld.

Prerequisite(s): FREN 3210.

FREN 4420 17th-Century Drama (3)
Corneille, Molière, Racine. Utilizes videos of Comédie-Française performances. Development of critical sense through discussion.

Prerequisite(s): FREN 3210.

FREN 4510 Topics In 18th-Century Literature (3)
Advanced study of 18th-century literature and culture focusing on a specific theme, genre, or problematic. In addition to addressing a specific theme or area of study, this course offers fairly broad coverage of the canonical works of the period. A writing practicum is available in conjunction with this course. Taught in French unless otherwise noted in the Schedule of Classes.

Prerequisite(s): FREN 3210.

FREN 4520 18th-Century Literature (3)
An introduction to the Enlightenment through readings in the experimental genres developed in the 18th century. Authors include Marivaux, Prévost, Montesquieu, Rousseau, Voltaire, Diderot, and Beaumarchais.

Prerequisite(s): FREN 4010.

FREN 4530 Islam and Enlightenment (3)
An introduction to representations of Islam in Enlightenment French literature, the role of of Muslim thinkers in shaping the European Enlightenment and the possibility of an Enlightenment in current Muslim thought.

Prerequisite(s): FREN 4010.

FREN 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Registration is completed in the academic department sponsoring the internship on TUTOR. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4570 Internship (1-6)
An experiential learning process coupled with pertinent academic course work. Registration is completed in the academic department sponsoring the internship on TUTOR. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4620 19th-Century Novel (3)
Representative novels of such authors as Chateaubriand, Constant, Stael, Stendhal, Balzac, Sand, Hugo, Nerval, Flaubert, the Goncourt brothers, Zola. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'FREN 4000 Level Placement' or FREN 4010.

Maximum Hours: 99

FREN 4720 20th-Century French Literature (3)
An exploration of the prose and poetic inventions of the 20th century, read within the contexts of contemporary literary and art movements (modernisms, surrealisms, formalisms), political and social history, and French post-structuralist theory.

Prerequisite(s): FREN 4010.

FREN 4740 20th-Century Drama (3)
An exploration of French theater writing and practice from the turn-of-the-century avant-garde through the new theater forms invented across the century, including the so-called Theater of the Absurd, film scenarios, and post-modern. Readings include works by Jarry, Artaud, Cocteau, Sartre, Ionesco, Beckett, Genet, Duras, and Cixous.

Prerequisite(s): FREN 3210.

FREN 4750 The Avant-Garde (3)
The history and theory of the avant-garde, from the movements of the early 20th century to today. We will explore the art, performances, poetics and manifestos of the so-called "historic" avant-gardes of a century ago, including the well-known antics of Dada (Zurich and Paris), Surrealist practices based first in Paris and eventually all over the world, Italian Futurism, visual arts and cinema (Cubism, etc.) and the London-based groups of writers working in Imagism and Vorticism.

Prerequisite(s): FREN 3210.

FREN 4800 Survey of Francophone Literature (3)
A lecture and discussion course on the historical and aesthetic evolution of the Francophone literature of Africa, the Maghreb, and the Caribbean. The creative works will be explored in the socio-political framework of colonization and decolonization as well as in terms of their own intrinsic qualities.

Prerequisite(s): FREN 3210.

FREN 4810 Special Topics (3)
Special Topics in French. Note: A writing practicum is available. French majors may use it to fulfill the college intensive-writing requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4811 Special Topics (3)
Special Topics in French

FREN 4820 Special Topics (3)
Special topics in French. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4830 Francophone Literature of the Maghreb (3)
An introduction to contemporary culture and literature written in French in the three countries of the Maghreb (Tunisia, Algeria, Morocco) from the eve of independence to our global, transnational era. Themes include exile and cosmopolitanism, language, nationalism, memory, the relation to France, feminism, trauma and amnesia, terrorism. Course is taught in French.

Prerequisite(s): FREN 4010.

FREN 4831 Writing Algeria (3)
This course explores representations of trauma and processes of memorialization in postcolonial Algeria. Through a study of literary, cinematic, and cultural texts, we will examine multiple challenges to FLN-sponsored readings of national history. Starting in the years directly preceding the 1962 Independence, these texts and cultural objects produce new sites of memory running counter to official narratives of the history of colonization and the myth of the national liberation struggle.

Prerequisite(s): FREN 4010.

FREN 4840 Philosophy, Francophone Literature, and Politics: Imagination and Institutions (3)
This course examines the role of the imagination in the constitution and renewal of institutions as those modalities of institutions are represented in Francophone literature and in postcolonial politics. The course draws on literary, philosophical, and political texts.

Prerequisite(s): FREN 3210.

FREN 4850 Morocco in Film and Literature (3)
In this course, we will read texts and discuss films that stage questions of relations between North Africa, Africa, the Middle East and US/Europe; colonial and post-independence art, migration and exile; evolving Islam; Jewish and Berber minority identities; circulation and dislocation in contemporary global and local cultures. While we will be reading, screening, and discussing in English, your competence in Arabic, French, Spanish, Hebrew or Berber can be helpful as you research your midterm and final papers for the course. We will be paying attention to the history and theory of literature and film as well as the specificity of the examples from Morocco. Films and readings are often paired in order to cover the politics, social and artistic movements and events of historical periods, as well as of contemporary cultural production.

FREN 4870 Women Writers of the Arab World (3)
This seminar proposes to investigate the ways in which the related discourses of nationalism, Islam and feminism can fruitfully intersect to illuminate the corpus of women's literature from the former French colonies and Protectorates in the Arab world. With an emphasis on issues of social justice, citizenship, and feminism, both locally and transnationally, we will interrogate the ways in which literature mediates the construction of women as historical subjects.

Prerequisite(s): FREN 4010.

FREN 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4910 Independent Study FREN Ling (1-3)
Subject varies with instructor. Principally reading and research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4920 Independent Studies (1-4)
Subject varies with instructor. Principally reading and research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 4990 Honors Thesis (3)
Honors Thesis

FREN 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): FREN 4990.

FREN 5190 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 5380 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 5390 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

FREN 5950 Special Topics in French (3,4)
Content is consistently broad in scope and either thematic or generic in orientation, e.g., theme of the quest from the Middle Ages to the 20th century; the evolution of genre, i.e., the lyric poem, from its medieval beginnings to the present. Offered each spring. Required for the major. Course may be repeated up to unlimited credit hours.

Prerequisite(s): FREN 4010.

Maximum Hours: 99

FREN 5990 French for Reading Knowledge (0)
French for Reading Knowledge.

FREN 6010 Graduate Writing Workshop (3)
This 3-credit course helps students enrolled in the graduate program of the Department of French and Italian sharpen their skills in academic writing by studying the argumentation and style of French- and English-language critical texts, independently developing an article-length scholarly work of publishable quality for a specific journal, and workshopping drafts of this project.

FREN 6020 MA Thesis Project (3)
This course is for 5th-year MA 4+1 students in French only. It is compulsory both semesters for those 5th -year MA 4+1 students in French. The project must be a full thesis or a portfolio of the equivalent length and thoroughness.

Course Limit: 2

FREN 6050 Teaching French (3)
Teaching French is a seminar and practicum course providing opportunities for Teaching Assistants (TAs) and advanced undergraduates considering a career in teaching to acquire skills in teaching methodologies and strategies specific to teaching French.

FREN 6060 Professional French (3)
FREN 6060-01 is an advanced course in Professional French. It is designed for French majors or for students in the 5-year combined B.A. and M.A. program in French.

FREN 6070 Survey of French Linguistics (3)
This course introduces students to the field of linguistics as applied to French. Taking a broad approach, we will examine the major structural components of the language—phonological, morphosyntactic, and lexical—as well as sociolinguistic matters such as variation in the language (based on region, social group, style, or other factors), French speakers' attitudes towards their language, and the question of a linguistic norm in French. No prior study of linguistics is required for this course.

FREN 6085 Pidgins and Creoles (3)
An overview of the world's pidgin and creole languages and a survey of the theories of their origins.

FREN 6100 French In Louisiana (3)
An introduction to the French-related language varieties spoken in Louisiana: Cajun, Creole and Colonial French. Examines the history of their implantation and development in Louisiana, their basic structural features, and the main sociolinguistic issues surrounding their use. Attention will also be given to language planning measures currently being taken to revitalize the French language in the state.

FREN 6110 Field Research on French in Louisiana (3)
Students will interview and record speakers of Cajun, Creole, and Colonial French in various parts of Louisiana. Working individually and in groups, they will then transcribe the recordings for purposes of linguistic description and analysis.

FREN 6150 Introduction to Critical Theory (3)
Exploration of some of the principal linguistic, anthropological, psychoanalytic, philosophical, and sociological currents informing recent approaches of literature and culture.

FREN 6160 Translation Theory and Practice (3)
This course will provide students with the tools to translate a variety of types of texts (mostly literary, but also legal, journalistic, commercial, etc.) and to introduce them to translation theory as it relates to the problem of translating cultural difference and to the issues of originality, authorship, and the ownership of the text. Students will translate from French to English as well as from English to French. Course taught principally in English. Reading knowledge of French required.

FREN 6180 French Poetry (3)
Develop literacy in poetic genres, historical movements, figurative language, and interpretation. In French.

FREN 6210 History of French Language (3)
The development of Latin into French and subsequent evolution of the latter through the Old French period.

FREN 6220 Medieval French Literature (3)
Readings in modern translation of such works as La Chanson de Roland, the lais of Marie de France, Chrétien de Troyes' Lancelot, Béroul's Tristan, Aucassin et Nicolette and the poetry of François Villon.

FREN 6310 Renaissance Poetry & Drama (3)
Careful analysis of the works of the major poets: Marot, the Ecole Lyonnaise, the Pléiade, and D'Aubigny. Special attention is devoted to lyric poetry and to the defense of the French language as a viable literary medium. Special attention is given to poetic violence as experienced in desire, national conquest, and religious strife, so that verse is defined in tension with poetic form. The course privileges Renaissance sonnets, while also including the genres of elegy, dizain, epic, epigrams and political satire.

FREN 6320 Renaissance Literature (3)
A survey of representative works of outstanding authors of the period: Marot, Rabelais, Ronsard, Du Bellay, Montaigne, and D'Aubigné. Both poetry and prose will be studied against the backdrop of the history and civilization of the Renaissance in France.

FREN 6410 17th-Century French Literature (3)
Currents of French Classicism, with particular emphasis on Moralists and aesthetics. Authors include Boileau, Descartes, Pascal, La Bruyère, La Fontaine, and La Rochefoucauld.

FREN 6510 Topics in 18th-Century Literature (3)
Advanced study of 18th-century literature and culture focusing on a specific theme, genre, or problematic. In addition to addressing a specific theme or area of study, this course offers fairly broad coverage of the canonical works of the period. A writing practicum is available in conjunction with this course. Taught in French unless otherwise noted in the Schedule of Classes.

FREN 6520 18th-Century Literature (3)
An introduction to the Enlightenment through readings in the experimental genres developed in the 18th century. Authors include Marivaux, Prévost, Montesquieu, Rousseau, Voltaire, Diderot, and Beaumarchais.

FREN 6530 Islam and Enlightenment (3)
An introduction to representations of Islam in Enlightenment French literature, the role of of Muslim thinkers in shaping the European Enlightenment and the possibility of an Enlightenment in current Muslim thought.

FREN 6610 19th-Century Prose (3)
Prose writers of the first half of the 19th century. Emphasis on the social and political context of post-revolutionary France, theories of fiction and the concurrent rise of the novel, history, and autobiography.

FREN 6620 19th-Century Novel (3)
Representative novels of such authors as Chateaubriand, Constant, Stael, Stendhal, Balzac, Sand, Hugo, Nerval, Flaubert, the Goncourt, Zola. Course may be repeated up to unlimited credit hours.

FREN 6630 19th-Century Poetry (3)
Romantic, Parnassian, and Symbolist movements, with emphasis on Lamartine, Hugo, Musset, Vigny, Gautier, Heredia, Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue.

FREN 6650 Romanticism (3)
Study of the Romantic Movement and authors such as Bernardin de Saint-Pierre, Stael, Chateaubriand, Desbordes-Valmore, Laurantine, Balzac, Tristan, and Sand.

FREN 6720 20th-Century French Literature (3)
An exploration of the prose and poetic inventions of the 20th century, read within the contexts of contemporary literary and art movements (modernisms surrealisms, formalisms), political and social history, and French post-structuralist theory.

FREN 6750 The Avant-Garde (3)
The history and theory of the avant-garde, from the movements of the early 20th century to today. We will explore the art, performances, poetics and manifestos of the so-called "historic" avant-gardes of a century ago, including the well-known antics of Dada (Zurich and Paris), Surrealist practices based first in Paris and eventually all over the world, Italian Futurism, visual arts and cinema (Cubism, etc.) and the London-based groups of writers working in Imagism and Vorticism.

FREN 6800 Survey of Francophone Literature (3)
A lecture and discussion course on the historical and aesthetic evolution of the Francophone literature of Africa, the Maghreb, and the Caribbean. The creative works will be explored in the socio-political framework of colonization and decolonization as well as in terms of their own intrinsic qualities.

FREN 6810 Special Topics (3,4)
Special Topics in French. Note: A writing practicum is available. French majors may use it to fulfill the college intensive-writing requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 6811 Special Topics (3)
Special Topics in French.

FREN 6812 Special Topics (3)
Special topics in French.

FREN 6820 Special Topics (3)
Special topics in French. Course may be repeated up to unlimited credit hours.

FREN 6830 Francophone Literature of the Maghreb (3)
An introduction to contemporary culture and literature written in French in the three countries of the Maghreb (Tunisia, Algeria, Morocco) from the eve of independence to our global, transnational era. Themes include exile and cosmopolitanism, language, nationalism, memory, the relation to France, feminism, trauma and amnesia, terrorism. In French.

FREN 6831 Writing Algeria (3)
This course explores representations of trauma and processes of memorialization in postcolonial Algeria. Through a study of literary, cinematic, and cultural texts, we will examine multiple challenges to FLN-sponsored readings of national history. Starting in the years directly preceding the 1962 Independence, these texts and cultural objects produce new sites of memory running counter to official narratives of the history of colonization and the myth of the national liberation struggle.

FREN 6850 Morocco in Film and Literature (3)
In this course, we will read texts and discuss films that stage questions of relations between North Africa, Africa. the Middle East and US/ Europe; colonial and post-independence art, migration and exile; evolving Islam; Jewish and Berber minority identities; circulation and dislocation in contemporary global and local cultures. While we will be reading, screening, and discussing in English, your competence in Arabic, French, Spanish, Hebrew or Berber can be helpful as you research your midterm and final papers for the course. We will be paying attention to the history and theory of literature and film as well as the specificity of the examples from Morocco. Films and readings are often paired in order to cover the politics, social and artistic movements and events of historical periods, as well as of contemporary cultural production.

FREN 6860 Francophone Art, Literature, and Politics (3)
This course examines the status of representation in three fields: art, literature, and politics. We will consider the relation of those three fields by reading selected essays of Adorno, Bourdieu, Bachelard, Foucault and Walter Benjamin as well as representative Francophone novels.

FREN 6870 Women Writers of the Arab World (3)
This seminar proposes to investigate the ways in which the related discourses of nationalism, Islam and feminism can fruitfully intersect to illuminate the corpus of women's literature from the former French colonies and Protectorates in the Arab world. With an emphasis on issues of social justice, citizenship, and feminism, both locally and transnationally, we will interrogate the ways in which literature mediates the construction of women as historical subjects.

FREN 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 6910 Independent Study FREN Ling (1-3)
Subject varies with instructor. Principally reading and research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 6920 Independent Study FREN Lit (1-3)
Subject varies with instructor. Primarily reading and research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 7230 Studies in the Middle Ages (3)
Studies in the Middle Ages.

FREN 7370 16th-Century Studies (3)
16th-Century Studies.

FREN 7510 18th-Century Studies (3)
18th-Century Studies.

FREN 7670 19th-Century Studies (3)
19th-Century Studies.

Enrollment limited to students in the French department.

FREN 7770 20th-Century French Literature (3)
20th-Century French Literature.

FREN 7800 Topics Francophone Lit (3)
Topics in Francophone Literature.

Course Limit: 3

FREN 9980 Master's Research (0)
Master's Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FREN 9990 Dissertation Research (0)
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Gender & Sexuality Studies (GESS)

GESS 1900 Sex, Power and Culture (3)
This course invites students to learn the skills necessary to identify, analyze, and ultimately transform the cultural, social, and political forces that shape and are shaped by sex and sexuality. Approaching sexuality as a system of norms, values, beliefs, and patterns of interaction, students will learn how sexuality intersects with with gender, race, age, ethnicity, religion, ability, and other axes of power and privilege. Students will be introduced to the current body of empirical data and theory to identify how these intersecting systems of power take shape in patterns of human interaction such as forming relationships, dating rituals and sexual scripts, and interpersonal conflict and violence. In sum, students will develop the skills to 1) analyze how their own interpersonal and intimate relationships are embedded within and constitutive of broader systems of power and 2) how to work individually and collectively to change them.

Corequisite(s): GESS 1901.

GESS 1901 Sex, Power and Culture-discuss (0)
Discussion section for GESS 1900.

Corequisite(s): GESS 1900.

GESS 2190 Special Topics (3)
Covers topics pertaining to the study of gender and/or sexuality

GESS 2900 Intro to Gender & Sex Studies (3)
This course is an interdisciplinary introduction to gender and sexuality studies. Its primary focus is critical perspectives on the social construction of gender and sexuality, inequalities on the basis of gender and sexuality, activism around issues of gender and sexuality, and how gender and sexuality shape and are shaped by other systems of inequality such as race, ethnicity, class, religion, nation, region, and age.

GESS 3500 Critical Inquiry and Praxis (3)
This course is an intersectional exploration of how feminist thinkers, activists, and culture workers have reconceptualized knowledge production and praxis, the place where theory and practice meet. Informed by the study of feminist inquiry and praxis, it is also designed to equip students with the skills needed to think critically and collaboratively, conduct original research, participate in public discourse, and apply material beyond the classroom.

Prerequisite(s): GESS 1900 or 2900.

GESS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GESS 4500 Gender and Archives (3)
This course focuses on developing knowledge of major theories of archives, on fostering research skills by engaging with materials, and on involving students in archival work that will allow questions about gender. Exploring theories and practices of archives, the course takes students through the history of archives, with special attention to women as keeping, and represented in, scholarly collections.

Prerequisite(s): GESS 2900.

GESS 4560 Internship (1-3)
"This course focuses on developing knowledge of major theories of archives, on fostering research skills by engaging with materials, and on involving students in archival work that will allow questions about gender. Exploring theories and practices of archives, the course takes students through the history of archives, with special attention to women as keeping, and represented in, scholarly collections. Notes: The course offers a service learning project. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GESS 4700 Sexuality in US History (3)
In this course we will examine the ways in which sex, gender and sexuality have been fundamentally reorganized since the 18th century. Focusing primarily on the formation and development of the United States, this seminar aims to deepen your understanding of the distinctive constructions of sexuality in various historical, political, and cultural contexts, how those constructions have transformed over time, and what factors account for those changes. All of our critical inquiries will attend to the ways in which race, class, gender, religion, market cultures, and governments intersect with the history of sexuality.

GESS 4800 Bad Moms: Ideologies of Maternal Selfhood in 20/21st Century Media (3,4)
In this course we will attend to media--including films, advertising, TV, digital, and literature - that help to constitute, perpetuate, and challenge normative scripts of what constitutes good mothering. This seminar asks students to critically analyze the varied factors that shape and define contemporary motherhood as an embodied ideology, both in the U.S. and across the globe. And we will investigate how good mothers are centrally linked to the imagination of a healthy and civilized nation. Our seminar's key themes include the institutionalization of motherhood, motherhood as subjectivity, agency and performance, technologies of reproduction, narratives of adoption, and the politicization of motherhood, and the perpetual return to good motherhood as an ideal.

GESS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GESS 4910 Independent Study (1-3)
Qualified students may arrange for independent study with an instructor to pursue a project of interest to the student. Ordinarily, independent study earns three credits. Requirements will vary depending on the project but will involve some combination of readings, oral reports, and written work. A maximum of four credits of independent studies may be applied toward the major in Gender and Sexuality Studiesand three credits toward the minor.

Course Limit: 99

GESS 4920 Independent Study (1-3)
Qualified students may arrange for independent study with an instructor to pursue a project of interest to the student. Ordinarily, independent study earns three credits. Requirements will vary depending on the project but will involve some combination of readings, oral reports, and written work. A maximum of four credits of independent studies may be applied toward the major in Gender and Sexuality Studies and three credits toward the minor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GESS 4930 Special Topics (3,4)
An in-depth examination of a particular topic relevant to gender and sexuality studies. Topics for discussion focus on a theme or question that is best understood within an interdisciplinary framework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GESS 4931 Special Topics Gender Studies (3)

GESS 4940 Gender & Sexuality Theory I (3,4)
This course is the first in a sequence of two courses (see GESS 4/6950) on feminist and queer theory. The primary goals of this course are 1) to provide an introduction to early feminist theories of patriarchy, women's oppression, and gender inequality, 2) map the emergence of subsequent theories of the social construction of gender and gender difference including the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality, and 3) identify how intersectional, postmodern, and queer thinkers enter into dialogue with and critique early feminist theorizing. Course may be repeated up to unlimited credit hours. Prerequisite(s): GESS 3500.

Prerequisite(s): GESS 3500.

Maximum Hours: 99

GESS 4950 Gender & Sexuality Theory II (3,4)
This course is the second in a sequence of two courses on feminist and queer theory. The primary goals of this course are 1) to map the expansion of feminist and queer theory in recent decades, 2) critically engage with theories of gender, sexuality, race, and class to gain understanding of inequality and social change.

Prerequisite(s): GESS 4940*.
* May be taken concurrently.

GESS 4990 Honors Thesis (3)
Honors Thesis.

GESS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): GESS 4990.

GESS 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

GESS 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GESS 6940 Gender & Sexuality Theory I (3)
This course is an advanced seminar in feminist and gender theory. The primary focus is critical engagement with social, political, and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on gender difference and inequality, substantial time will be spent on theories of how gender is implicated in and supported by other forms of inequality such as sexuality, race, ethnicity, and class.

GESS 6950 Adv Sexualty & Queer Theory II (3)
This course is the second in a sequence of two courses on feminist and queer theory. The primary goals of this course are 1) to map the expansion of feminist and queer theory in recent decades, 2) critically engage with theories of gender, sexuality, race, and class to gain understanding of inequality and social change.

Prerequisite(s): GESS 6940.

General Legal Studies (GLSP)

GLSP 1940 Transfer Coursework (0-4)

Maximum Hours: 99

GLSP 2010 Intro to the Legal System (3)
Through lectures and practical exercises, students to examine the American legal system, including both civil and common law, focusing upon the role of the paralegal; master skills in vocabulary, interviewing and investigation, law office administration, legal document drafting, and litigation support; and recognize and apply principles of legal and professional ethics. Note: Satisfies one Social Science requirement for School of Professional Advancement majors. credit hours: 3

Prerequisite(s): ENGL 1010.

GLSP 2940 Transfer Coursework (0-4)

Maximum Hours: 99

GLSP 3020 Legal Research I (3)
Through lectures and hands-on exercises, students master efficient, effective legal research strategies for use in the law school library and on Westlaw and other online and print resources; and then analyze and compile research results in legal memoranda.

Prerequisite(s): ENGL 1010.

GLSP 3030 Legal Writing I (3)
Building upon the research and analytical skills developed in GLSP 3020 - Legal Research, students complete written assignments and practical exercises, drafting motions, pleadings, correspondence, and other legal documents.

Prerequisite(s): GLSP 3020 and 2010.

GLSP 3050 Litigation I (3)
Through lectures and practical exercises, students explore litigation in the U.S. federal and state courts, including both the civil and common law systems; recognize and apply terminology; analyze jurisdiction and venue; perform client interviews and investigations; draft initial pleadings, motions, memoranda, and discovery documents; evaluate and plan for motion practice; and develop skills in calendaring, file management, document production, depositions, and other aspects of discovery. credit hours: 3

Prerequisite(s): ENGL 1010 and GLSP 2010*.
* May be taken concurrently.

GLSP 3060 Litigation II (3)
Building upon the knowledge and skills developed in GLSP 3050 - Litigation I, students examine the U.S. state and federal court systems in greater depth, using the theory-of-the-case approach to assess the procedural, evidentiary, and substantive rules governing civil litigation; and develop skills in legal analysis, critical thinking, formal and informal advocacy, legal writing, rules of evidence, investigative techniques, post-trial rules and procedures. Lectures are supplemented with practical exercises in the drafting of effective pleadings, motions, memoranda, and discovery documents. credit hours: 3

Prerequisite(s): GLSP 3050 and 2010.

GLSP 3070 Legal Technology I (3)
Through hands-on exercises and tutorials created by the National Society for Legal Technology (NSLT)®, and Relativity®, students develop skills and knowledge in the use of the software applications and methods that law offices use to support litigation and transactional practices, perform discovery and e-discovery, due diligence, case management, time-keeping, billing, and other vital law office functions. Students also have the option of pursuing NSLT Certification.

Prerequisite(s): ENGL 1010.

GLSP 4010 Busn & Corporate Practice (3)
Through lectures and practical exercises, students examine the laws governing various business organizations and relationships, including sole proprietorships, agencies, partnerships, corporations; assess the responsibilities of businesses toward their consumers; evaluate the requirements, rights, and obligations that contracts create; evaluate the consequences of willful and negligent acts; and identify the role of the paralegal in successful corporate and business transactions. Cross-listed with BSLS 3400 – Legal Aspects of Business (online) Credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4030 Louisiana Succession Practice (3)
Through lectures and practical exercises, students explore Louisiana's substantive law of successions and donations and the role of the paralegal within a successions practice; master the drafting of simple wills and the pleadings necessary to probate wills, appoint executors, pay estate debts, sell or lease estate property, and transfer possession of inheritance to heirs; identify and perform the actions necessary to estate administration, including collection, legal description, appraisal of assets, and preparation of documents to transfer estate assets; and preparation and filing of Louisiana Inheritance Tax and Federal Estate Tax Returns.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4040 Real Property Practice (3)
Through lectures and practical exercises, students examine the laws governing real property and the tenets of real estate practice, including the role of the paralegal in real estate transactions; retrieving and compiling property information; performing title searches; preparing preliminary abstracts and opinions of title, mortgages and transfer of ownership; requisitioning deeds and leases; and other functions associated with real estate negotiations and closings. Cross-listed with BSLS 2500 – Principles & Practices of Real Estate. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4050 Family Law (3)
Through lectures and practical exercises, students in this online class analyze current and projected issues in family law; evaluate the role of the paralegal in disputes arising from marriage, children, and property; identify and apply the components of effective client interviews; analyze child support obligations; prepare pleadings for dissolution, support, and division of property; prepare cases for trial; supervise case progress; draft property settlements; trace assets; and perform other related functions. credit hours: 3 Note: Satisfies one Social Science requirement for School of Professional Advancement majors.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4060 Advanced Discovery and Evidence (3)
Through lectures, case law, exercises in the use of legal technology, and practical case studies, students will identify the types of electronically stored information that are subject to discovery; draft and assess the effective use of preservation notices; draft effective discovery requests to obtain information; distinguish between document management and spoliation; analyze key cases illustrating recent developments in evidentiary laws; draft pre-trial motions, including motions in limine; evaluate cases involving late disclosure of evidence; and examine the ethical issues surrounding discovery and admissibility of evidence in the 21st century. credit hours: 3

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3050 or GLSP 3050) and (PARA 3060 or GLSP 3060).

GLSP 4070 Immigration Law Practice (3)
Through practical exercises and online discussions, students in this online course explore the development and enforcement of immigration law in the U.S., based upon the Constitution, federal laws, and social policies; identify the social institutions involved in immigration; and evaluate the administration of immigration benefits, including determination of citizenship, naturalization, and other types of immigration status. credit hours: 3 Notes: Satisfies one Social Science requirement for School of Professional Advancement majors.

Prerequisite(s): ENGL 1010.

GLSP 4080 Criminal Law (3)
Through lectures and practical exercises, students explore the practice of criminal law, including criminal procedure and court rules, prosecutorial functions, probation, juvenile courts, mental commitment procedures, bail, and sentencing; and develop the skills necessary to perform investigations, discovery, alternative dispositions, and trial preparation. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4090 Administrative Practice (3)
Through lectures and practical exercises, students examine the U.S. governmental agencies that promulgate and enforce the rules through which state and federal statutes have practical application; identify and analyze applicable rules; investigate facts, draft responses, and inquiries; submit requests under the Freedom of Information Act; review agency files, and perform other paralegal functions. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4100 Legal Technology II (3)
Through lectures and hands-on exercises, students define the paralegal's role in the organization and efficient operation of law offices, examining key administrative functions, including accounting and billing procedures; hiring, scheduling, and managing non-attorney personnel; operating information storage and retrieval systems; maintaining office equipment; fostering client relations; and fulfilling other administrative needs. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4120 Admiralty Practice (3)
Through lectures, case law readings, and practical exercises, students examine the substantive laws governing maritime matters, as applied through federal and state regulations; identify issues arising from marine insurance, personal injury rights and liabilities, salvage, ship mortgages, and domestic and foreign towage regulations; and draft bills of lading, limitations of liability, and other documents. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4140 Oil and Gas Law (3)
Through lectures and practical exercises, students analyze the state and federal laws governing the fossil fuel industry and other forms of regulated energy, addressing drilling, storage, transportation, and environmental and societal impacts, with a focus upon the role of the paralegal in the litigation, transactional, and regulatory matters that arise under energy laws.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4150 Commercial Law (3)
Through lectures and practical exercises, students evaluate the concepts, principles, and laws that govern business transactions; examine the role of the paralegal in the drafting, execution, and enforcement of contracts, mortgages, pledge assignments, and other security devices; explore the allocation of liability; identify legal procedures for enforcement and collection; and develop the professional skills and judgment necessary to function ethically and successfully in a commercial practice. Cross-listed with BSLS 3450 – Commercial Law. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 or 3070.

GLSP 4160 Interviewing & Investigation (3)
Through lectures and practical exercises, students learn principles, methods, techniques for identifying, obtaining, documenting, and disseminating information in civil and criminal actions; and develop the interviewing skills necessary to communicate effectively while avoiding ethical pitfalls. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4180 Bankruptcy Practice (3)
Through practical exercises and online discussions, students in this online course explore the U.S. Bankruptcy system, including the development of the U.S. Bankruptcy Code, Federal Rules of Bankruptcy Procedure, the Bankruptcy Court, and the U.S. Trustee system. Assignments focus upon the practical role of the paralegal in cases arising under Chapter 7, Chapter 13, and Chapter 11 of the Bankruptcy Code, including the drafting of pleadings and use of the electronic filing system; and ethical issues, such as a debtor's right to a fresh start versus a creditor's right to a meaningful distribution. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4190 Legal Ethics (3)
Through practical exercises, lectures, discussions, and visual media, students examine the professional and ethical dilemmas legal professionals face and compare the ethical rules and professional standards developed by the American Bar Association, adopted by Louisiana, and presented as guidelines by the two major paralegal associations. Notes: Satisfies one Humanities course requirement for School of Professional Advancement majors. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4200 Legal Research & Writing II (3)
This course builds upon skills acquired in GLSP 3020 – Legal Research and GLSP 3030 – Legal Writing I. Through lectures, practical legal research assignments, case studies, and hands-on exercises, students will compare and evaluate primary and secondary sources, legislative history research, administrative law research, practice materials, and specialized topical resources research sources; distinguish and apply legal citation forms; and synthesize the steps for researching specific legal issues to formulate arguments. Students will draft and revise a variety of legal documents, including law office memoranda, briefs, and reports, and complete a project and oral presentation. credit hours: 3

Prerequisite(s): (GLSP 3030 or PARA 3030) and (GLSP 3020 or PARA 3020).

GLSP 4220 Insurance Law Practice (3)
In this asynchronous online course, students examine the state and federal laws governing the insurance industry and the legal actions arising under insurance contracts in Louisiana and other states. Through practical exercises and online discussions, students develop the skills to perform the tasks typically assigned to paralegals in the claims handling process, litigation defense, and case management; and identify the issues of ethics and professionalism that arise in insurance matters. credit hours: 3

Prerequisite(s): GLSP 3030, 3050 and 3060.

GLSP 4230 Pro Bono Practice (3)
Through lectures, on-site interviews, and practical exercises, students identify and evaluate the governmental and private agencies that provide free or low-cost legal services to lower-income persons and develop the skills required for the tasks typically assigned to paralegals in pro bono practice.

Prerequisite(s): GLSP 3030, 3050 and 3060.

GLSP 4240 Intellectual Prop & Entertain (3)
Through lectures and practical exercises, students examine the state and federal laws governing intellectual property, including trade secrets, patents, copyrights, and trademarks; evaluate the respective roles of lawyers and paralegals in researching, monitoring, enforcing, and otherwise maintaining intellectual property protection; and analyze intellectual property issues in the context of the mass media and entertainment industries. credit hours: 3

Prerequisite(s): GLSP 3030, 3050 and 3060.

GLSP 4250 Civil Rights Law (3)
Through lectures, case law, and drafting exercises, students will evaluate the historical development of race as an issue in the context of the American legal system; analyze the constitutional and statutory issues resulting from state and/or private interference with the rights of persons; compare the civil rights statutes that allow citizens to sue for violations of civil rights; Identify the competing visions of racial equality reflected in civil rights legislation, case law, and the concept of discrimination; evaluate the laws forbidding discrimination in education, voting, employment, and housing; investigate methods by which power and social reform may be exercised through the law; and evaluate the conflicts between the protections afforded to citizens and the doctrines protecting police officers in performance of their official functions. credit hours: 3 Notes: Satisfies one Race and Inclusion course requirement for School of Professional Advancement majors.

Prerequisite(s): (GLSP 3030* or PARA 3030) and (GLSP 3050* or PARA 3050) and (GLSP 3060* or PARA 3060).
* May be taken concurrently.

GLSP 4280 Personal Injury - Malpractice (3)
Through practical exercises and online discussions, this online course addresses the prosecution and defense of personal injury and medical malpractice actions under tort and insurance laws, the Louisiana Medical Malpractice Act, and other applicable laws. Practical exercises develop the skills necessary for assisting in personal injury law practice, including organizing and maintaining files, drafting pleadings, obtaining, and summarizing medical records, performing factual investigations and other necessary functions. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4290 Medical Records Analysis (3)
Through lectures and hands-on exercises, students master the skills and substantive knowledge necessary to obtain, review, summarize, and prepare medical records for use as evidence in litigation.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4300 Louisiana Notary Law (3)
Through lectures and practical drafting exercises, students evaluate the laws governing Notary Publics in Louisiana, focusing upon duties and powers and the specific documents notaries may draft or authenticate in adoptions, emancipations, tutorships, interdictions, successions, wills, real estate transactions, mortgages, security interests, and other legal actions. credit hours: 3

Prerequisite(s): (GLSP 3030* or PARA 3030) and (GLSP 3060* or PARA 3060) and (GLSP 3070* or PARA 3070).
* May be taken concurrently.

GLSP 4310 Employment Law (3)
Through lectures and in-class discussions, students identify and investigate the state and federal laws governing employment in the U.S., focusing upon the disputes that may arise in the workplace. Practical exercises guide students in identifying and applying best practices for establishing, maintaining, and terminating the employment relationship; evaluating employment claims; and adhering to ethical practices. Cross-listed with BSLS 3390 – Employment & Labor Law (online). credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4320 Health Care Compliance (3)
Through lectures and practical exercises, students investigate the relationships action among insurance, physicians and their patients; evaluate the laws and principles governing medical records, bioethics, privacy and security; and medical ethics, and the healthcare industry as a whole; compare the state and federal laws creating Medicare, Medicaid, and other programs; and assess the role of the paralegal in law firms, governmental agencies, healthcare corporations, and other businesses in the healthcare industry.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4330 White Collar Crime (3)
Through lectures, reading assignments, and practical exercises, students break down applicable state and federal laws; examine the nature, investigation, and prosecution of white-collar crimes; compare the types of corporate, governmental, environmental, and economic crimes that arise; and assess their economic and sociological impacts. Practical exercises define the inter-related roles of prosecutors, defense attorneys, and paralegals in the investigation and prosecution of white-collar crimes. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4340 Social Security Disability Law (3)
Through lectures and practical exercises, students examine U.S. Social Security disability laws and legal actions, including the claims evaluation process, the claimant's right to representation, disability benefits for children, SSI benefits during the application process, proof of disability, and the duties and responsibilities of Administrative Law Judges (ALJs); and define the paralegal's role in preparing applications and assisting clients throughout the disability claims process.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4350 Law and Government in American Society (3)
Through practical exercises and online discussions, students in this online course examine the three branches of U.S. Government; assess the interplay between America's legal system and social structure; and analyze the impact of the legal system upon social, economic, and political relationships. Via interactive assignments, students analyze the functions of the federal and state courts and the availability of justice to citizens of varying socioeconomic means. Notes: Satisfies one Social Science and/or American Government course requirement for School of Professional Advancement majors.

Prerequisite(s): ENGL 1010.

GLSP 4370 Workers Compensation Law (3)
Through lectures and practical assignments, students analyze the history and structure of Workers Compensation Law; examine the hearings and appeals system, the nature and types of litigation arising from Workers Compensation claims, and define the role of the paralegal in assisting clients in submitting applications for Workers Compensation benefits and participating in other aspects of the claims process.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4380 Evidence Law (3)
Through lectures, practical exercises, and media, students examine the Federal Rules of Evidence and related common law rules and identify and analyze the underlying constitutional provisions and evolving caselaw governing the procurement, development, and admissibility of evidence in civil and criminal matters. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 5500 Selected Topics (3)
These upper-level General Legal Studies courses introduce new legal specialty courses to the curriculum. Topics are chosen based upon levels of legal activity, interest in practice areas, and new and evolving trends in law practice. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 5900 Gen Legal Studies Practicum (3)
General Legal Studies majors in or nearing their final semester of GLSP study may seek Director approval to register for the Practicum. This course includes both performance of a supervised 100-hour internship in a legal services office and a classroom component. Written assignments and lectures focus upon applying technical skills in the workplace, identifying, and resolving ethical and professional issues, enhancing career development, and other aspects of law office practice and employment. credit hours: 3

Prerequisite(s): GLSP 3030, 3060 and 3070.

German (GERM)

GERM 1010 Elementary German I (4)
Development of basic language skills (listening, reading, speaking, and writing) with particular emphasis on the active use of present-day German. Cultural exploration of the German-speaking countries.

GERM 1020 Elementary German II (4)
Continuation of GERM 101. Continues the development of basic language skills (listening, reading, speaking, and writing) with particular emphasis on the active use of present-day German. Further exploration of the German-speaking countries.

Prerequisite(s): minimum score of PASS in 'GERM 1020 Placement' or GERM 1010.

GERM 1120 Elem German Grammar Revw (4)
In place of GERM 1010 and GERM 1020. Accelerated development of basic language skills (listening, reading, speaking, and writing) with particular emphasis on the active use of present-day German. Cultural exploration of the German-speaking countries.

GERM 1190 Freshman Writing Seminar (4)
Freshman Writing Seminar on varying topics. Consult department for details.

GERM 1290 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 1470 German For Beginners (1-4)
An Introduction to the fundamentals of the German language.

GERM 1910 Independent Study (1-3)
Independent Study in German or German Studies.

Maximum Hours: 99

GERM 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

GERM 2030 Intermediate German (4)
Continues to develop proficiency in the four language skills (listening, reading, speaking, and writing) at the intermediate level. Further introduces students to contemporary German culture.

Prerequisite(s): GERM 1020 or minimum score of PASS in 'GERM 2030 Placement'.

GERM 2040 Intermed German II (4)
German 204 is the fourth semester of intermediate language study, following 203, and is the first required course for German majors and minors. Advanced practice in all discourse skills. Conducted entirely in German. Class discussion of readings, grammar review, composition, theatrical exercises. Student-driven communicative approach.

GERM 2390 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 2893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

GERM 2990 Foreign Language Exemption (0)

GERM 3030 Intro To Literature (3)
Conducted in German. An introduction to representative works of prose, drama, and poetry of the German-speaking world.

GERM 3040 Intro To Literature (3)
Conducted in German. An introduction to representative works of prose, drama, and poetry of the German-speaking world (follows GERM 3030).

GERM 3050 Advanced Grammar & Composition (3)
Course combines language acquisition with content-based instruction for varying topics. With respect to language learning, the course aims at reinforcing and expanding students' proficiency primarily in writing.

Prerequisite(s): minimum score of PASS in 'GERM 3050 Placement' or GERM 2030.

GERM 3160 Readings In German Literature (3)
Conducted in German. Reading of representative works of German prose, drama, and poetry. Designed to introduce the student to fundamentals of literary analysis and to strategies for enhanced reading comprehension.

Prerequisite(s): minimum score of PASS in 'GERM 3000 Level Placement' or GERM 3050.

GERM 3250 German Lang & Culture I (3)
Conducted in German. Survey of German history from its beginning through the Age of Enlightenment, with emphasis on cultural and social aspects unique to Germany. Significant emphasis on the continued development of linguistic skills.

Prerequisite(s): minimum score of PASS in 'GERM 3000 Level Placement' or GERM 3050.

GERM 3260 German Lang & Culture II (3)
Conducted in German. Survey of German history from the end of the 18th century to the present including a discussion of institutions and problems of contemporary German life and civilization. Significant emphasis on the continued development of linguistic skills.

Prerequisite(s): GERM 3050 or minimum score of PASS in 'GERM 3000 Level Placement'.

GERM 3270 German Literature & Culture 1871-present (3)
This course traces significant events and developments in Germany from its beginning as a nation to its reunification at the end of the Cold War. Through close examination and discussion of selected literary, documentary, and filmic texts.

Prerequisite(s): minimum score of PASS in 'GERM 3000 Level Placement' or GERM 3050.

GERM 3360 Translatn:Theory & Pract (3)
Proficiency in German required. Course introduces students to both practical and theoretical problems posed by translation in general and by English-German translation in particular. This class will learn by practicing translation and by reading theoretical texts about translation. Texts will include literature, news reports, and film subtitles.

GERM 3440 Representing Holocaust (3)
This course examines the Holocaust from various perspectives, disciplines, and media (including history, literature, and film) to investigate the conditions and limitations of representations of the Holocaust.

GERM 3510 Ger Cult & Civilization (3)
The emergence of art, music, and philosophy of the German-speaking peoples, primarily as reflected in their national literatures.

Course Limit: 99

GERM 3530 Rehearsing Revolution (3)
The course examines major turning points in German history. How have German writers represented political revolutions and social upheavals from the French Revolution, the weavers' revolt of 1844, to the peaceful revolution of 1989? Conversely, to what extent has literature, especially drama, had an impact on revolutionary events? Authors and theorists considered include such classics as Goethe, Schiller, Kleist, Büchner , Marx, Hannah Arendt, Brecht, Müller , and Weiss. Films by Riefenstahl, Fassbinder, and Becker.

GERM 3540 Marx, Nietzsche, & Freud (3)
Course introduces three philosophical revolutionaries who have exerted enormous influence on literature, philosophy, psychology, and politics. With its intellectual-historical approach, the course will examine key terms and analytical models in these thinkers as well as the intersection points among them.

GERM 3550 Germ Lit In Translation (3)
Subject varies and is announced each semester. Typically a study of literary movements, genres, individual authors, or themes, e.g., the treatment of the Faust theme in German literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 3560 The Devil's Pact (3)
The Devil's Pact in Literature, Film, Music.

GERM 3660 Love, Death & Sexuality (3)
The focus of this course will be the representation of love, death and sexuality in German culture from the Middle Ages to the Thirty Years War. Selected works of literature, music and art will be examined.

GERM 3670 Grimm: Devel German Fairy Tale (3)
This course will examine the Brothers Grimm and the classic fairy tales: their origins, development and later adaptations (and will include tales from other cultures and traditions as well).

GERM 3710 Intro To German Film (3)
This course explores the trajectory of German film from its Expressionist beginnings to the present. How do the narratives presented aid in understanding the specific historical, social, cultural, and political moments in which they were produced?

GERM 3720 Weimar Cinema (3)
This course traces the development of the filmic production of Weimar Germany, as well as its influence on classic and contemporary Hollywood film noir. Analyzing significant films from the era, we trace the stylistic, generic, and thematic trends.

GERM 3730 Nazi Cinema (3)
Nazi Cinema and Nazis in Cinema: Fascist Imaginary, Imagined Fascists.

GERM 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): GERM 3050.

Maximum Hours: 99

GERM 3910 Special Topics (3)
Special topics course as designed by visiting or permanent German faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

GERM 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

GERM 4250 Adv Comp Convr Phonetics (3)
Advanced Composition, Conversation, and Phonetics for advanced German students.

GERM 4400 Advanced Undergrad Sem (3)
Advanced Undergraduate Seminar on varying topics. For course description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4410 The German Novelle (3)
Study of Novellas by Goethe, Kleist, Arnim, E.T.A. Hoffmann, Gotthelf, Droste-Hü lshoff, Keller, Storm, Hauptmann, Hofmannsthal, Zweig, and Th. Mann, illustrating the historical development of the German Novella as a literary form.

GERM 4430 German Drama (3)
A study of the German dramatic tradition through close analysis of representative plays by such writers as Lessing, Schiller, Goethe, Kleist, Hebbel, Grillparzer, and Bü chner.

GERM 4490 Shorter Forms Ger Prose (3)
Shorter forms of German prose, including essays and short stories from different time periods

GERM 4710 Special Topics (3,4)
Special Topics in German Literature. Consult course schedule for current topic. Course may be repeated up to#unlimited credit hours.

Maximum Hours: 99

GERM 4720 Special Topics (3)
Special Topics in German. For description, consult department.

GERM 4800 Advanced Undergrad Sem (3)
Topics vary from year to year. Typically an intensive study of an individual writer, a limited genre, a literary movement or a thematic problem. The Experience of War; Germany's Roaring 1920s; German Culture after WW II; Youth and the German Nation; Post-1989 Literary and Visual Culture; Travels to Foreign Lands; Early Modern Maps and Images. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4801 Orient und Okzident: Interkulturelle Begegnungen Im Mittelalter Und Der Frühen Neuzeit (3)
This course will examine medieval and early modern travel accounts in the German-speaking world from ca. 1200-1800 CE. Using a blend of primary and secondary sources in literature (including journals, theater, poetry) and visual sources (maps, costume books, material objects) we will explore the concepts of “East” and “West” and the development of stereotypes in the representation of foreign peoples and places.

GERM 4810 Special Topics Germn Lit (3)
Special Topics in German Literature. Consult course schedule for current topic. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4820 Special Topics Germn Lit (3)
Special Topics in German literature. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4910 Independent Study (1-3)
An independent research project in any advanced area of German language, literature or culture. Open to superior students with the approval of the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4920 Independent Study (1-3)
An independent research project in any advanced area of German language, literature or culture. Open to superior students with the approval of the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 4990 Honors Thesis (3)
Research and writing in conjunction with Honors Thesis (first semester).

GERM 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): GERM 4990.

GERM 5190 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

GERM 6030 Survey of German Lit I (3)
Literary documents from the Middle Ages through the 17th century. Selected readings and study of early literary movements.

GERM 6040 Survey of German Lit II (3)
Readings and study of literary history from the Enlightenment to the present day.

GERM 6150 Studies In 19th Cen Lit. (3)
Topic varies and is announced each semester. Study of a genre, a literary movement, or an author.

GERM 6180 Age of Goethe & Schiller (3)
The literature of German classicism.

GERM 6400 Advanced Undergrad Sem (3)
Advanced Undergraduate Seminar on varying topics. For course description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 6800 Advanced Undergraduate Seminar (3-4)
See GERM 4800 for description. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 6910 Independent Study (3)
Open to superior students with the approval of the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

GERM 7001 German for Graduate Students (0)
Limited to graduate level students in the School of Liberal Arts. The course is designed for graduate students who want to learn how to read German at an advanced level. The course will train students in a set of tools that allow them to read German journalistic and academic prose. No prior knowledge of German is required. The only prerequisite is complete competence in English grammar and syntax.

GERM 7030 Seminar (3)
Graduate seminar on varying topics. For course description, consult department.

GERM 7130 Old High German (3)
Graduate course on Old High German, with emphasis on the history of the German language.

GERM 7190 Reformation & Ren Lit (3)
Graduate seminar on the Reformation and on German Renaissance Literature.

GERM 7980 Research (1-6)
Graduate-level research in German. For description, consult department.

GERM 7990 Research (1-6)
Graduate-level research in German. For description, consult department.

GERM 9980 Masters Research (0)
Masters Research for M.A. candidates. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GERM 9990 Dissertation Research (0)
Dissertation Research for Ph.D. candidates. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Global Business (GMBA)

GMBA 7110 International Leadership & Teambuilding (3)
This course concerns leadership and team development in multi-cultural settings. Leadership is analyzed in terms of personal characteristics of effective leaders. What are the qualities that great leaders possess? How can we develop those qualities in ourselves and in others? Are there cultural differences in leadership? Leadership is also examined from a functional point of view. What are the most important functions of a leader in an organization? What are the best ways for accomplishing those functions? Special attention is paid to decision making and strategic change. The course also covers team performance. How should we form teams? What are the factors that influence team effectiveness? When do teams realize synergies from differences that exist between members? How can a leader foster team effectiveness?

GMBA 7120 Intl. Lead., Ethics, & Teambui (3)

GMBA 7210 Global Environment of Business (3)
This course provides a basis for understanding the international business environment and the mode of entry to foreign markets. The course is organized around three major topics: (1) The differences in the business environment across nations from a social, cultural, and political perspective as well as the effect of business context on managerial decisions, (2) The methodology to select foreign markets for a firm's expansion, and (3) Foreign market entry strategies and management implications of operating overseas. We will also explore the challenges of today's changing world.

GMBA 7220 Strategy for Emerging Markets (3)

GMBA 7310 Global Strategy & Competition (3)
This course focuses on two main objectives: (1) understanding the patterns of global competition in a given industry, the forces pushing toward globalization, how they affect the players, and the factors underpinning the success of global competitors in the industry; and (2) examining the ways to design a strategy for competing efficiently in global markets, how to redesign the value chain of the firm across the globe, and how to successfully enter foreign markets. Although "global" in design, methods and concepts taught, the course will have a "European touch" (textbook, cases selected and lectures dedicated to Europe).

GMBA 7400 Entrepreneurship and Business Venture (3)
This course is designed to help students develop insights on what it takes to be a successful entrepreneur. Entrepreneurship can be defined as the discovery, enactment, and pursuit of new business opportunities. Students will learn how all the major functions of a business come together in a new venture. Discussion will include how to generate new ideas, recognize opportunities, form a venture team, evaluate opportunities, and design a firm to bring the ideas to life.

GMBA 7410 International Entrepreneurship (3)
This course utilizes the knowledge and skills obtained in the MBA program to help students identify an opportunity, start up, and run a new business venture in an international environment. It gives students the opportunity to apply these skills by developing a new venture opportunity project in which participants will identify a promising international opportunity, gather evidence to examine the feasibility of the idea, and develop a mini plan to capture the opportunity.

GMBA 7420 Global Negotiations (3)
This course provides students with theories, models, and especially skills required to negotiate effectively in a global environment. The course will consider various theories of cultural differences, emphasizing differences in values and communication styles. It will also cover basic notions of negotiations including strategies and tactics for both distributive and integrative bargaining situations. Negotiation situations will go from simple prisoner dilemma games to complex negotiations requiring coalitions. Students will engage in many negotiations with counterparts from their country, and with counterparts from different countries, and all will participate in critiquing the negotiations and providing feedback.

GMBA 7430 Entrepreneurial Finance (3)
This class encompasses the fundamental financial knowledge and skills necessary for entrepreneurs to successfully manage their business from start up through sale of the company or an initial public offering. The student will learn to employ financial tools to evaluate business performance, forecast future expected results, and make business decisions. The student will also be able to demonstrate an understanding of the process of raising capital from early stage and later stage investors. This course is composed of several modules of entrepreneurial finance. In each section, the student will have access to lectures, lecture slides, recorded interviews, financial models and templates, and articles pertaining to the topics of the course.

GMBA 7440 Healthcare in Cent America (3)

GMBA 7500 Bus Modeling and Marketing (3)

GMBA 7510 International Finance (3)
International Finance is the sub-area of finance that studies corporations' international investment decisions concerning real and financial assets. This course is intended for participants who wish to learn modern multinational financial management concepts and theories. International Finance gives participants a solid theoretical and practical background that serves to understand better (1) the potential benefits and risks that a Multinational Corporation (MNC) faces when operating globally and (2) the specifics of corporate finance and corporate governance in a global context, including the effect of dealing with different currencies.

GMBA 7610 Global Supply Chains (3)
This course provides an introduction to global operations and supply chain concepts, tools, and strategies. The teaching methodology will consist primarily of the case method and will be complemented by readings and lectures. Students will be expected to prepare case write-ups individually and as members of teams. Cases will be selected to illustrate the challenges and opportunities of operating in international markets in Europe and the Americas.

GMBA 7710 International Marketing (3)
This course covers a broad range of topics related to global marketing. The course begins with a review of important market concepts and a discussion of the implications an international setting has on these core concepts. Building on that, the course addresses the challenges that firms face across the different stages of their international expansion efforts, from the initial steps of international firm expansion to the complexity of organizing a truly global marketing effort that orchestrates activities across multiple countries. The course is organized around four topics. First, international marketing in the early stages of firm international expansion. This entails analyzing and understanding the factors in the business environment (e.g., culture, politics, and legal issues) that affect marketing decisions. Second, the role of marketing research for detecting marketing opportunities, specifically as it relates to growth while accounting for differences across markets. A market selection method will be explored during this session and marketing entry strategies will be discussed. Third, explore the dilemma of adaptation vs. standardization. In other words, should a marketing program be customized (adapted) based on differences between specific countries, or should it be standardized across international markets? The fourth and final topic deals with the global marketing program. Specifically, it discusses how to plan, organize, and implement a global marketing operation that orchestrates marketing activities across multiple countries.

GMBA 7720 New Venture Creation (3)
This course is designed to help participants develop insights on what it takes to be a successful entrepreneur. Our focus will be on entrepreneurial opportunity identification, evaluation, and new business venture creation. Some of the questions that will be addressed are: Where do high potential business ideas come from? How can a mediocre idea be improved to be a good opportunity? How to build a founding team for a new venture? How to develop customers for a new business? How to decide what external financing option is more appropriate at different stages of development? How to scale-up a venture? Why the founder-CEO succession could be crucial for a venture's growth.

GMBA 7730 Negotiations (3)
This course addresses the theoretical foundations and practical skills used in resolving differences and negotiating mutually satisfying outcomes. Students develop skills through simulated negotiations in a variety of contexts. Class topics include the nature of negotiations, different negotiating styles, distributive versus integrative bargaining, repeated negotiations, and multi-party bargaining. Self-reflection and giving and receiving feedback are key aspects in developing negotiation skills.

GMBA 7740 Cross-Cultural Managemnt (3)

GMBA 7750 Intl Business Management (1-4)

GMBA 7760 Global Consulting (4)
This course aims to prepare students for internal and external management consulting positions in the global environment. Topics include industry analysis, consulting skills development, consultant-client relationships, stages of consulting (contracting, data collection and diagnosis, feedback and the decision to act, developing client commitment, implementation, results, and accountability), ethics of consulting, differences between internal and external consulting, understanding resistance, managing meetings, project management, and management of consulting firms.

GMBA 7950 Independent Study (1-4)

GMBA 7960 Global Business Project (0-3)
This course is designed to integrate and summarize Global MBA coursework. The material of this course is developed at an advanced Global MBA level with the goal of utilizing the collective experience of the graduate students to enhance the learning experience. The course uses the Business Strategy Game (BSG), a global simulation where the focus is on competitive global business strategy. Through this online simulation, teams of students run an athletic footwear company in head-to-head competition against companies run by other class members.

Global Development (GDEV)

GDEV 9990 Dissertation Research (0)
Research topics for Global Development PhD students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Global Finance (GFIN)

GFIN 7010 Corporate Finance (3)
Corporate Finance is a graduate course designed to cover the learning needs of participants who must manage the concepts and theories of modern corporate finance. During the sessions, we will discuss different topics related to corporate financial management that directly affect the value of a corporation, among them: (1) the intrinsic relationship between risk and return, (2) modeling project and corporate valuation, (3) identifying the determinants of the cost of capital, capital structure policy, and dividend policy, and (4) issues in raising new capital and short-term financial management. The ultimate goal is that you get a clear understanding how the concepts are applied by a corporate CFO.

GFIN 7020 Intl Financial Managemnt (1-3)

GFIN 7030 Investments (3)
This course will focus on the fundamental principles of risk and return, as they relate to equities and portfolios. Students will learn about financial decision-making from the perspective of an investor and/or a portfolio manager. We will start with a rigorous development of modern portfolio theory and how it leads to the development of both the Capital Asset Pricing Model and some multifactor pricing models. From there, we will study a variety of topics such as Market Indexes, Professional Asset Management, and Market Efficiency.

GFIN 7040 Fixed Income Analytics (3)
This course is designed to familiarize students with fixed income securities, as well as contemporary models and techniques used to price and hedge them. This course will cover: (1) Fixed income markets, instruments, and derivatives (including swaps), (2) Fixed income analytics (such as yield, duration, and convexity), (3) Models of the term structure, (4) Analytical models (single and multi-factor), and (5) Credit Risk: Structured products and credit derivatives.

GFIN 7050 Options, Futures & Derivatives (3)
This course covers the pricing and use of derivative securities, including forward contracts, swaps, futures, and options. The course emphasizes the role of derivatives in managing risks.

GFIN 7060 Valuation & Financing Enterprises (3)
This course analyzes the concepts and theories of valuation. The course builds on the core finance topics covered in fundamental finance and covers a wide range of topics related to valuation.

GFIN 7110 Financial Institutes & Markets (3)

GFIN 7120 Cases in Financial Management (3)

GFIN 7130 Financial Law & Regulation (3)

GFIN 7140 Portfolio Management (3)
This course covers the theoretical and practical frameworks to understand portfolio management. The course will present portfolio management as a dynamic process involving several non-linear stages: development of the investment policy statement–a general framework with explicit objectives and constraints; formulation of expectations about capital markets returns; define the strategic and the tactical asset allocation; execution of portfolio decisions; monitoring and portfolio rebalancing; measurement–performance, attribution, and appraisal.

GFIN 7660 Risk Management (3)
This course includes the key elements of classic corporate risk management and covers the pricing and use of derivative securities to manage corporate risk. Applications of the use of derivative securities to manage risk will have an emphasis on the use of derivative securities to manage the corporate risk of financial institutions. Business cases and simulations reinforce key concepts and focus on the practical application of risk management tools. Topics will include Value-at risk (VaR), sensitivity analysis (and its connection to regulatory capital requirements), stress testing, and credit risk management. Students will complete an empirical project that will include a VaR Analysis Report utilizing stress testing.

Greek (GREK)

GREK 1010 Elementary Greek (4)
The study of ancient Greek language offers students an exciting opportunity to gain a nuanced sense of how language works as well as develop the skills to read Homer, Plato, the New Testament, etc. without the filter of translation. Designed to get students reading Attic Greek with facility, this course follows a grammar-based approach that moves students from learning the alphabet to reading real Greek as quickly as possible. This course requires no language background.

GREK 1020 Intermediate Greek (4)
This course is a continuation of GREK 1010 in which students will continue to acquire greater facility in reading unabridged passages of ancient Greek.

Prerequisite(s): minimum score of PASS in 'GREK 1020 Placement' or GREK 1010.

GREK 1290 Semester Abroad (1-20)
Study abroad course in ancient Greek language. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

GREK 2030 Attic Prose (4)
This course focuses on reading selections from a range of prose authors, e.g., Plato, Herodotus, Xenophon. In addition to improving their proficiency in reading Greek, students develop further familiarity with prose styles and begin to acquire skills in literary, historical, or philosophical analysis.

Prerequisite(s): minimum score of PASS in 'GREK 2030 Placement' or GREK 1020.

GREK 2390 Semester Abroad (1-20)
Study abroad in ancient Greek language. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

GREK 3070 Select Authors (3)
This course focuses on reading selections from a range of authors in prose and/or poetry. In addition to improving their proficiency in reading Greek, students develop further familiarity with prose styles and begin to acquire skills in literary, historical, or philosophical analysis. Course may be repeated 2 times for credit.

Prerequisite(s): GREK 2030.
Course Limit: 2

GREK 3910 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 3920 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

GREK 4030 Greek Tragedy (3)
This course offers students the opportunity to study Athenian tragedy through an in-depth study of the work of Aeschylus, Sophocles, and/or Euripides. Seminars will usually focus on a single author and work, but in some instances will investigate important themes across multiple works to give students a nuanced understanding of Athenian tragedy in comparative perspective. Course may be repeated unlimited times for credit.

Course Limit: 99

GREK 4040 Greek Comedy (3)
Comedy of the fifth century B.C.E., known as Old Comedy, focused on political issues, while Greek comedy of the fourth century B.C.E., known as New Comedy, focused on domestic entanglements. Eleven plays of Aristophanes survive from Old Comedy, and large fragments of seven plays by Menander survive from New Comedy. Students will study one or more of these plays at the discretion of the instructor. Course may be repeated up to unlimited credit hours.

Course Limit: 99

GREK 4050 Plato (3)
In this course students will study one or more works of Plato to gain a sense of his style and argumentation, as well as his place in ancient literary, cultural, political, and/or philosophical traditions. Work(s) read will be chosen at the discretion of the instructor. Course may be repeated up to unlimited credit hours.

Course Limit: 99

GREK 4060 Greek Historians (3)
This course offers students an in-depth study of one or more major figures in the Greek historiographical tradition, e.g., Herodotus, Thucydides, Xenophon. Course may be repeated up to unlimited credit hours.

Course Limit: 99

GREK 4070 Greek Lyric Poetry (3)
Greek Lyric includes a wide range of non-hexameter poetry composed throughout the ancient Greek world in a variety of genres and dialects from the 7th century onward. This category of poetry includes laments and celebrations for every occasion from war to love. Major authors include Alcman, Sappho, Theognis, Solon, and Pindar. Course may be repeated up to unlimited credit hours.

Course Limit: 99

GREK 4080 Greek Orators (3)
Greek orators of the fifth and fourth centuries B.C.E. wrote speeches for the law courts, for political assemblies, and for display. Readings for this course will be selected from the speeches of Gorgias, Antiphon, Andocides, Lysias, Isokrates, Demosthenes and Aischines. Course may be repeated up to unlimited credit hours.

Course Limit: 99

GREK 4090 Greek Epic Poetry (3)
Readings in Greek epic poetry, typically Homer or Hesiod, but other authors may be included, depending upon the desires and needs of the students enrolled. Course may be repeated up to unlimited credit hours.

Course Limit: 99

GREK 4110 Special Authors (3)
Readings from ancient Greek authors not covered in other courses. Course may be repeated up to unlimited credit hours.

Prerequisite(s): GREK 2030.
Course Limit: 99

GREK 4910 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): GREK 2030.

Maximum Hours: 99

GREK 4920 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 4990 Honors Thesis (3)
Course reserved for students writing an honors thesis for a major in Greek. Requires approval of the department and an appropriate faculty director.

Prerequisite(s): GREK 2030.

GREK 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): GREK 4990.

GREK 5190 Semester Abroad (1-20)
Study abroad course in ancient Greek language. Requires department approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 5370 Washington Semester (1-20)
For transfer of credit. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 5380 Junior Year Abroad (1-20)
Study abroad course in ancient Greek language. Requires department approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 5390 Junior Year Abroad (1-20)
Study abroad course in ancient Greek language. Requires department approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

GREK 6030 Greek Tragedy (3)
This course offers students the opportunity to study Athenian tragedy through an in-depth study of the work of Aeschylus, Sophocles, and/or Euripides. Seminars will usually focus on a single author and work, but in some instances will investigate important themes across multiple works to give students a nuanced understanding of Athenian tragedy in comparative perspective. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 6040 Greek Comedy (3)
Comedy of the fifth century B.C.E., known as Old Comedy, focused on political issues, while Greek comedy of the fourth century B.C.E., known as New Comedy, focused on domestic entanglements. Eleven plays of Aristophanes survive from Old Comedy, and large fragements of seven plays by Menander survive from New Comedy. Several comedies of Aristophanes and selected fragments of Menander will be read in this course in the original Greek. Course may be repeated unlimited times for credit.

Course Limit: 99

GREK 6050 Plato (3)
In this course students will study one or more works of Plato to gain a sense of his style and argumentation, as well as his place in ancient literary, cultural, political, and/or philosophical traditions. Work(s) read will be chosen at the discretion of the instructor. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 6060 Greek Historians (3)
This course offers students an in-depth study of one or more major figures in the Greek historiographical tradition, e.g., Herodotus, Thucydides, Xenophon. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 6070 Greek Lyric Poetry (3)
Greek Lyric includes a wide range of non-hexameter poetry composed throughout the ancient Greek world in a variety of genres and dialects from the 7th century onward. This category of poetry includes laments and celebrations for every occasion from war to love. Major authors include Alcman, Sappho, Theognis, Solon, and Pindar. Course may be repeated unlimited times for credit.

Course Limit: 99

GREK 6080 Greek Orators (3)
Greek orators of the fifth and fourth centuries B.C.E. wrote speeches for the law courts, for political assemblies, and for display. Readings for this course will be selected from the speeches of Gorgias, Antiphon, Andocides, Lysias, Isokrates, Demosthenes, and Aischines. Course may be repeated unlimited times for credit.

Course Limit: 99

GREK 6090 Greek Epic Poetry (3)
Greek Epic originated in the archaic period and is the oldest surviving Greek poetry (e.g., Homer, Hesiod, and the Homeric Hymns). It remained one of the most influential genres through to the Byzantine period. Students in this seminar will investigate the epic tradition through the careful study of one or more text. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

GREK 6110 Special Authors (3)
Readings from ancient Greek authors not covered in other courses. Course may be repeated up to unlimited credit hours.

Prerequisite(s): GREK 2030.

Maximum Hours: 99

GREK 6910 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

Prerequisite(s): GREK 2030.

GREK 6920 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor.

GREK 7040 Selected Readings (1-9)
Students wishing to maintain and improve their skill in reading Greek may enroll in a reading course for up to nine credits. Requires Graduate Student Status, departmental approval, and an appropriate faculty supervisor.

GREK 9980 Masters Research (0)
Course reserved for students writing a thesis for the Master's degree in ancient Greek. Requires approval of the department and an appropriate faculty director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Haitian Creole (HACR)

HACR 1010 Elementary Haitian Creole I (4)
Designed for students with little or no knowledge of Haitian Creole, this class introduces students to the language and the culture of the creole speech community of the francophone Caribbean region, with emphasis on the Haitian speech community. Students will acquire competencies in Haitian Creole that prepare them for more advanced studies in Haitian language and culture. The course emphasizes the development of multiple language skills (listening, speaking, reading, writing, as well as interacting).

HACR 1020 Elementary Haitian Creole II (4)
This class is intended for students who have taken HACR 1010 (Elementary Haitian Creole I) or who have already acquired competencies in Haitian Creole (e.g. high school, junior college, or exposure to Creole at home or abroad). Students will be exposed to more complex linguistic forms and longer texts. They will develop skills to participate in conversation related to real events in Haiti, and they will improve their ability to work on longer writing assignments. Communicative contexts and grammatical guides are introduced in class through a variety of activities, and acquisition is reinforced by interactive use of new structures and vocabulary.

Prerequisite(s): HACR 1010.

HACR 2030 Intermediate Haitian Creole (4)
This class is designed for students who have already taken two semesters of Haitian Creole or who have been exposed to the language. The main objective is to develop ease, fluidity, and efficiency in oral and written expression. Emphasis is put on reading, writing, listening, speaking, and interacting. The class will provide a broad introduction to Haitian culture and literature through the study of excerpts from novels, poems, and songs. We will review and deepen selected grammatical structures in close coordination with topics and activities taught in class.

Prerequisite(s): HACR 1020.

HACR 2810 Special Projects (3)
This course will provide students with a broader knowledge of Haitian language and culture. Emphasis will be placed on research, essays, and discussion.

HACR 2820 Special Projects (3)
This course will provide students with a broader knowledge of Haitian language and culture. Emphasis will be placed on research, essays, and discussion.

Health Policy & Management (HPAM)

HPAM 6050 Health Systems Concepts (3)
This course introduces students to the historical development, current structure, operation, and future direction of the U.S. health care system. The primary topics include public health activity and health care delivery systems, the factors that determine allocation of health care resources, and the relationship of health care costs to benefits. Students learn to assess organized efforts to influence health delivery and policy formulation, the impact of these efforts on leaders of health care organizations, and the role of societal values and individual behaviors on health system performance, reform efforts, and the health status of our population. Class time is devoted to open discussion of these complex and value-laden issues.

HPAM 6140 Leadership for Clinical Improvement (3)
The course offers students the knowledge, skills, and personal mastery tools that are a prerequisite to assuming leadership positions in the delivery of health services that improve the health status of the individuals and populations. Building on the perspective of clinical education and practice, the student begins his or her leadership journey, integrating and implementing the key structures and processes leading to clinical process improvement and the improvement of health outcomes. By grounding fundamental principles of organizational learning in experimental activities, this course enhances the student's mastery of the core competencies: setting direction, enrolling participation, quality measurement and improvement, personal and team learning, effective health care design, clinical change and organizational design.

HPAM 6170 Quality Management in Health Care (3)
This course introduces students to the concept of continuous process improvement and to the discipline of healthcare quality management. This practical course also introduces the tools to examine, evaluate, and implement the key structures and processes of quality management programs in health care organizations. An integrative approach to improvement and organizational learning is taken, combining topics and methods from diverse improvement approaches in the development of an organization-wide commitment to continuous improvement. Through case analysis and experiential learning, the course emphasizes practical applications that prepare the participants to use the theory and techniques of quality management in situations with complex clinical and managerial implications. Course topics include measurement systems, quality improvement tools, and the design of programs for change management.

HPAM 6200 Intro to Healthcare Analytics (3)
Vast amounts of diagnostic, procedural, pharmacy, administrative and financial data are collated and generated within the health care system. To support the financial health, operational efficiency and quality of care, stakeholders must transform this data into actionable information to support decision-making. Students in this introductory graduate-level course will utilize industry standard analytical tools, particularly Microsoft Excel© to analyze large institutional data commonly found in health care.

HPAM 6210 Health Law and Regulation (3)
This course is a graduate-level course that introduces students to a wide range of topics in the area of health law and regulation including a number of relevant statutes. Students learn to recognize potential legal problems in various health care settings, identify the issues and rights that are implicated, and propose solutions or plans of action. They also learn to differentiate between legal problems and problems which can more appropriately be solved in other ways. There is an emphasis on formulating analyses clearly, both orally and in writing.

HPAM 6300 Data Visualization and Communication (3)
Health organizations increasingly rely on data-driven decisions, requiring students to analyze and communicate pertinent information to inform stakeholders. HPAM 6300 is an applied analytics course that focuses on data-centered communication by emphasizing best practices in data visualization and storytelling. Students will build on the analytical skills developed in HPAM 6200 by creating key performance indicators and generating dashboards to monitor performance. Students will apply these skills by using cases and data visualization software, particularly Microsoft Excel and Tableau.

Prerequisite(s): HPAM 6200.

HPAM 6320 Managerial Communications (3)
The purpose of HPAM 6320 – Managerial Communications is to develop the written and oral communication skills that students will need as leaders to accomplish organizational objectives. To function effectively in complex professional environments, leaders must understand and use different communication behaviors and strategies. Students will strengthen interpersonal communication skills by sharing and receiving feedback and learn how to navigate conflict and other difficult conversations. This course will provide both underlying concepts and skill-building exercises to allow students to develop, improve, and perfect their communication skills

HPAM 6380 Organizational Behavior (3)
This offering provides theoretical and practical content for managers of health care organizations. The course allows students to learn organizational theory and then to apply it to organizational settings. Broad topical areas include psychological and cultural processes affecting recruitment and selection, factors influencing training and development, the scientific method as applied to health care organizations, theories and practices influencing employee performance, effective management theory and practice, engaging and involving employees in organizational processes, employee well-being, and managing change.

HPAM 6450 Health Economics (3)
This course introduces basic economic concepts and analytical tools used to address questions concerning the efficient and effective production of health and health services in the context of a market economy. The course emphasizes the application of economic tools of analysis to the management of health-related organizations and to health policy development. Students will study current research on the health care industry and the ways in which economic analysis is employed in the development of public policy on issues related to population health and healthcare.

HPAM 6500 Intro to Health Care Fiscal Management (3)
This course is an introduction to the principles that have evolved governing how private-sector health care organizations report standardized financial information to persons external to the organization (though obviously also available to internal parties as well). The course will emphasize reporting of (a) organizational fiscal posture, (b) organizational activity and performance, and (c) basic interpretation and analysis of the fiscal information reported. The course assumes students have no prior study of or experience in accounting or finance.

Prerequisite(s): HPAM 6540.

HPAM 6540 Managerial Accounting for Health Care Managers (3)
The main purpose of the Managerial Accounting course is to expose health management students to managerial accounting concepts within healthcare organizations. Mastering the fundamentals of fixed and variable costs, cost allocation, price setting strategies, budgeting, revenue cycle management and supply chain management will provide students with a foundational knowledge of the business side of healthcare allowing for improved decision making and outcomes. This foundational knowledge of said topics will be achieved through lectures, assigned readings, case studies, group projects and examinations.

HPAM 6550 Dynamics of Payment systems - Policy & Function (3)
This course introduces students to the ways providers of health care services have been, are, and will be paid for the services by private-sector payers and public-sector programs. Knowledge of economic concepts and of financial/managerial accounting will be used to analyze public policy issues as well as implementation and reporting issues. Topics include (1) the macro-economic environment within which current payment systems have evolved and continue to evolve; (2) payment mechanisms for institutionally based care, both acute and sub-acute, and for ambulatory care over a range of settings; (3) regulatory processes determining payment for services in entitlement programs; (4) the policy objectives furthered or impeded by public-sector and private-sector payment mechanisms; and (5) analysis of provider responses to payment systems incentives.

HPAM 6710 Quantitative Decision Models (3)
This course encompasses a body of knowledge, a set of quantitative skills, and an orientation towards managerial situations which provide managers greater insight and analytic opportunities for improving the managerial process. Focuses on the systematic planning, direction, and control of the organizational processes that turn resources such as labor, equipment, and materials into services and the quantitative analysis that supports these decisions. In this environment, the processes involve allocation, scheduling, and procedural decisions that result in the effective and efficient utilization of resources for the delivery of health care services.

HPAM 6890 Health Mkt Analysis (3)
Health Market Analysis introduces students to the concepts of market analysis, marketing, strategic planning, and research presentation management; all of which are vital to successful health care organizations. This course integrates knowledge of marketing, statistics and planning. The course also incorporates understanding of the health care environment in the United States and its effect on the development, presentation and use of a strategic plan. This integration is accomplished through the use of cases and the performance of a strategic assessment and plan for a health care delivery organization.

HPAM 6910 Leadership & Ethics (3)
HPAM 6910 introduces students to leadership and ethics with an emphasis on the managerial application in the healthcare environment. Activities include assessing personal values and biases, examining relationships to personal and professional integrity, and critiquing classic and contemporary leadership theories. Students will generate a leadership platform that will serve as a basis to examine ethical challenges faced in contemporary health care environments. Students will analyze ethical duties owed to patients and stakeholders, social responsibility, and organizational culture and their influence on ethical behavior in organizations. This class will use case analyses and class discussion to expose students to diverse perspectives, challenges, and application of best practices.

HPAM 6920 Leadership, Improvement, and Innovation (3)
Within the context that the healthcare ecosystem is undergoing a profound transformation towards a new consumer-driven market, often with increasingly constrained resources, this course offers students an open learning and design space to foster positive healthcare businesses through human-cantered design of the work of care, while improving patient experience, health outcomes, workforce engagement, and revenue. This leadership focus is on successfully reaching key performance metrics and goals through innovation and improvement, while restoring humanity to healthcare.

HPAM 6930 Leadership and Innovation (3)
This course is designed to provide current and emerging physician leaders the knowledge, skills, abilities, and personal mastery tools, which are requisite to assuming leadership roles in the delivery of health services in the consumer-driven healthcare market. By grounding fundamental principles of individual, team, and organizational learning in experiential activities, simulations, and hands-on learn-by-doing exercises, this course will enhance the student's mastery of the core competencies: assessment of current reality, creation of shared vision and purpose, understanding systems and complexity, teaching and learning, design thinking, dialogue, authenticity and personal mastery, positive-relationships and culture, innovation, and organizational transformation.

HPAM 6940 Business Trends, Models & Payment Systems (3)
This course offers physician leaders an introduction to strategic thinking within a business planning framework using a case-based and experience based analysis of environmental trends, business models and payment systems. The course helps the student understand and prepare for the continuously changing health care business environment in the US and prepares the student for future strategic planning responsibilities.

HPAM 6950 Relational Communication and Professionalism (3)
This course provides current and emerging healthcare leaders the knowledge, skills, and personal mastery of tools necessary for using human conversation and connection to navigate and positively impact complex systems, structures, and cultures of healthcare organizations. Students in this course will continue their leadership development journey by enhancing skills that allow for stronger relationships with all people present in health and healthcare organizations in order to create and sustain a positive, high-performance culture. By grounding fundamental principles of individual, team, and organizational conversation in experiential activities, simulations, and real-time feedback, this course will enhance each student's mastery of core competencies in relational communication and professionalism—habits for fostering positive human connection, inquiry, skillful discussion, shared sense-making, empathy, and cultural transformation.

HPAM 6960 Accounting and Financial Management (3)
This course explores selected principles of financial accounting, managerial accounting and applied micro-economics (managerial finance) in nonprofit health care delivery organizations. The course focuses on learning and applying key tools and concepts to problems faced by clinicians and administrators. Topics include, but are not limited to: financial statement structure and analysis, cost concepts used in budgeting, approaches to resource allocation including incremental/marginal analysis, assessing economic viability using cost of capital concepts and adjusting for project risk.

Prerequisite(s): HPAM 6940.

HPAM 6970 Leading and Designing Innovative Learning Organizations (3)
This course leverages the organizational mission, vision, values, through student leadership activities to support those who want to bring their core purpose and values into their organizations and communities. The course helps build capacity for sustainable cultural and operational change through the activation of curiosity, the deployment of new design tools and skills, positive-change initiatives through the application of appreciative business practices to real-world challenges, and by assisting in the spread throughout the student's organizations. The course focuses on four key design areas: patient-centered interprofessional collaborative care, humanization of acute/complex/specialty care, consumer-driven digitally supported primary care, and workforce wellbeing and positive culture transformation.

Prerequisite(s): HPAM 6050 and 6910.

HPAM 6980 Health Sytem of China: An Applied Perspective (3)
This course introduces students to various aspects (epidemiology, social, economic, cultural) of China's healthcare system. The course will be delivered in China so that the materials learned in the classroom can be observed in the real world through field visits and field observations. Health reform strategies of China in recent years will be critically examined through directed readings, seminar lectures, and a number of sites including primary care centers, tertiary hospitals, public health entities, and research organizations. Financing of health care and system for paying the providers will also be evaluated and analyzed.

HPAM 7100 Population Health Analytics (3)
There is a wealth of publicly available healthcare, public health, and census data in the United States that can be used for strategic planning, policy research, and advocacy. This intermediate course will teach students to analyze, synthesize, manage, interpret, and communicate these data for decision-making. Students will use publicly available data to evaluate current needs of a patient population and inform decisions on current and future policies and services. The focus will go beyond data from electronic health records and use population level data to analyze social, environmental, and economic issues that impact access to and outcomes of health care. At the complication of this course, students will be expected to produce a high-quality empirical paper that can be submitted for publication or presentation at a conference.

HPAM 7170 Strategic Management of Healthcare Organizations (3)
Strategic Management of Health Care Organizations will introduce you to strategic thinking, strategic planning and strategic management, which are vital to successful health care organizations. This course integrates students' knowledge of management, marketing, organizational behavior, human resources, finance, accounting, health policy, and economics. The course also incorporates your grasp of the health care environment in the United States and its effects on the development of a strategic plan. Integration is accomplished through the use of cases and the performance of a strategic assessment and plan for a health care related organization.

Prerequisite(s): HPAM 6050 and 6500.

HPAM 7200 Behavioral Economics, Health Law, and Policy (3)
Healthcare leaders in the new consumer-driven environment require a conversant understanding of macro, micro, and behavioral economics for successful innovations and positive-change. This course content will offer the applicable concepts of economic analysis that applies psychological insights into human behavior to explain economic decision making, including utility, engagement, and direct and indirect economic impact of behavioral interventions. Within this framework, key legal and policy implications will be reviewed with a focused on intrapreneurial or entrepreneurial change initiatives. In addition, the underlying relationships of current economic incentives, required transparencies, intellectual properties, compliance, and controls, as well as future economic and social trends will be reviewed.

Prerequisite(s): HPAM 6940.

HPAM 7210 Quality Outcome Analytics and Business Statistics (3)
The healthcare industry now recognizes the key quality outcomes aims – the Quadruple Aim of enhancing patient experiences and engagement, improving the health of the population, reducing costs while offering value and creating the conditions for the workforce to find joy and meaning in their work. This measurement environment requires leaders to evaluate data sets of market-referenced utilization, cost, satisfaction, and quality outcomes. Within the new consumer-driven environment, positive change metrics must be defined, measured, and included in the leaders' new balanced scorecard. This course offers the necessary analytic methodology supported by business statistics for accountable care, utilizing quantitative tools for causality, pay for performance, quality improvement, and measures of success for innovation initiatives.

Prerequisite(s): HPAM 6930, 6940, 6950 and 6960.

HPAM 7220 Positive Organization Design and Development (3)
Healthcare delivery organizations are complex and often defy reductionistic models offered by much of management theory. While leadership and management training often focuses on enabling better performance through structural alignment, process control, and workforce compliance, human behaviors are the fundamental ingredient enabling positive organizational culture and outstanding performance. This course builds upon individual and team-based skills introduced in Relational Communication and Professionalism (HPAM 6950), and focuses on broader questions of organizational design through the lens of human behavior, narrative, and culture, with an emphasis on creating enabling factors (trust, distributed responsibility, shared mental models, and leverage points for systemic change). Participants will engage with new ways of seeing common systems within their own organizations and will work to redesign them.

Prerequisite(s): HPAM 6930, 6940, 6950 and 6960.

HPAM 7230 Decision Models, Informatics, and Market Analysis (3)
Critical thinking skills and data-driven decisions and planning capacities are essential in the complex consumer-driven health care ecosystem. This course supports the leader's development of decision models to predict future trends and demands, including the application of simulations determining the probability of success, as well as an analytical framework for building innovative business plans. This course has three foci. First, this course will improve physician leader's ability to analyze complex and sophisticated decision problems and to design models of individual choice behavior, probability, and statistical decision theory. Second, this course will introduce the concepts of market analysis with emphasis on population health management. Third, this course integrates knowledge of data analytics, including statistics and epidemiology.

Prerequisite(s): HPAM 6930, 6940, 6950 and 6960.

HPAM 7240 Strategy and Transformational Change (3)
Students will use a suite of tools based on positive psychology, business models innovation, design thinking, high-performing teams, consumer-driven networks, and the creation and deployment of the organizational learning spiral to develop an organizational strategy plan. By introducing students to a variety of strategy and change theories and practices, with a focus on matching practice to organizational characteristics, the course builds flexibility and agility to ensure solutions are appropriate to the challenge addressed. Examining one approach more deeply, while surfacing commonalities with other models, the course provides a different lens through which to consider strategic options. The course continues to build capacity within four key design areas: consumer-driven care, inter-professional teaming, workforce wellbeing and humanizing care and services.

Prerequisite(s): HPAM 6930, 6940, 6950 and 6960.

HPAM 7250 Masters of Medical Management Capstone (3)
With the guidance and mentorship of program faculty. building on student course assignments throughout the Masters of Medical Management program, this culminating experience is based on a completed three-part management application paper. which details a proposed innovation and the creation of a positive-change intrapreneurial or entrepreneurial business plan for the prototype. This business plan includes a defined business model, applicable enabling social-change technology, plans for creation of a value network, identified consumer markets, the required inter-professional and inter-organizational collaboration, with deployment plans for iteration, ramp and scale deployment, and potential return on investment. The fully implementable business plan will be presented in an innovation competition to appropriate leaders, stakeholder and prospective investors.

Prerequisite(s): (SPHL 6020 or minimum score of PASS in 'SPHL 6020 Exemption') and HPAM 6930, 6940, 6950, 6960, 6970, 7200, 7210, 7220, 7230 and 7240.

HPAM 7330 Negotiation Analysis (2)
Strategic Management of Health Care Organizations will introduce you to strategic thinking, strategic planning and strategic management, which are vital to successful health care organizations. This course integrates students' knowledge of management.

HPAM 7460 Managerial Economics for Public Health Leaders (3)
This managerial economics course bridges and integrates basic economic and financial management concepts with practical application to improve problem-solving skills and inform effective leadership decision-making in dynamic public health and healthcare organizations. Students apply financial management analysis tools and techniques (e.g., forecasting, budgeting, time value analysis, risk analysis) through the lens of common economic principles, including scarcity and choice, risk and uncertainty, demand and supply, and incentives. The emphasis within a market-based economy considers stakeholders (e.g., public, patients, providers, policymakers) and market imperfections, such as third-party payers, regulation, principal-agent relationship, and externalities in a global context.

HPAM 7580 Financial Management (3)
This is a course on financial management focused on making good decisions at the institutional level about investments/divestments (primarily real assets) and about the financing choices (raising and servicing capital).

Prerequisite(s): HPAM 6500, 6540 and 6450.

HPAM 7660 Health Policy Analysis (3)
The primary aim of this elective course is to present an overview of health policy in American government, its scope, dynamics, and conceptual and practical dilemmas. It is designed to acquaint students with major issues involved in formulating, implementing, and assessing patterns of decisions established by government. Because the study of policy is essentially interdisciplinary, readings for the course have been drawn from several fields, including sociology, political science, and economics. Specific areas of consideration will be addressed during the seminar through analysis and discussion of the functions of state and local government and various stakeholder groups that attempt to influence governmental action.

HPAM 7740 Economic Evaluation & Modeling (3)
This course introduces economics concepts and modeling tools applied to economic evaluation in health care. Topics include: cost analysis, effectiveness measures, cost-effectiveness, cost-utility analysis, and cost-benefit analysis. The course will use case studies to illustrate the use of economic evaluation. Students will develop skills in software to build decision tree models, and Markov models for economic evaluation. There are no prerequisites but the students should be familiar with basic geometry, algebra and statistics.

HPAM 7800 Health Policy Capstone (3)
In the Health Policy Capstone students identify a health issue with a potential policy solution and then research and advocate for a health policy that addresses that issue. Students will gather research on impacts of potential solutions, develop criteria for judging among the solutions, assess the relative merits of policies, and then advocate for their chosen health policy. In class activities include breaking down the steps of policy analysis in response to selection of health policy applications. In addition to these aspects of the course, students in the Health Policy MPH program will complete the Integrated Learning Experience (ILE) by selecting competencies, developing objectives, and writing the ILE paper during this course.

Prerequisite(s): HPAM 6210*, 6450*, 7100*, 7660* and 7740*.
* May be taken concurrently.

HPAM 7990 Master's Independent Study (0-3)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

HPAM 8310 Organizational Theory And Assessment (3)
HPAM 8310 is a required course for doctoral students in the Health Policy and Management PhD program. The purpose of this course is to develop the ability to conduct theory-based research on health care organizations. To foster this development, we will examine theoretical literature along with contemporary empirical studies of health care organizations. Special focus is placed on exploring in depth the link between theory and research exhibited in this empirical work to enable students to develop the capability of using theory to guide their own research.

HPAM 8350 Policy Analysis with Natural Experiments and Panel Data (3)
This course is intended for doctoral students interested in policy analysis. It will focus on when to apply the various econometric methods to panel data. Discussion will focus on how each technique is applied in practice. Techniques will include differences-in-differences, synthetic controls, regression discontinuity, and quantile regression.

Prerequisite(s): (IHSD 8250 or ECON 7170).

HPAM 8410 Cost Benefit and Cost Effective Analysis (3)
The purpose of the course is to introduce techniques of economic evaluation applied to health interventions and clinical decision making. Topics covered include: cost analysis, effectiveness measures, cost-effectiveness, utility measures and cost-utility analysis, benefits of health interventions and cost-benefit analysis. The course will discuss a number of case studies in clinical health economics to illustrate the use of economic evaluation techniques in the health sector. There are no prerequisites for the course but eh student should be familiar with basic geometry, algebra and statistics.

HPAM 8770 Health Services Research Methods (3)
This course develops theoretical knowledge and applied skills in designing and conducting research in heath systems. You will utilize and build upon knowledge gained in prerequisite courses as you learn to carry out each step of the research process. You will study textbooks, and articles, present reports to the class in a seminar setting, and complete a number of assignments with contribute to the experience of research design and analysis. You will develop and understanding of factors which, unless planned and accounted for, sometimes result in serious flaws in the research project.

HPAM 8990 Doctoral Independent Study (1-3)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final product.

Hebrew (HBRW)

HBRW 1010 Elementary Hebrew I (4)
An introduction to the Hebrew language.

HBRW 1020 Elementary Hebrew II (4)
A continuation of Hebrew 1010.

Prerequisite(s): minimum score of PASS in 'HBRW 1020 Placement' or HBRW 1010.

HBRW 1100 Readings In Hebrew (1)
This course allows students with a background in Hebrew to read texts from their current JWST class in the original language.

HBRW 1290 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

HBRW 2030 Intermediate Hebrew I (4)
An introduction to Hebrew prose and poetry. A continuation of 1020 with emphasis on reading and Hebrew conversation.

Prerequisite(s): minimum score of PASS in 'HBRW 2030 Placement' or HBRW 1020.

HBRW 2130 Intermediate Hebrew II (3)
A continuation of Hebrew 2030 with an emphasis of reading and discussion of texts in Hebrew.

Prerequisite(s): minimum score of PASS in 'HBRW 2130 Placement' or HBRW 2030.

HBRW 2140 Reading In Hebrew (1)
This course allows students with a background in Hebrew to read texts from their current JWST class in the original language. Texts read will vary according to the concurrent course. For example, a student enrolled in JWST 4110 Rabbinic Judaism would read

HBRW 2230 Biblical Hebrew I (3)
This course will involve reading various texts of the Hebrew Bible (Old Testament) and the study of biblical Hebrew.

HBRW 2390 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

HBRW 2990 Foreign Language Exempt (0)
Foreign Language Exempt.

HBRW 3100 Advanced Hebrew I (3)
An advanced class for students interested in pursuing further Hebrew studies. Class will read and discuss modern Hebrew literature as well as study advanced grammar and syntax. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 3110 Advanced Hebrew II (3)
A continuation of Hebrew 3100 with emphasis on deepening and expanding oral, aural, reading and writing skills in modern conversational Hebrew making extensive use of content and culture to develop language skills.

Prerequisite(s): minimum score of PASS in 'HBRW 3110 Placement' or HBRW 3100.

HBRW 3230 Biblical Hebrew II (3)
This course is a continuation of Hebrew 2230 Biblical Hebrew I and involves reading various texts from the Hebrew Bible. Biblical Hebrew grammar will be reviewed as appropriate.

HBRW 4910 Independent Study (1-3)
Independent Study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 4920 Independent Study (1-4)
Independent Study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 5190 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HBRW 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

Historic Preservation (PRES)

PRES 2100 Intro to Historic Preservation (3)
This course offers an overview of cultural heritage management, in particular architectural preservation, in different parts of the world. Coursework will chart the evolution of the preservation field from a lay interest to discipline and profession and address its prevailing theories, accomplishments, and their effects. The course examines motives for preservation, its benefits, how preservation valorizes heritage sites, and how heritage protection is now truly a global concern.

PRES 2120 History of American Architecture I (3)
This course is an investigation of indigenous, vernacular, and historical American architecture from 1500 to 1860; evolution of construction technologies, changing building forms, and finish treatments; identification of historic architectural styles and their influence on 21st-century American architecture.

Prerequisite(s): PRES 2100*.
* May be taken concurrently.

PRES 2220 Conservation Techology (3)
Conservation Technology is an introduction to the composition and properties of historic building materials and the techniques used for their conservation. Lectures, readings and demonstrations are presented focusing on the basics of conservation science, historic building materials and preservation treatments. Students will participate in hands-on demonstrations and exercises to gain a better understanding of the materials and techniques used for architectural conservation.

Prerequisite(s): PRES 2100*.
* May be taken concurrently.

PRES 2930 Special Topics (3)
The Special Topics course is used for introductory level new and onetime offerings in the Historic Preservation Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PRES 2931 Special Topics (3)
The Special Topics course is used for introductory level new and onetime offerings in the Historic Preservation Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PRES 4105 Architecture, Heritage, and Culture (3)
In utilizing case studies for analysis and discourse, students will investigate relationships between the built environment and those of tangible and intangible heritage and culture. Studies presenting the complexities of the topics will be presented in an effort to better understand what informs notions of place and how architecture exists in accordance with, or as a reaction against, in place social norms set forth by the intrinsic cultural heritage of an environment.

Prerequisite(s): PRES 2100.

PRES 4110 Heritage Documentation (3)
This course is an introduction to documentation techniques focused on the historic built environment. Through site visits and classroom-based seminars students will learn the fundamentals of creating hand-drafted measured drawings in addition to the basics of computer-aided documentation methods. Other recording techniques such as photography and various forms of field notations will also be explored.

Prerequisite(s): PRES 2100.

PRES 4120 History of American Architecture II (3)
This course is an investigation of indigenous, vernacular, and historical American architecture from 1860 to 1980; evolution of construction technologies, changing building forms, and finish treatments; identification of historic architectural styles and their influence on twenty-first century American architecture.

Prerequisite(s): PRES 2100 and 2120.

PRES 4560 Preservation Internship (3)
The Historic Preservation Internship course requires 200 hours of work for a preservation agency, a suitable non- profit, or a restoration firm. An internship may be a special project or daily work for the organization, but the activities must be meaningful and contribute to the student's professional development. Students gain practical experience by working in a professional situation and are required to submit a diary and a report about their work.

PRES 4910 Independent Study (1-6)
The Independent Study course gives upper-level undergraduate students an opportunity to work with a faculty advisor to pursue a personal academic interest with greater focus. Qualified students must develop a syllabus and schedule with the help of the faculty advisor. The course must be approved by the Historic Preservation Program Director prior to registration. Course may be repeated up to two times

Course Limit: 2

PRES 4930 Special Topics (3)
The Special Topics course is used for new and onetime offerings in the Historic Preservation Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PRES 6041 Preservation Studio I (6)
This studio is the beginning orientation course that examines all aspects of preservation concerns related to the individual building or group of buildings. The student will learn how to analyze the condition of the building(s) and its (their) context. The studio will examine the differences between building stabilization, adaptive reuse, renovation and restoration. A travel and research component will use real life experiences to illustrate the interdisciplinary nature of preservation in the Americas. An internship in an area of personal choice (such as house museum, community action organization, governmental agency, heritage education or community renewal program) will be developed during this studio.

PRES 6042 Preservation Studio II (6)
Preservation Studio II concentrates on documenting, analyzing and planning for the preservation of groups of buildings and their settings as a basis for understanding the technical, theoretical and procedural aspects of urban conservation. The course includes intensive study of representative historic residential and commercial districts including streetscapes in the New Orleans region where students work both as independent researchers and in teams to learn professional preservation planning concepts and methods. This studio examines sites comprising historic buildings representing different styles and periods in various conditions where choices in restoration versus rehabilitation versus new work must be considered. Solutions for such situations will be explored with respect to current architectural preservation planning principles and procedures.

PRES 6050 Heritage Risk Lab (1-6)
The Heritage Risk Lab builds expertise in understanding, planning for, and mitigating the impacts of climate change as one of the greatest societal challenges of the 21st century. Heritage resources are a vital category of cultural assets that will be affected by these global events and trends. Cultural heritage--encompassing a broad array of materials and spaces, including archaeological sites, historic buildings and structures, and cultural landscapes--provides tangible connections to the past for communities, a sense of a shared identity, and crucial economic development opportunities. Ensuring their durability for future generations is pivotal for healthy, sustainable communities.

PRES 6100 Introduction to Historic Preservation (3)
This course offers an introduction to the field of Historic Preservation in the United States through an exploration of its historical evolution, principles, ethics, theory, methodology, and contemporary practice. It further introduces components of the discipline and explains the role of each through dialogue with active practitioners and case study assessments.

PRES 6120 History American Architecture (3)
This course examines the development of vernacular architectural forms from the 17th to 19th centuries in North America. The course covers a wide range of buildings and landscapes, ranging from domestic structures, public sites, and urban landscapes to churches. Taking a thematic and critical approach, this course will also explore the development of construction technologies and the evolution of building forms. Most importantly, the material will probe the differing meanings of architectural forms and spaces by people in the past. Students will read scholarship written by preeminent scholars in vernacular architectural studies and be asked to critically evaluate the field's methods and interpretations. Class meetings will include lectures, discussions on selected topics, and student presentations.

PRES 6130 Archival and Historical Research Methods (3)
This course serves as an introduction to the core elements of archival and documentary research with a strong focus on property records and tracking architectural modifications over time through historic and contemporary documentation. The course includes site-based visits to local archival repositories as well as an exploration of digital resources, and discussions on the interpretation and reliability of primary and secondary source data. Students will complete short assignments focused on archival literacy and proficiency, additionally they will undertake a final research project that explores the history of a property in New Orleans by utilizing the resources presented throughout the course.

PRES 6151 New Orleans Architecture (3)
This illustrated course examines New Orleans architecture from the city's founding in 1718 to the present time, as well as its historic neighborhoods. The city's architectural legacy will be explored from the standpoint of broad architectural stylistic trends, their relationship to national and international trends, the forces and architects that helped shape the styles, and local building types. Thirty-eight architectural styles will be examined, including Colonial, Revivals, Aesthetic, Eclectic, Arts and Crafts, and Modern Movements. Identifying characteristics and materials of each style will be discussed through numerous illustrations demonstrating the variety of each style based on the most current research.

PRES 6210 Architectural Conservation Lab (6)
This course will focus on detailed analysis of architectural building materials. Through hands-on experiences, lectures, readings, and laboratory exercises students will better understand the performance and physical properties of historic building materials and traditional building systems, providing a basic knowledge so that they might be able to identify deterioration mechanisms and formulate interventions.

PRES 6220 Conservation Technology (3)
This course will provide an overview of preservation technology and building materials conservation. This is the study of historic building materials and the technical means used to document, diagnose, analyze, and design interventions to preserve these materials. It is, in the most basic sense, the technical means by which to accomplish preservation. It involves the examination and treatment of historic and cultural resources utilizing an established system of principles and procedures based on a foundation of preservation theory and methodology.

PRES 6310 Digital Tools in Historic Preservation (3)
The course provides advanced training in digital documentation technology, geographic information systems (GIS), and database platforms for the collection, management, and dissemination of preservation data and interpretation.

PRES 6510 Preservation Professional Development (1)
A one-credit professional development course will prepare students to enter the preservation workforce through the development of practical skills. Course content includes professional development workshops and guest lectures from practitioners discussing their career paths and informing students on the breadth of the field of preservation.

PRES 6520 Environmental Law: Historic Preservation (2)
This course provides an in-depth examination of historic preservation legislation at the Federal, State, and Local levels including its origins, effects, and application for use in contemporary preservation practice. After an introduction of the subject including special instruction to Preservation students on how to read case law, the course reviews a variety of law cases including their precedents and results.

PRES 6530 Preservation Economics (3)
This course concentrates on the financial aspects of historic architectural preservation including its economic benefits, methods of valuation, and tax incentives. The course involves several guest speakers and considers the perspectives of the key players involved in preservation practice. The latter half of the course analyzes the professional practice of preservation including current trends and future directions. Strategies for entering and succeeding in the cultural heritage management profession conclude this course.

PRES 6540 Preservation Advocacy (3)
This course will examine preservation advocacy using readings, lectures, and field trips as the primary teaching tools. It is meant to be a complement to the Intro to Preservation course, where students learn about the inner workings and practice of historic preservation – this course allows them to see it in action – and as preparation for Spring's Internship course. Students will learn about methods for the application of historic preservation practice within the United States and its effects from the individuals and organizations pursuing those methods.

PRES 6550 Preservation Policy and Planning in the United States (3)
This course introduces American policy and planning that shape and affect historic districts, sites, and registries, both locally and nationally. Past, present and emergent policies and plans discussed include: federal legislation, state master plans, and municipal preservation ordinances but also the rules, rubrics, and reviews by which various governmental bodies and their consultants and citizen commissions influence development, design, demolition, removal and/or relocation of buildings and other features of the built environment. The course assignments prepare students to meet US employer expectations of experience with Section 106 review and National Register eligibility evaluation and nomination.

PRES 6560 Preservation Internship (3)
The MSHP course requires 200 hours of work for a preservation agency, a suitable non- profit, or a restoration firm. An internship may be a special project or daily work for the organization, but the activities must be meaningful and contribute to the student's professional development. Students gain practical experience by working in a professional situation and are required to submit a report about their work.

PRES 6570 Historic Tax Credits (3)
The Preservation Economics course explores the business of financing preservation projects through the lens of real estate development. Students will learn the language of the development community with the goal of using preservation as a tool for mindful, financially feasible projects. With an understanding of tax credits, grants, other incentive programs, and data metrics, students will be able to quantify the value of preservation and be equipped to argue for its economic benefits.

PRES 6910 Independent Study (1-6)
The Independent Study course gives graduate students an opportunity to work with a faculty advisor to pursue a personal academic interest with greater focus. Qualified students must develop a syllabus and schedule with the help of the faculty advisor. The course must be approved by the Historic Preservation Program Director prior to registration. Course may be repeated up to two times.

Course Limit: 2

PRES 6930 Special Topics (1-6)
The Special Topics course is used for new and onetime offerings in the Historic Preservation Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PRES 6980 Preservation Research Seminar (3)
The Preservation Research Seminar trains students in the methodological process of undertaking preservation research. Students write drafts of core elements of the Historic Preservation Program's capstone project, and gain feedback from faculty, committee members, and peers.

PRES 6985 Preservation Practicum (6)
The Practicum for the Historic Preservation Program is an alternative option to the Thesis requirement and is an important part of the MPS course of study. The Practicum is expected to be a concentrated and valuable work experience that the student chooses that must relate to the field of historic preservation. Its accomplishment must entail 480 hours (three months, full-time) work with an organization. There is wide scope with regard to the possible organizations and locations for students to pursue their practicum experience. With prior approval, students may receive a small stipend or honorarium.

PRES 6990 Preservation Thesis (6)
The Thesis is a major course within the MPS program since it calls upon most of what a student has learned during his or her graduate school experience. There is wide scope with regard to possible topic choices and the location of a thesis subject can be anywhere, although if your thesis is site-specific, you must have some firsthand knowledge of the place by the end of the preceding semester. The thesis topic must relate to the field of historic preservation and its contents should be based mostly on primary research.

PRES 9980 Thesis Research (0)
Thesis research in Preservation Studies.

History (HIST)

HIST 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HIST 1520 Pain & Torture Through History (3)
A seminar course for first year students designed to introduce college level reading, discussion and writing. The UN Convention against Torture and Other Cruel and Inhuman or Degrading Treatment or Punishment in 1987 unequivocally banned the use of torture. Nevertheless torture still occurs, even in the 130 countries that ratified the agreement.There is a great deal of controversy about what constitutes torture and some claim that it is justified in special situations like the War on Terror.This course will examine the goals and methods of torture through history, as it moved from a focus of inflicting pain to the use of psychological torture and sensory deprivation. We will explore how to study pain in history - does pain exist as an entity; unravel the changing relationships between the state, law, and torture; look at the torturers themselves - who they are, how they learn the techniques, and the effects on them. We will also consider what it says about us when we pursue "enhanced" quasi-torture interrogation techniques.

HIST 1750 Disasters in History (3)
Disasters have taken many forms in human history, from earthquakes, fires, tsunamis and hurricanes to famine and epidemic disease. Nor should we forget manmade tragedies such as the terrorist attacks on 9/11 or the devastation produced by a combination of human and technological failures, such as the explosions at Chernobyl and Bhopal or the more recent BP oil spill just off of our own coast. Disasters are an important focus for historical inquiry for quite varied reasons. This is a unique course. It will be team-taught by 12 professors. Each professor will teach a 1-week unit on a historical disaster related to their area of specialization. In addition to an excellent learning experience, you will get to sample the teaching of more than half of the faculty members in the History Department.

HIST 1760 Eating & Drinking in History (3)
Eating and Drinking are part of our everyday lives and experiences, and in that respect, these processes can seem natural rather than historical. However, if we stop and think about it, the politics, economics, and culture of food production and consumption have shaped communities and cultures in specific, and often divergent, ways. In this course, we will take the overarching rubric of eating and drinking to explore the multiple ways in which studying food can illuminate our understanding of the past. This course will include units on food, war, and hunger; commodity chains and trade; cultural relationships with alcohol; and labor and food production in the pre-industrial, industrial and post-industrial era. This is a team taught class taught by the History faculty. Each professor will teach a 1-week unit on eating and drinking related to their area of specialization.

HIST 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 1911 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

HIST 1912 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Course Limit: 99

HIST 2910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

HIST 3000 Historical Methods (1)
Historical Methods Lab. For description, consult the department.

HIST 3210 Visual History & Filmmaking (3)
In this course students will explore the relationship between history and documentary filmmaking through parallel practices: the critical analysis of historical documentaries and the creation of short historical documentaries as members of small production teams. We will explore questions of narrative form, visual and aural evidence, expertise and authority, and the ethics of representation. Collaboration will also be a central theme of this course since students will have to work together to determine their research subject, carry out research, shoot video, and edit together the final cut.

HIST 3230 Art and Craft of History (3)
Introduction to researching and writing history. We will develop these skills by studying scholars' investigations of the past, conducting archived research, and writing original essays.

HIST 3240 Public History Lab: Exhibits (3)
Most students have visited a historical museum and/or exhibit at some point, perhaps on a school field trip or a family trip. However, what goes into making an exhibit? What are the politics involved? Who decides what is included and what is not? And what is at stake in these decisions?

HIST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 3910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 3911 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 3920 Special Offerings: History (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 4004 Mkts Money Trde PreIndust Econ (3)
This course takes a comparative approach to major issues in the economies of imperial Rome, and the Early Modern European overseas empires. The topics include an introduction to the main features of the these two pre-industrial macro-economies, and then a series of topics that are of interest to both students of history and business majors. Students will also gain knowledge of the sources and historical methods for the study of these economies, many of which differ from those of the modern era. Stress is on analysis and writing, and so the ability of a student to assimilate and synthesize data into coherent essays.

HIST 4560 Internship and Independent Study (1-3)
Students will complete a 60-70 hour internship with a community partner. In addition, the student will work with a faculty member in the History Department who will advise the student and provide pertinent academic course work to complement the student's experiential learning. Pre-requistites: Approval of instructor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 4570 Internship and Public History Seminar (4)
What is public history? What do public historians do? What does history look like outside of the classroom? What are the public debates about the telling of history, and what are the consequences? This is a hands-on course which requires both an internship and seminar participation. Students will have an internship with a community partner and intern for 60-70 hours for the course of the semester. In addition, we will have regular seminar meetings as well as guest lectures and field trips. This course does have a Co-Requisite for service learning -- it is SRVC 4890. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 4890 Service Learning (1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): HIST 4910.

Maximum Hours: 99

HIST 4910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Corequisite(s): HIST 4890.

Maximum Hours: 99

HIST 4920 Independent Study (1-4)
Qualified students may arrange for independent study with approval of an instructor (dependent upon area of study) and their faculty adviser. Details of each student's program will vary, but all will involve some combination of readings, oral reports, and written work. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 4990 Honors Thesis (3)
Intensive reading, research, and writing in a selected field of history. Students should discuss their honors thesis with a prospective director during the semester prior to that in which they take 4990.

HIST 5000 Honors Thesis (3-4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): HIST 4990.

HIST 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 6660 Photography & Historical Persp (3)
This class aims to explore the relationship between historical memory and photographic practice.

HIST 6910 Special Offerings: History (3-4)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated unlimited times for credit.

Course Limit: 99

HIST 7001 Seminar in Historical Practice (3)
This course serves as an introduction for History graduate students to historical practice and the Department of History.

HIST 7003 Historiography & Methods I (3)
Historiography tutorial in the major field of study for M.A. and Ph.D. students in History.

HIST 7005 Historiography & Methods II (3)
Historiography tutorial in the minor field of study for M.A. and Ph.D. students in History.

HIST 7006 Intermediate Historical Writing (3)
Required writing course for doctoral students leading to a substantive research paper of publishable quality.

HIST 7007 Advanced Hist. Writing (3)
Required writing course for doctoral students leading to a substantive dissertation prospectus.

HIST 7008 Prof. Deve. and Documentation (3)
Required course for doctoral students leading to the creation of a successful doctoral portfolio.

HIST 7210 Visual History & Filmmaking (3)
In this course students will explore the relationship between history and documentary filmmaking through parallel practices: the critical analysis of historical documentaries and the creation of short historical documentaries as members of small production teams.

HIST 7900 Directed Readings (1-3)
Focused readings and weekly meetings with a qualified instructor, tutorial-style. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 7901 Directed Readings (1-3)
Focused readings and weekly meetings with a qualified instructor, tutorial-style.

HIST 7910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

Maximum Hours: 99

HIST 7920 Independent Study (3)
Qualified students may arrange for independent study with approval of an instructor (dependent upon area of study) and their faculty adviser. Details of each student's program will vary, but all will involve some combination of readings, oral reports, and written work.

HIST 7921 Independent Study (3)
Qualified students may arrange for independent study with approval of an instructor (dependent upon area of study) and their faculty adviser. Details of each student's program will vary, but all will involve some combination of readings, oral reports, and written work.

HIST 7930 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 9980 Master's Research (0)
Master's Research. Consult Department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HIST 9990 Dissertation Research (0)
Dissertation Research. Consult Department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

History (PAHS)

PAHS 1510 Survey of Latin American History: Pre-Columbian America to Present Day (3)
This course introduces students to the main currents of Latin American civilization from European conquest to the present, with special attention to the historical background of present controversies. Attention will be paid not only to such dramatic events as Conquest, Independence, and Revolution, but also to such long-term processes as state formation, rural-urban migration, industrialization, national identity, and changing gender roles. The historical roots of problems such as persistent poverty, racism, and political repression will be examined. The lectures and readings will emphasize both the continuity of the historical development of Latin America as well as the differences between diverse epochs and cultures. Our concentration will be on the political, socio-economic, and cultural life of the region throughout the past six centuries. Lectures will analyze the historical forces at work in a chronological order and focus on a variety of themes from race, class, gender, and the region's relationship to its more powerful neighbors to the north.

PAHS 2200 History of the British Monarchy (3)
This course focuses on the ways in which British monarchs have shaped political, social, economic, religious, and intellectual developments in Great Britain from the Romans to the present. Students will study historical, artistic, and literary portraits of Britain's kings and queens, and view various media created about Britain's Monarchs in order to gain a context for their reading. Students will also explore the Monarchy's influence on the evolution of the English constitution over the millennia.

PAHS 2910 Special Topics (3)
Special topics in history.

PAHS 2911 Special Topics (3)
Special topic in history.

PAHS 3201 Warrior Kings of Medieval England (3)
The Plantagenet dynasty reigned over a blood-soaked era of English history from the Norman Conquest to the cusp of the Wars of the Roses. In this course students will explore this turbulent period, from the anarchy of King Stephen's reign to the usurpation of the Crown by Henry of Bolingbroke. Along the way, the class will be introduced to the adventures of Eleanor of Aquitaine; her sons, Richard the Lionheart and bad King John; the Black Prince; John of Gaunt; and Henry V, the hero of Agincourt. As their tales unfold, England will experience Magna Carta, revolting barons and peasants, the Black Death, and the Crusades; emerging from the dark ages to become a vibrant kingdom on an international stage with the rise of parliamentary democracy and the power of the common man.

PAHS 3202 Wars of the Roses (3)
A series of civil wars that took place in England during the fifteenth century, the Wars of the Roses were the historical inspiration for George R.R. Martin's book series which became HBO's mega hit "Game of Thrones." This course will help to explain the causes of the wars, the outcomes of the fighting, and the subsequent impact on society. Students will be introduced to a number of fascinating personalities, including Edward IV, Warwick the Kingmaker, and the enigmatic Richard III, Sources for discussion will include, among others, The Croyland Chronicle and the famous Paston Letters. This course will also provide an opportunity to consider the importance of archaeological evidence, in the light of recent excavations at Bosworth, Towton, and Leicester.

PAHS 3300 French Revolution & Napoleon (3)
This course surveys the political, social, economic, and cultural history of France from the origins of the French Revolution to the collapse of the First Empire in 1815. French society experienced more varied and radical changes during this period than at any other time in its history. These changes, expressed in ideas, inventions, and politics, went on to reshape the face of Europe.

PAHS 3750 History of Rock & Roll (3)
The purpose of this course is to examine the place that rock 'n' roll has occupied in American culture. The central question is why a musical and cultural form once dismissed as a "passing fad" has been a very visible (and audible) part of our culture for over sixty years, despite considerable resistance.

PAHS 3830 Special Topics (3)
Special topics in history.

Maximum Hours: 99

PAHS 3831 Special Topics (3)
Special topics in history. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PAHS 3930 Special Topics (3)
Special topics in history.

PAHS 4010 Special Topics- History (3)
Special topics in history.

History - Africa (HISB)

HISB 1140 Freshman Seminar-Africa (3)
Freshman seminar. For description, consult the department.

HISB 1290 Semester Abroad (1-20)
Semester abroad. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 1300 African Hist To 1800 (3)
This course examines selected topics in the history of sub-Saharan Africa from antiquity to the period immediately preceding colonial conquest. It provides an overview of historical developments in particular regions, considers the implications of Africa as a unit of analysis, and provides a point of departure for more specialized courses in African history.

HISB 1310 Africa Since 1800 (3)
This course considers the history of sub-Saharan Africa under colonialism and after: the responses of people to governments very different from those they had previously, changes in African societies, the challenges of the postcolonial period. Topics covered include gender relations, peasant agriculture, wage labor, politics, and development.

HISB 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISB 1890 Service Learning (0-1)
Course Limit: 99

HISB 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISB 1940 Transfer Credit (3)
Transfer credit. Consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 2120 History of Western Africa (3)
This course is a historical introduction to the themes and events in western and northern Africa from prehistoric times and the peopling of Africa through the advent of Islam; North and West African empires and states in the medieval period; the arrival and departure of European colonial powers; and the re-emergence of independent African states. We will trace topical themes through case studies, exploring the political, cultural, social aspects and the inter-regional dynamics of Saharan Africa.

HISB 2130 History of Southern Africa (3)
This course examines southern African history from 1652 to the present. It explores the particular political and cultural patterns which arose in the region as a result of contact and conflict between indigenous African societies and European settler communities.

HISB 2140 History of Eastern Africa (3)
This course provides an historical survey of eastern Africa which examines the role of bantu migrations, the rise of state-building in the 17th and 18th centuries and a primary emphasis on the 19th and 20th centuries. The course highlights the social, cultural and economic dynamics of both African and settler societies as it explores the historical processes of slavery, migrations in the region, the imposition of colonialism, nationalism and the rise of the independent states of Kenya, Tanzania, Uganda, Ethiopia, Eritrea, Somalia, Rwanda and Burundi. We will use primary sources written or created by Africans and others to explore the developments that affected the region in recent history. This course devotes equal time to lecture and discussion.

HISB 2890 Service Learning (0-3)
Course Limit: 99

HISB 2910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 3000 Historical Methods:HISB 3250 (1)
Historical Methods Lab. For description, consult the department.

HISB 3240 Human Rights/Genocide-Africa (3)
The notions of human rights" and "genocide" are modern constructions of the twentieth century. What is defined as genocide in the present was simply a good military tactic in previous centuries. Likewise

HISB 3250 Archiving Africa (3,4)
This is an advanced course in historical methods that uses a service-learning component to enhance student understanding of historical materials, archives and how these connect with the larger community. In this course, students will focus in particular on materials related to African history found in New Orleans archives, allowing students to develop an understanding of the historical links between the local community and the continent of Africa. Moreover, students will consider the methodologies used to preserve the various histories of Africa and consider how these methods can be used for other under-represented communities, such as found in New Orleans.

HISB 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 3910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 4210 Hist of Development in Africa (3,4)
This course explores the concept of "development" as it was brought to Africa by Europeans in the 19th century and how Africans have responded until the 21st century.

HISB 4250 Topics in the History of the Atlantic Slave Trade (3-4)
This course will explore the history of the Atlantic slave trade that brought captive Africans as exploitable laborers to North, South, Central America and the Caribbean between the 1500s and the 1800s. This human traffic has long been recognized as foundational for the economic growth of the Americas and Europe, and the making of the modern world. It has also been recognized for its extreme inhumanity, its global reach and its complex effects on the African continent. Course also covers inter-regional slave trafficking within the United States and around Latin America and the Caribbean. The course also addresses this forced migration as a unique process of cultural interaction and cultural change. Sometimes the course will focus more narrowly on specific themes such as the role of gender in shaping Atlantic slave trade history, or the formal and customary and laws and regulations which permitted, regulated and later prohibited this form of human trafficking.

HISB 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 4910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

HISB 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 6070 Gender in African History (4)
This seminar will consider the question of how recent forms of gender theory might be applied to African societies. Readings will include Foucauldian, psychoanalytic, and political theory, as well as historical and ethnographic studies of particular societies.

HISB 6110 Slavery/Emancipation in Africa (4)
This course focuses on the legacy of colonialism for key political concepts such as citizenship and freedom. We will consider the construction of categories of difference like race, gender, and ethnicity and look at their changing meaning in the context of colonialism, slave emancipation, and freedom struggles in Africa and elsewhere in the colonial world.

HISB 6910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 6981 Service 20-hours: (0)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISB 7910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

History - Ancient & Medieval Europe (HISA)

HISA 1020 After Rome: The Early Medieval World (3)
A survey of major developments in the political, religious, and social history of Europe from the 5th through the 10th century. Topics to be explored include the transformation of the Mediterranean world in late Antiquity; the development of the institutions and forms of religious expression of European Christianity; the emergence of kingdoms in Europe; the Rise of Islam; the Carolingian Renaissance; and the Viking invasions.

HISA 1030 Medieval Europe 1100-1450 (3)
A survey of the period in which Western Europe became the center of medieval civilization.

HISA 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISA 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISA 2000 Cities Empires and Gods (3)
This survey course introduces the early civilizations and religious traditions of the Near East and India that are the institutional and cultural basis of the Middle East today. The course begins with the first, literate, urban civilizations of the Tigris-Euphrates, Nile, and Indus. Stress is on the institutions of ancient kingships and the religious traditions of Mesopotamia, Egypt, the Hebrews, Persia (Zoroastrianism and Manichaeism), and Early India (Hinduism, Buddhism, and Jainism).

HISA 2001 Warring States of Greece (3)
This lecture course introduces the achievements of Greek civilization from its origins on Crete in the Bronze Age (2800-1400 B.C.) down to the conquest of the Greek world by the Romans. Greek civilization is the foundation of Western civilization. The intense inter-city rivalries shaped political thought with its stress on the consent of citizens and rule of law, artistic and literary achievements stressing the human condition, and inquiry based on scientific reasoning and analysis of cause and effect. Stress is on the Archaic (750-480 B.C.), Classical (480-323 B.C.), and Early Hellenistic Ages (323-200 B.C.)

HISA 2002 Rome the Imperial Republic (3)
This lecture course introduces the political and cultural achievements of the Roman Republic, and Rome's enduring legacy to Western political thought. Emphasis is on the evolution of the Roman Republic's political institutions, the Roman conquest of the Mediterranean world, the Hellenization of Roman society, the emergence of a Mediterranean economy, the demise of the Republic in the Roman Revolution, and the legacy of the Republic to the Western tradition.

HISA 2020 The High Roman Empire (3)
This lecture course explains the political, institutional, and cultural achievements of the Roman Empire that are the foundations of Western civilization. Emphasis is on transformation of he Roman Republic into the monarchy of the Principate by Augustus (27 B.C.-14 A.D.), the imperial army and frontier policies, economic growth and social mobility under the Roman peace, the crisis of the third century (235-305), the rise of Christianity, and the creation of the Christian monarchy by Constantine (306-337)

HISA 2030 Byz & Early Med Civilization (3)
This course covers the transformation of the late Roman world into the Christian civilization of the Byzantine Empire and early Medieval West. Emphasis is on changes in late Roman state and society, the barbarian invasions and fall of the Western Roman Empire, the failure to restore the Roman order by Justinian (527-565), the emergence of the Middle Byzantine state and Orthodox tradition, the inversion of Eastern Europe, the impact of the Crusades, and the Byzantine transmission of the Classical heritage to Western Europe.

HISA 2310 Medieval England (3)
A survey of the political, social, and intellectual development of England from the Anglo-Saxon period to 1485.

HISA 2350 Medieval Italy (3)
A survey of the political, social, and cultural developments in Italy from the eleventh century to the early fifteenth century, with special attention to the development of institutions and culture in the city-states of central and northern Italy.

HISA 2360 History of Christianity, From the Jesus Movement to the Reformation (3)
A historical overview of the Church and society in Western Europe from the origins of Christianity through the end of the Middle Ages and the beginning of the Protestant Reformation. This course will examine the development of early Christianities in the period following the birth of the Jesus movement; the emergence of normative or "Catholic" Christian belief and practice; and the institutions and culture of Christianity as it developed in Western Europe in the Middle Ages. Themes will include the varieties of monasticism; relationships with Judaism and Islam; the development of Roman primacy and Papal government; scholasticism and other intellectual movements; and late-medieval attempts at institutional and intellectual reform. The course will introduce students to major themes and ideas through the reading of survey texts, and to historical interpretation through the analysis of primary sources.

HISA 2910 Special Topics (1-3)
Courses offered by visiting faculty or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 3000 Historical Methods: (1)
Historical Methods Lab. For description, consult the department.

HISA 3020 Anatolian Civilization (3)
Interdisciplinary seminar on the study of the history, historical geology, and cultural achievements of Anatolia (modern Turkey). Anatolia has acted as the cultural bridge between Europe and the Near East. Stress is on the achievements of Hittite civilization, the Iron Age civilizations, the impact of Hellenic civilization, the Roman and Byzantine empires, Turkish Muslim civilization under the Seljuks and Ottomans, and the Turkish Republic.

HISA 3070 Topics Medieval & Renais Hist (3)
A reading seminar designed to explore in depth some aspect of late medieval history that is of interest to students and instructor.

HISA 3100 Spec Topics Greek Hist (3)
Readings and discussion of select topics in classical Greek history: Homer and the Trojan War; The Birth of City-States in Greece and the Near East (1000-500 B.C.E.); Athenian Empire (480-404 B.C.E.); Sparta and Macedon in the Age of Hegemonies (404-323 B.C.E.); or Greek Cities Leagues, and Macedonian Kings (323-133 B.C.E.). Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 3110 Spec Topics Roman Hist (3)
Readings and discussion of select topics in Roman history: The Making of Roman Italy (509-264 B.C.E.); The Punic Wars (264-146 B.C.E.); Roman Revolution (133-27 B.C.E.); Rome and the Jews (167 B.C.E.- 135 C.E.), or Money, Market, and Trade from Antiquity to the Middle Ages. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 3170 Medieval Spain (3)
Readings, discussion, and essays examine the sweep of Iberian history from the late Roman empire until the early 16th century, with particular attention to the Visigothic monarchy, the society and culture of Islamic al-Andalus, the reconquest and development of the Christian kingdoms of Castile-León, Portugal, and Aragon, and the interaction of Christians, Jews, and Muslims in peninsular society. The development of a distinctive Castilian culture, later transplanted in large part to Spanish America, will be studied through close attention to legal codes, domestic arrangements, military organization, the Inquisition, and the classics of medieval Castilian literature.

HISA 3230 Great Capts Alexander-Patton (3)
Interdisciplinary colloquium on how the careers of great commanders have altered warfare and society. Stress is on changes in political, economic, and social institutions that stood behind these careers as well as the impact of innovations in technology, tactics, and strategy. Commanders include Alexander the Great, Hannibal, Scipio Africanus, Belisarius, Gustavus Adolphus, Frederick the Great, and Napoleon.

HISA 3250 Jews, Christians, Muslims (3,4)
This seminar explores the relationships between the three Abrahamic religions during the Middle Ages. It examines the experience of Jews as minorities in both Christian and Muslim territories, encounters between Christians and Muslims both violent and peaceful in the Mediterranean and in Europe, and the ways in which each community was shaped by its encounters with the others.

HISA 3910 Special Topics (1-3)
Courses offered by visiting faculty or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 3970 Spec offr: Ancient Med (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 4140 The Crusades 1095-1291 (3)
This course traces the origins of crusading in Western Europe and events that led to the launching of Crusades to recover Jerusalem for the next two centuries. Emphasis is on how the Crusades shifted the political and economic axis in the Medieval world as well as led to innovations in arts and letters for Western Europe, the Byzantine world and the Muslim Near East.

HISA 4150 The Age of the Vikings (3,4)
This course deals with the evolution of a distinct civilization in Scandinavia on the eve of the Viking Age (790-1100) and its impact on early Medieval civilization. Through archaeology, coins, and the sagas and verse of Iceland, the course examines how Viking raids transformed states and societies across Europe and how the Scandinavians were assimilated into Latin Christendom from the eleventh through thirteenth centuries.

HISA 4200 Dante's Worlds: The Divine Comedy and History (4)
This mixed lecture/seminar will explore the world Dante created in his masterwork, the Comedy. and the world that created Dante: the vibrant intellectual. political. and religious culture of medieval Italy. The course will combine a close reading of the Comedy with exploration of important issues engaged by Dante in politics and government; religion and morality; economic theory and social order; gender and social relations; and creativity and the arts.

HISA 4910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

HISA 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 6000 Select Topics Greek History (3,4)
Research seminar on select topics of Greek History: Archaic Greece (750-480 B.C.E); Athenian Constitutional History; Alexander the Great; Greeks, Macedonians, and Persians: Birth of the Hellenistic World (600-250 B.C.E.); or Greeks in Iran and India (500 B.C.E.- 200 C.E.) Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 6010 Sem Sel Topic Roman Hist (3,4)
Research seminar on select topics in Roman History: Roman Imperialism and Transmarine Expansion (264-30 B.C.E.); Roman Principate; Later Roman Empire; Peloponnesian and Punic Wars; Rome and the Raj: Imperial Armies, Frontiers, and Societies; Imperial Rome and Imperial China (200 B.C.E.- 200 C.E.); Rome and Iran (100 B.C.E -650 C.E.); The Conflict of Pagans and Christians in the Roman Empire (30-565), Rome's Mediterranean Economy or Rome and the Northern Barbarians. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 6050 The Italian Renaissance (3)
An examination of cultural, religious, and political developments in Renaissance Italy and their impact on the rest of Europe.

HISA 6060 Later Medieval Spain (3,4)
Examines the political, religious, social, and cultural history of the Iberian Peninsula from the rise of the Caliphate of Cordoba in the tenth century through the reign of the Catholic Monarchs Isabel of Castile (1479-1504) and Ferdinand of Aragon (1479-1516). Among other topics, readings and discussion will address: the evolution of Islamic and Christian polities, and their centuries-long military confrontation (the 'Reconquest'); convivencia, or the interaction of Christians, Muslims, and Jews within medieval peninsular societies, and the reflections of this coexistence in culture, commerce and law; the partial political unification of Spain under the Catholic Monarchs; mounting religious and ethnic tensions within the Christian states, the rise of the Spanish Inquisition, expulsions of Jews and Muslims, and the imposition of Christian orthodoxy.

HISA 6090 Sem Sel Topics Byzan Hist (3,4)
Research seminar on select topics in Byzantine history: The Age of Justinian (518-565); The Byzantine Dark Age (610-1025); or Byzantium and the Crusades (1025-1204). Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISA 6190 Special Topics: Mediev+Ancient (3)
Courses offered by visiting faculty or permanent faculty. For description, consult the department.

HISA 6230 Medieval Cities (3)
This seminar explores the cities of medieval Europe, particularly in the high and late medieval period (roughly 1100-1500), and the ways in which urban space shaped the social, political, and cultural experience of medieval city-dwellers. Themes for readings and discussions include the idea of the city; sacred space and civic religious culture; governments, their institutions and physical sites; commerce and guilds; the gendering of urban space; and poverty and disease.

HISA 6250 Medieval Religious Culture (3-4)
This seminar explores a variety of aspects of medieval religious beliefs and practices, raising questions about the specific character of medieval religious culture and about how historians study it. Themes addressed include the cult of the saints; monastic life and intellectual culture; gender and models of sanctity; art and religious meaning; relations between majorities and minorities; and popular religion.

HISA 6270 Women&Gender Middle Ages (3)
This seminar addresses the construction of gendered identities in the Middle Ages, and the experience of medieval women and men in relation to those identities. Seminar readings and discussions explore topics such as changes in attitudes towards women's authority during the Middle Ages; the experience of religious women and the meaning of female imagery in religious writings; women's opportunities and experiences in politics and the economy; the lives and writings of illustrious medieval women; and the relationship between medieval conceptions of femininity and masculinity, and their articulation of gender differences in medieval literature and science.

HISA 6910 Special Topics (1-4)
Courses offered by visiting faculty or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

History - Asia (HISC)

HISC 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISC 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated unlimited times for credit.

Course Limit: 99

HISC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

HISC 2010 History of China to 1800 (3)
This survey course introduces the main themes of Chinese history, from Neolithic times down to the end of the pre-modern era (marked, both by tradition and for sake of convenience, at 1800 CE). Key topics include the exploration of the religious, moral, and social beliefs of early China as well as the assessment of the significance of the institutions of state and family, which have left such a striking imprint on the whole of Chinese history. This course is intended for those with little or no prior study of Chinese history; by the end of the semester, students should have a rounded perspective on the diversity as well as the essential continuities of Chinese culture in its formative stages.

HISC 2020 History of China since 1800 (3)
This survey course introduces the main themes in Chinese history from the height of the Qing dynasty to the end of the twentieth century. The first half of the course explores the political, social, economic, and cultural trends of the late imperial era. The second half of the course examines twentieth-century China, from the turbulent years of the Republican period to the traumatic events of the Cultural Revolution and beyond. This course is intended for those with little or no prior study of Chinese history.

HISC 2120 History of Modern India (3)
This is an introductory survey of the major cultural, social, political thought, traditions, and institutions of the Indian subcontinent or South Asia from 1500 to the present. No prior knowledge of the area or the culture is assumed or expected from the students.

HISC 2910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISC 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

HISC 3000 Historical Methods: HISC 3910 (1)
Historical Methods Lab. For description, consult the department.

HISC 3910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISC 3970 Special Topics - Asia (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISC 4910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISC 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

HISC 6110 Women in East Asian History (3,4)
Historically, women in East Asia had to negotiate with a highly patriarchal and Confucian world. This course aims at exploring the lives of women in East Asia, hoping to gain a further understanding of the challenges they faced under traditional Confucian regimes as well as the modernizing states of the 19th and 20th centuries. Special attention will be placed on the roles of personal agency and state power in shaping female lives and identity

HISC 6120 Women In China & Japan (3)
This course examines women's history and gender relations in both traditional and modern China and Japan. Themes to be explored include the constantly evolving roles of women in the family and as workers, artists, writers, and revolutionaries.

HISC 6210 The PRC: China under Communism (3,4)
In 1949, as Mao Zedong declared the founding of the People's Republic of China, the Chinese people were once again under a united government, ending decades of civil strife and foreign aggression. Yet the year 1949 represented only the military victory of the CCP, and in the following decades the new rulers of China would attempt to recreate state and society on a previously unimaginable scale. This course explores the dramatic years following the establishment of the PRC and follows the mass campaigns and political upheavals that marked Chinese history under the rule of the Communist Party. Attention will be given to both mass movements in the countryside and events that largely affected urban dwellers and intellectuals. Overall, this course aims at understanding the large-scale structural changes of the revolutionary era of 1949 to 1976 and its aftermath, as well as what these changes meant for the lives of individual Chinese citizens.

HISC 6310 China Revolution 1900-1949 (3)
China's twentieth century was irrevocably and profoundly marked by the Chinese Revolution. But how are historians to define the Chinese Revolution, both in setting its temporal boundaries and interpreting the meaning behind the event? Is it possible to determine the causes of the Revolution, or to elucidate why it took the path that it did? What did the Revolution mean for different social groups, as well as the individual? This course, an intensive reading seminar, is designed to address these issues by engaging a wide range of scholarship. Key topics include the legacy of the Republican Era, the rise of the Chinese Communist Party, land reform, and the impact of the revolutionary era on the lives of women.

HISC 6410 Empire and Rebellion in China (3)
During the Ming and Oing dynasties, Chinese emperors faced the enormous challenge of maintaining control over a vast and populous polity. This seminar will explore the methods utilized in the late imperial age to control the populace. These methods-most notably the state, legal, and family systems-were never fully effective in enforcing the will of dynastic rulers. As such, we will also investigate the possibilities for resistance against imperial rule and the Confucian worldview. While control and resistance will be the main themes for this seminar, other topics such as the roles of the environment and identity in history will add to our understanding of the late imperial age. Please note that this is a reading and writing intensive course that will rely heavily on the peer-review process.

HISC 6610 Seminar on Modern Japan (3-4)
Japan's rapid transformation from a traditional agrarian society to a modern nation-state has been one of the most intensely studied and debated topics in the historiography of Asia. This course explores the continuities and contrasts in Japanese history from the late Shogunate period to the disasters of the Pacific War; particular emphasis will be placed on how Japan came to be defined as a modern nation. Please note that this is a reading and writing intensive course that will utilize both peer-collaboration and peer-review.

HISC 6910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISC 7910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

History - Latin America & Caribbean (HISL)

HISL 1140 Freshman Seminar-Lat Amr (3)
Freshman Seminar in Latin American History.

HISL 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISL 1710 Intro Latin Americn Hist (3)
Main currents of Latin American civilization from the European conquest to the present, with special attention to the historical background of present controversies.

HISL 1720 Intro Caribbean History (3)
This course provides a survey introduction to the history of the Caribbean basin including the island territories located in the Caribbean Sea as well as those Atlantic islands and regions of mainland Central and South America which have shared similar historical experience with the Caribbean basin. The course covers the period from the mid fifteenth century immediately before European arrival up to the present day. Major themes will include European conquest and colonialism, African enslavement, East Asian immigration, the development of multi ethnic societies, U.S. relations with the Caribbean region, and the role of tourism in recent Caribbean history.

HISL 1890 Service Learning (0-1)

Maximum Hours: 99

HISL 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 2100 Latin Am Independence Movement (3)
Independence movements swept the Americas in an age of radical social and political transformations. New ideas about individual rights, democracy, the public sphere, and equality shaped debates across the region. This class explores how issues of race, gender, and religion influenced these debates and the development of these new nations.

HISL 2110 Colonial Latin America (3)
The year 1492 marked a major watershed in global history, as Europeans began a process of colonial expansion in the Americas that would continue for several centuries. This course explores the long and complex colonial history of Latin America that began in 1492 and ended in most of the region in the 1810s and 1820s. Main themes include the long processes of material and spiritual conquest; indigenous resistance and accommodation; the Columbian Exchange of plants, animals, and diseases; the creation of colonial economies of extraction and regional articulation; the rise of mixed-race societies; and the development of colonial institutions of church and state. The course also treats the expansion of slavery and the transatlantic slave trade, along with the rise of resistance movements and frontier challenges to colonial rule. We end with the responses to new crown demands in the eighteenth century and the collective struggle for independence that began in 1808.

HISL 2112 Modern Latin America (3)
This 3-credit course examines the history of Latin America from Independence in the 1810s and 1820s to the present. Main themes include nationalism, regional solidarity, revolutionary movements, extractive economies, and Indigenous and populist politics.

HISL 2120 Making the Modern Caribbean (3)

HISL 2500 History of Medicine & Public Health in Latin America (3)
In this course, we explore Latin America's fascinating history of medicine and public health - from the colonial encounter of indigenous, African and European healing practices to the unique ways in which Latin American nations faced the greatest public health challenges of the 20th century. The course explores a variety of subjects beginning in the early colonial era: African healing in the Americas, the evolution of tropical medicine, international public health missions, midwifery and the rise of obstetrics, funerary practices, miasma theory, and disease epidemics ranging from malaria to the HIV/AIDS crisis. We will focus heavily on how both patients and practitioners of alternative forms of healing reacted to treatments, sometimes with resistance, and in turn shaped the very nature of medicine in the region. The course approaches the history of medicine from a transnational perspective, seeing how practitioners and researchers in Latin America interacted with the global scientific community.

HISL 2760 Colonial Mexico (3)
Social, intellectual, and institutional history of colonial Mexico.

HISL 2770 Modern Mexico (3)
Political, economic, and social history of Mexico during the national period.

HISL 2790 Central America (3)
The history of Central America since 1800 with particular attention to the establishment of political independence, economic colonialism, the transfer of hegemony over the region from Europe to North America, problems of chronic political and social instability, and popular revolutions in the 20th century.

HISL 2810 Colonial Brazil (3)
Brazilian colonial history from 1500 to 1822. Emphasis on major economic, social, and political developments in the context of the Portuguese Empire. Contrasts and similarities with other imperial systems receive particular attention.

HISL 2820 Modern Brazil (3)
Brazilian history from 1822, including the first and second empires and the republic. Attention is given to the liquidation of slavery, the replacement of imperial values by the establishment of the republic, and the military question.

HISL 2822 Environmental History of Latin America (3)
This 3-credit course examines the environmental history of Latin America from c.1492 to the present, treating biological exchange, deforestation, resource extraction, urbanism, food ways, climate change, and conservation. No prerequisites.

HISL 2830 The Andean Nations (3)
A survey of the development of South America's Andean region beginning with the Inca Empire, through the establishment of the vice-royalty of New Castile and emphasizing the modern nations of Chile, Peru, and Bolivia.

HISL 2840 History of Argentina (3)
Political, economic, and social history of Argentina from 1516 to the present.

HISL 2850 Central America Radicals (3)
Central Americans have engaged in some of the most important radical and democratic movements of the 20th century. Especially after the triumph of the Nicaraguan revolution in 1979, Central America became the news story of the 1980s. Radical movements and civil wars in Guatemala and El Salvador intensified over this decade. While some saw these battles as the "twilight struggle" of the so-called Cold War between the United States and the Soviet Union, a battle over a supposed Soviet beachhead in "our backyard" these events have a much longer legacy. dating at least to the late-nineteenth century and involving domestic issues as much as international ones.

HISL 2910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 2911 Special topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 2912 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 2913 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 2914 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 2929 Piracy in the Americas, 1500-1750 (3)
This 3-credit course examines the phenomenon of sea raiding in the Atlantic and Pacific Oceans from the time of Columbus to the great anti-piracy campaigns of the early eighteenth century. We explore the phenomenon from multiple perspectives in order to understand both victims and perpetrators.

HISL 3000 Historical Methods (1)
Historical Methods Lab. For description, consult the department.

HISL 3100 Explorers, Liars and Travelers (3)
This course focuses on teaching historical methods-the tools we use, as historians, to interpret and represent the past. Travelers provide an excellent and accessible body of historical sources across a wide range of time and places. But traveling is also a great metaphor for being a historian: like travelers, we lack perfect knowledge, we have questionable cultural understanding, and we try to make sense of the world we live in. This course has a required co-requisite Methods Lab.

HISL 3200 History of Voodoo (3)
Using works of anthropology, folklore, history, and literature, this course examines the history of voodoo in both New Orleans and Haiti, as well as the history of similar religions such as Brazilian candomble, Cuban santeria and Trinidadian orisha worship. Students will explore the development of these religious systems from slavery to the present day.

HISL 3361 Slave Rebellions (3)
The white supremacist who attacked Emmanuel AME church in Charleston studied slave rebellions. Why? How important were slave uprisings in the history of slavery? What do we really know about them? What should we know?

HISL 3390 The Cuban Revolution (3)
This course explores the histories, myths, and memories of the Cuban Revolution of 1959, from Fidel Castro to the Miami expatriate communities.

HISL 3710 Colonial Latin America (3)
Readings and research on topics in the Hispanic period aimed at developing an understanding of Latin American society and institutions as they developed from the 16th to the 19th century.

HISL 3720 Mod Lat Amer. & Carib. (3)
Selected topics in Latin American and Caribbean history from 1800 to the present. Religion in Latin America; Dictators; Evita. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 3721 Mod Lat Amer. & Carib. (3)
Selected topics in Latin American and Caribbean history from 1800 to the present. Religion in Latin America; Dictators; Evita.

HISL 3750 Caribbean Slavery (3)

HISL 3800 Caribbean Revolutions (3)
Weekly readings and discussions of popular revolutions in the Caribbean region. Some attention is paid to the revolutionary tradition in Middle America before concentrating on the 20th-century revolutions there. In a search for common factors, attention is devoted not only to countries where significant revolutions have occurred already, such as Guatemala, Cuba, and Nicaragua, but also to others where revolutionary potential exists.

HISL 3890 Service Learning (0-1)
Course Limit: 99

HISL 3910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 3911 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 3912 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 3914 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 3950 Spec offering: Lat Amer (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 4630 Sex/Gender Colonial Latin Amer (3)
This course examines conquest and colonialism through the lens of gender and sexuality. It looks at the relationships that emerged among indigenous, African, and mestizo populations and how systems of beliefs about sex, gender, and sexuality facilitated the practice of empire.

HISL 4740 Caribbean Cultural History (3-4)
This course explores the development of distinctive cultural forms and patterns in the Caribbean basin from the arrival of Europeans at the end of the 15th century up to the present day. Emphasis will be placed on understanding the diverse origins and particular social contexts from which different aspects of Caribbean culture have developed.

Corequisite(s): HISL 4890.

HISL 4780 Women in Latin Am History (3)
An exploration of the pivotal role Latin American women have played in the area's historical development. Attention is given to how women acquired and exercised power in a male-dominated society and how class, race, sex and sex roles, and traditions have influenced and shaped women's roles.

HISL 4840 Piracy in the Americas to 1750 (3)
Who were the "golden age" pirates and who were their main victims? What tactics did pirates use and what was done to stop them? How was piracy related to imperial expansion and resistance to it? How did the golden age pirates come to be lasting iconic cultural figures? Piracy in the Americas traces the rise and fall of sea predators in the Atlantic and Pacific Oceans from the 16th to 18th centuries.

HISL 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): HISL 4740.

Maximum Hours: 99

HISL 4910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 4911 Special topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

HISL 5390 Junior Year Abroad (1-20)

Maximum Hours: 99

HISL 6600 Peasants, Rebellion & the State (3,4)
This seminar explores the history of peasants, rebellions and revolution in modern Lain America. Attention will focus on peasant desires and motivations as Latin America has become increasingly urban and states have grown in size and strength.

HISL 6610 Latin American Modernity (3,4)
This class explores the history of modernity, modernization and underdevelopment in Latin America since the 19th century. Key themes will include labor and industrialization; urbanization and the middle class; citizenship and ethnicity; and state formation.

HISL 6620 Crime, Violence and Rebellion in Latin America (3-4)
In this seminar, we will explore several forms of resistance and rebellion throughout Latin America - from rebellions by the enslaved and armed insurgencies to everyday forms of resistance against oppression. In the context of understanding how Latin American governments have maintained social order, we investigate the history of crime, policing, and other forms of state control.

HISL 6740 Latin American Social Hist (3)
A specific topic is chosen each year. The course has dealt with slavery, race relations, and social revolutions in previous years. Future topics include the history of the peasantry and peasant movements in Latin America and the development of the Latin American urban working class. Lectures, readings and discussions.

HISL 6750 Africans In The Americas (3)
This seminar will explore the dispersion and fate of African peoples and their descendants in the United States, the Caribbean, and Central and South America with a view to developing an understanding of African-American culture as a diverse regional phenomenon rather than one confined to the United States.

HISL 6780 Caribbean Hist: Major Themes (3,4)
A historiographical course focusing on major texts, major themes, and major trends in the historical literature of the Caribbean, including the island territories along with Belize and the Guianas.

HISL 6850 U.S.- Latin American Relations (3,4)
Traces the diplomatic, economic, and cultural relations between the United States and Latin America from the American Revolution to the present. This course seeks to demonstrate the interrelated roles of diplomacy, commerce, and inter-American cultural relations throughout the 19th and 20th centuries.

HISL 6870 Race & Nation in Latin America (3)

HISL 6890 Service Learning (0-1)
Corequisite(s): HISL 6780.

Maximum Hours: 99

HISL 6910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 6911 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISL 7610 Seminar-Comp Hist of Americas (3)
This graduate seminar approaches a range of issues of comparative interest in the Americas while also exploring questions around the frameworks of comparative history, Atlantic World history, the African Diaspora, and transnational history.

HISL 7620 The City in Latin America (3)
This seminar explores the forces, mechanisms, and intellectual currents that define 'the city' in Latin America past & present. It also introduces students to various theoretical and methodological ways of approaching urban Latin America.

HISL 7710 Seminar In Mexico (3)
Seminar In Mexico.

HISL 7720 Sem Modern Lat America (3)
Seminar in Modern Latin America. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISL 7750 Sem In Central America (3)
Seminar In Central America.

HISL 7830 Historiography Col Lat America (3)
This advanced seminar traces major trends in colonial Latin American historiography.

HISL 7840 Historiography Mod Lat Am (3)
This course traces major trends in scholarship on modern Latin American history.

HISL 7910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

History - Middle East & North Africa (HISM)

HISM 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISM 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISM 2200 Pre-Modern Islamic World (3)
This survey course introduces the rich history of the pre-modern Islamic world from the 7th to 17th century. It explores the intricate political, social, and cultural tapestry of Islamic civilization.

HISM 2210 History of Modern Middle East since 18th Century (3)
This survey course revisits the significant transitions from the 18th century to the present in the Middle East and North Africa. These transitions include the reform and collapse of old empires, European colonization and modernization, independent movements and models of self-governance, and the reinvention of political Islam under authoritarian regimes.

HISM 2910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISM 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

HISM 3000 Historical Methods: (1)
Historical Methods Lab. For description, consult the department.

HISM 3220 Arab/Israeli Conflict (3)
This seminar traces the course of the Arab-Israeli conflict from the rise of Zionism, through the various Arab-Israeli wars, and up to the recent peace negotiations. Emphasis is on presenting the perspectives of all the parties to the Arab-Israeli conflict, and placing it in the context of the history of the Middle East as a whole.

HISM 3910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISM 4910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISM 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

HISM 5390 Junior Year Abroad (1-20)

Maximum Hours: 99

HISM 6060 Sem:Modern Middle E & N Africa (3)
Readings and research on the society, economy, and politics of the Middle East and North Africa since the 16th century.

HISM 6110 Religion&Nationalism Mid East (3,4)
This seminar concentrates on the crucial role that nationalism and religion played in the history of the Modern Middle East during the period between the late nineteenth century and the present day. It explores the general questions of how the "nation" came to dominate both political thought and political reality in the region and how various nationalist movements and ideologies have imagined and constructed national identities. The seminar also critically considers how religions have contributed to and/or challenged these complex processes. Students will read secondary monographs on various Middle Eastern contexts and become familiar with key historical debates on nationalism and religion. The discussions will not only focus on the intellectual and political elites but we will also examine how non-elite individuals and groups influenced nation-building processes.

HISM 6140 Islam & W Med World, 1000-1900 (3)
Islam and the Western Mediterranean World, 1000-1900.

HISM 6210 Modern Turkey: Past & Present (3-4)
This seminar introduces students to the past and present of modern Turkey. We will explore the complex processes of the disintegration of the Ottoman Empire in the aftermath of World War I, the formation of a secular, republican Turkish nation-state, and its dramatic socio-political transformation since the 1950s in response to domestic, regional, and international challenges. We will also discuss how religion has contributed to and/or challenged these processes and how these processes have affected ethno-religious minorities, gender, and class relations.

HISM 6310 Ottomans & Middle East (3,4)
This seminar is on the history of the late Ottoman Empire. It addresses the complex social and political transformations that the empire went through in the nineteenth- and twentieth centuries. Over the semester we will travel along the long arc of the late Ottoman history, observing the many overlapping identities that shaped it. More specifically, the subjects we will discuss include the changing relationship between the Ottoman state and society, ethno-national and religious conflicts, political revolutions and their far-reaching implications, women, Ottoman cities and the countryside. We will also examine the dynamics of the empire's disintegration into independent nation states in the aftermath of World War I and the legacy that the Ottomans left behind.

HISM 6410 State & Soc in Mod Middle East (3)
This seminar addresses how the emergence of modern states in the Middle East reshaped various aspects of the region's politics, economy, social relations, and culture to create distinct adaptations to modernity. It provides an opportunity for in-depth exploration of the last two centuries of the Middle East through the formation of modern state institutions and practices. Temporally, the course moves from the late 1700s to the first half of the twentieth century. Geographically, the area includes the region from Egypt to Iran, the Balkans to Arabia and Eastern Anatolia, in short, those regions under the dominion of the Ottoman and Qajar Empires and successive nation states.

HISM 6910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

History - Modern Europe (HISE)

HISE 1210 Eur & Wider World To 1789 (3)
European history from the Middle Ages to the French Revolution: the Renaissance and the Reformation, the origin of the modern state and of capitalism, the beginnings of colonialism, the scientific revolution, and the Enlightenment.

HISE 1220 Emerg Cont World 1789- (3)
The impact of the French Revolution and Napoleon; reaction and revolt; the growth of nationalism; the industrial revolution and the rise of socialism; international rivalry, imperialism, and the coming of World War I; rise of totalitarianism and the failure of international security; World War II and postwar developments.

HISE 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISE 1510 Napoleon in Russia 1812 (3)
This seminar is a close study of Napoleon's invasion of Russia in 1812, the impact it had upon the Russian empire, and the place that it came to occupy in Russia's historical memory. The seminar, which meets twice per week, emphasizes the timely reading of assigned readings and active participation in class discussions.

HISE 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

HISE 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

HISE 2160 Europe in the 18th Century (3)
Examines developments in human ecology and power, critiques of tradition from diverse groups, and efforts to implement novel models, both cosmopolitan and nationalistic, for a rational and just society.

HISE 2170 Europe in the 19th Century (3)
Explores the quest for popular and national security in an age of radically shifting material circumstances deeply influenced by concepts of political and social equality.

HISE 2210 Modern Germany (3)
A survey of the political, social, and economic development of Germany from the revolution of 1848 to the aftermath of the Second World War. Topics include unification, Bismarckian Germany, the Weimar Republic, and the Third Reich.

HISE 2220 France in the Tropics (3)
A survey of the French colonial empire in the 19th and 20th c, with a focus on Africa and Asia. Topics will include the role of race, class, and gender in colonial society, colonial medicine, education, urban planning, among others.

HISE 2230 France since 1789 (3)
A survey of French history since 1789, with particular attention to social, cultural, and political change. Among other topics, we will examine political upheaval, imperialism, class dynamics, changing gender roles, and questions of French identity in the modern era.

HISE 2240 Rus Rulers & Tyrants, 900-1825 (3)
Political, social, and economic developments in Russia from the earliest times to the mid-19th century. Kievan and Muscovite background, reforms of Peter the Great, and the effects of westernization.

HISE 2250 Russia Since 1825- Present (3)
This lecture course covers the last decades of the Tsarist regime, the Russian revolution of 1917, the Soviet Regime from Lenin and Stalin, the collapse of the Soviet Regime in 1991, and the Putin era.

HISE 2260 Paris Since Antiquity (3)
This course traces the evolution of the city of Paris from its origins as a backwater of the Roman Empire, to its importance as a center of Enlightenment thought in the 18th century, its emergence as the 'capital of modernity' in the 19th century, and on through its contested status in the 20th and 21st centuries. We will explore the city through the lenses of protest and revolution, leisure and consumption, public health and urban planning policies, and immigration and multiculturalism, amongst others.

HISE 2320 Early Modern England (3,4)
A survey of the political, social, economic, and cultural development of England from the founding of the Tudor dynasty to the rebellion of the American colonies (1485-1776). Topics include the Reformation, the civil war, relations with Scotland and Ireland, political thought, crime and riot, education, and domestic industry.

HISE 2330 History of Scotland (3)
An introductory lecture course on the history of Scotland from earliest times to the present day, covering social, political and economic topics.

HISE 2410 Spain, 1369-1716 (3)
Surveys the course of Spanish history from the completion of the medieval Reconquest and the rise of the Trastamara dynasty in the fourteenth century until the end of Habsburg Spain in the early eighteenth century, with particular attention to state formation and the role of Spain as a great European power in the sixteenth and seventeenth centuries. Besides politics, the course examines central topics in the social, religious and cultural history of late medieval and early modern Spain.

HISE 2420 The Age of Reformation (3)
Surveys the transformation of Western Christendom (c. 1400-1700), with emphasis on: late medieval religious practice; discontent and reform currents within the Church; the Protestant Reformations of Luther, Zwingli, Calvin, anabaptists, and others; and Catholic response and Counter-Reformation.

HISE 2430 Modern Spain since 1700 (3)
Examines the course of modern Spanish history from the Bourbon succession through the loss of overseas empire, the political and social evolution culminating in the bloody civil war of 1936-39, and the subsequent dictatorship of Franco, to contemporary democratic Spain and the challenges it faces.

HISE 2500 Memories of Violence 20th Cent (3)
Among the many instances of violent and traumatic collective experiences in 20th century Europe, this class will focus on three particular case studies, the Holocaust in Germany, the bombing of Guernica in Spain, and the siege of Saraievo during the Bosnian War. These cases are not chosen at random, but for their ability to shape how we narrate individual and collective responses to most traumatic experiences of state imposed violence in 20th century Europe.

HISE 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 2910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 2911 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

HISE 3000 Historical Methods: HISE 3190 (1)
Historical Methods Lab. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 3190 The Spanish Civil War (3,4)
The Civil War of 1936-39 considered both as the watershed of modern Spanish history and as an event of major international significance. Readings and discussion focus on the causes and course of the conflict, and on its consequences down to the present.

HISE 3220 WWII In French Film (3-4)
This seminar examines the representation of the era of Nazi occupation and the Vichy Regime (1940-44) in films produced between the 1940s and the 2000s. We will focus on depictions of daily life, the politics of collaboration and resistance, and the French role in the Holocaust.

HISE 3230 The French Revolution (3)
The French Revolution is among the most written-about historical subjects, and for good reason. Along with the American and Haitian Revolutions, it prompted dramatic shifts in ideas and practices of governance, politics, law, as well as social, racial, and gender hierarchies. These shifts radically transformed French society, had a lasting impact on the rest of Europe, and also had significant global repercussions. This seminar will pursue two major objectives: understanding the events of the Revolution, and engaging with historians' interpretations of those events.

HISE 3250 Russia at War, 1939-1945 (3-4)
This seminar provides an overview and analysis of the Second World War on the Eastern front. The Nazi invasion of the Soviet Union on June 22, 1941, inaugurated one of the bloodiest wars in history. The Soviet victory following devastating defeats and losses at the war's outset, was indispensable to the overall Allied victory. The Soviet victory was won at enormous cost, whether in human lives lost or in the physical devastation of the country. The victory also transformed the Soviet Union into a superpower and left the Soviet Union in control of much of Eastern Europe. The course requires reading, discussion, and the writing of a research paper.

HISE 3260 Putin's Russia (3-4)
The period between the collapse of the Soviet Union in 1991 and the present in Russia has witnessed dramatic changes in every dimension of Russian life, from political ideology and institutions to the transformation of economy, society, and broader culture. This seminar seeks to illuminate the nature of these transformative changes, focusing particular attention on Vladimir Putin's rise to power, the character of his rule, and the reasons for his popularity in Russia. The reasons for the growth in popular as well as state hostility to the West and Western culture forms a particularly important part of the course.

HISE 3270 Lit/Soc In Russ To 1917 (3)
An exploration of the central role that writers and literature played in the culture and society of nineteenth and early twentieth-century Russia. Readings include selected novels, poetry, critical essays, and memoirs as well as secondary historical literature. The course focuses upon the role of literature in Russian society and the relationship between literary representations and history.

HISE 3280 Lit/Soc In Russ To 1991 (3)
An exploration of the role that literature and writers played in the history and culture of the Soviet Union from its inception to its collapse in 1991. Readings include selected novels, poetry, and memoirs as well as secondary historical literature. The course focuses on the relationship between writers and the state and society in the Soviet period and the relationship between literary representations and history.

HISE 3290 Origins WWII 1919-1939 (3)
European international affairs from the treaty of Versailles to Hitler's invasion of Poland, emphasizing the diplomatic, political, and military forces that contributed to the outbreak of the Second World War.

HISE 3300 Death Disease Destitution (3-4)
Death, Disease, Destitution and Despair in Early Modern Europe Readings, discussion, and a research paper examining the experience of and social reaction to illness, insanity, poverty, and death in Western Europe.

HISE 3311 Gardens Parks and Green Spaces (3,4)
This course examines the creation of gardens, parks and public space in Europe and the Americas from 1500 to the present day. We will study the historical evolution, technology and art form of gardens and public parks as well as their social significance, taking into account issues of race, ethnicity, gender and class.

Corequisite(s): HISE 3890.

HISE 3390 Europe Since 1939 (3)
A survey of European history since the outbreak of the Second World War, covering all major states. Topics will include the war and its aftermath, the division of the continent in the Cold War, the development of welfare states and socialist systems, the emergence of the idea of a united European community, and the collapse of Communism in eastern Europe.

HISE 3513 Hist of Jews in Russ 1772-2000 (3)
This course studies the history of the Jews in Russia from the First Partition of Poland in 1772 until the beginning of the twenty-first century. The course examines the evolution of that Jewish community itself and the issues that divided that community.

HISE 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): HISE 3311.

Maximum Hours: 99

HISE 3910 Special offering: Europe (3,4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 3911 Spec Offering Europe (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 3921 Special Offering Europe (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 3922 Special Offering Europe (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

HISE 4140 Household Gender Sexuality (3,4)
This course examines the structure, function, and emotional content of families in Europe from the Renaissance to the 18th century. The construction of gender as well as attitudes to and the regulation of sexuality will also be discussed.

HISE 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 4910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

HISE 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 6050 The Italian Renaissance (3-4)
An examination of cultural, religious, and political developments in Renaissance Italy and their impact on the rest of Europe.

HISE 6100 Ren & Ref 1450 to1660 (3)
Examines religious and secular aspects of the breakdown of Christian unity from the Renaissance to the mid-seventeenth century. Topics include the decline of the Church; philosophical and doctrinal conflict; dissent and renewal in the Protestant Reformation; the Catholic Reformation; ideology, politics, and wars of religion; Counter-Reformation; and foreign intervention in France and the Netherlands.

HISE 6140 Rev-Napol Eur 1789-1815 (3)
This course explores the questioning of traditions throughout Europe, the exchange of concepts of social organization among regions, and the emergence of an imperial power that redirected civilization.

HISE 6330 Imperial Spain 1469-1659 (3,4)
Examines the rise and decline of Spanish power in Europe and the Atlantic world and the internal development of the Spanish kingdoms from unification under Fernando and Isabel through the reigns of Charles V and Philip II to the end of the Habsburg dynasty. Besides politics and diplomacy, reading and discussions will address religious practice and the Spanish Inquisition, the art and literature of the Golden Age, and the cult of honor with its consequences for social structure, economic life and gender relations.

HISE 6350 Crime/Punish Hanov Engln (3,4)
This in depth seminar focuses on crime, punishment and the justice system in eighteenth-century England. We will investigate such topics as the rise of defense lawyers, the goals of punishment and the development of a system of police. Students will also make use of a digitized data base, theoldbaileyonline, which contains the transcripts of trials held at the Old Bailey courthouse in London to write a research paper.

HISE 6370 Seminar Early Mod Englnd (3)
Readings, discussion, and research paper will focus on a selected topic of English history between 1485 and 1789. Topics will include Religion and Society and Georgian England, 1714-1783. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 6380 Sem Mod British History (4)
Readings, discussion, and a research paper focusing on one of the following periods of modern British history: Britain in the Age of Revolution, 1760-1850; The Victorian Era, 1830-1900; Britain in the Age of World War, 1900-1945. On occasion, the seminar might focus on a topic rather than a period. Course may be repeated 4 times for credit.

Course Limit: 4

HISE 6420 Readings In Holocaust (3-4)
Examines the origins and development of the Nazi Final Solution; the experience of the victims, perpetrators, rescuers, and bystanders; and the relationship between history and memory.

HISE 6430 Religion & Society in Golden Age Spain (3,4)
Examines Spanish religious history from the late fifteenth through the seventeenth centuries. Among other topics, readings and discussions will focus on: the collapse of religious pluralism and the end of convivencia (the coexistence of Christians, Jews, and Muslims); the Spanish Inquisition (its purposes, process, personnel, and consequences); varieties of religious practice in early modern Spain; and the characteristics of Spanish Catholicism in the Counter-Reformation.

HISE 6510 The Russian Revolution:1900-24 (3,4)
The course explores the origins and nature of the Russian revolutions of 1905 and 1917. It focuses equal attention upon the policies of the tsarist regime and the various social movements, political parties, and ideologies that arose in opposition to that regime. The reasons for the Bolshevik victory in October 1917 and the character of the early Bolshevik regime from 1917 through the Civil War are problems the course addresses. The contentious debates historians have conducted on almost every aspect of the revolution are an important part of the course's readings and discussions.

HISE 6511 Stalin's Russia, 1924-1953 (3,4)
This seminar addresses four major questions: 1) What was the nature of the political, social, and cultural system that came into existence under Stalin and how did that system evolve during his lifetime? 2) What was the scope and nature of political repression and state terror under Stalin? Given the reality of state terror, how can we explain the geniune enthusiasm that the regime was able to mobilize for so many of its initiatives? 3) What was the Soviet experience during World War II, and how did the war affect Soviet society and politics? 4) What was the range of experiences that ordinary individuals and families encountered in their private lives during the Stalin era? A major question throughout the course is the character of Stalin's personal rule and the extent of his responsibility for the major developments under his leadership.

HISE 6512 Stalins Shadow: Soviet 1953-91 (3)
This course examines the evolution of the Soviet Union from Stalin's death until its collapse in 1991. Its primary focus is on the important changes that occurred in the political, cultural, and social spheres within the Soviet Union itself and in the stances that the Soviet Union adopted toward the rest of the world. The initial changes, which contemporaries described as the thaw, witnessed a liberalization that culminated in an explicit denunciation of many of Stalin's policies. The course concludes with an inquiry into the Gorbachev reforms of glasnost and perestroika, which culminated in the collapse of the Soviet Union in 1991.

HISE 6520 Immigr & Identity in France (3,4)
This seminar will explore the history of immigration to France since the late 19th century and attendant debates over national identity, secularism, and race. We will examine colonial and postcolonial migration, the rise of xenophobic extremist political parties, minority activism, and controversies over the place of Islam in French society.

HISE 6600 Photography & Historical Imagi (3-4)
This class aims to explore the relationship between historical memory and photographic practice.

HISE 6601 Jewish Life & Culture Ctr Euro (3)
This course explores the many facets of Jewish life and culture in Germany and other Central European nations. We will focus on the relationship of various Jewish communities with their Gentile neighbors, local and state authorities and trace the course and success of the Haskalah movement (the Jewish enlightenment). We will be particularly sensitive to the daily life experience of women in their struggles to find a voice and acceptance as women and as Jews, as well as the dramatic rise of a Jewish middle class in the realm of science, finance and industry.

HISE 6610 Postwar Cultures: Divided Cont (3)
This course explores the many ways daily practices and political ideologies have intersected in the lives of ordinary European citizens in the era of the Iron Curtain.

HISE 6660 Private Violence, Public Consequences (3-4)
Examines and analyzes private violence in a variety of forms that opposed, contested, supplemented, or substituted for state power from the Renaissance through the twentieth century in Europe. Separate multi-week sections of the course will concentrate on vendettas and blood feuds, dueling, piracy and banditry, and the Sicilian mafia.

HISE 6910 Spec offerings: European (3,4)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 6911 Spec offerings: European (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 6913 Spec offering: European (3,4)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISE 7910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes.

History - United States (HISU)

HISU 1410 US Hist - Colonization to 1865 (3)
An analysis of the major forces and events that shaped American history from its beginnings through the Civil War.

HISU 1420 US Hist 1865 To The Present (3)
An analysis of the forces and events that shaped American history from the Civil War to the present.

HISU 1500 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

HISU 1800 Early New Orleans (3)
This course explores the history of New Orleans during the colonial and early national periods, when the city was a crossroads of the Atlantic World that linked Africa, the Americas, and Europe. It locates the city's past in a transnational Atlantic context that reaches back to the fifteenth century and concludes with the emergence of New Orleans as a major American city in the early nineteenth century.

HISU 1910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 1911 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 1912 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 2100 History of Medicine in the US (3)
Students in this course will study the social dimensions of medicine, disease, and health in U.S. history. We will examine how ordinary people were affected by pandemics, advances in medical technologies, and changing ideas about health care. Students will consider how ideas about medicine have been shaped by economic, military, political, and social transformations in U.S. history.

HISU 2200 History of Digital Revolution (3)
This course will explore the history of the digital revolution from the 1830s to the present. It will begin with Ada Lovelace and the conception of a general-purpose computer, and it will culminate with the creation of social networks and the sharing economy. Special attention will be paid to the three great inventions that combined to create the digital age: the computer, the microchip, and the internet. The themes will include the importance of collaboration in innovation, the need to connect the humanities and the sciences, and how networked digital technology disrupts traditional hierarchies. In that context, we will look at what makes a successful digital business.

HISU 2400 Women & Gender US Hist to 1865 (3)
This course introduces students to the history of women in North America from 1400 to 1865. Over the course of the semester, we will examine how women were affected by and also influenced historical change. We will consider whether key events and issues, including European colonization, the American Revolution, slavery, and the Civil War look differently when we integrate women into the historical narrative. We will study how women's interactions with work, religious practices, and family life were influenced by race, class and ethnicity. One of the guiding questions of the course will be: how has gender-understood as the meanings attached to being male and female-changed over time?

HISU 2410 Women & Gender Since 1861 (3)
This course examines U.S. history from 1861 to the present using the history of women and gender as the primary analysis. This course will be framed around a consideration of how the history of women intersects with ideas about human rights. We will explore how transformations in American laws, politics, customs, economic and military policies affected and were influenced by women. We will also consider how race, class, region, ethnicity, and age facilitated or prevented women from being able to exercise the full rights and obligations of citizenship.

HISU 2480 Louisiana History (3)
A survey of the history of Louisiana from its settlement to the present.

HISU 2500 Legal Hist US Gender Sex (3)
Survey of U.S. legal history, with a focus on how laws shaped understandings of gender and sexuality from the colonial period to the present. Through a study of scholarly monographs and legal decisions, we will evaluate how ideas about marriage, divorce, sexual practices, inheritance, sexual assault, and sexual identity have changed over time. Students will write an original research essay, complete a midterm and final exam, and offer one in-class presentation.

HISU 2510 Atlantic World (3)
The Atlantic world has emerged as an important field in early modern western history in the past ten years. It is now especially important for students of United States history to have an opportunity to become familiar with the transnational origins of the nation that are rooted in the Atlantic context. Atlantic world history does not replace traditional colonial history, but is now a necessary complement to it.

HISU 2520 Early America to 1800 (3)
This course surveys the development of the North American mainland before 1800 with focus on the thirteen British colonies in mainland North America that chose to declare their independence in 1776, and attention to the broader continental and Atlantic contexts in which they were embedded, including colonial Louisiana.

HISU 2605 Twentieth Century America (3)
A survey of twentieth century U.S. history, focused on politics, culture, and the environment. Topics include immigration, imperialism, suffrage, Jim Crow, the Great Depression, the New Deal, world wars, the Civil Rights Movement, conservatism, the War on Terror, climate change, and America's future.

HISU 2610 The Old South (3)
Economic, cultural and political history of the South from the settlement of Jamestown through the Civil War. Emphasis is on those factors that made the South a unique section of the nation.

HISU 2620 The New South, 1865-Present (3,4)
An examination of the economic, political, cultural, and intellectual forces that have shaped the American South since the Civil War. Central themes include the rise of sharecropping and tenancy, the struggle for civil rights, the emergence of two-party politics, and the metamorphosis of popular values and social norms triggered by the events of the 1960s. The course will explore the paradox of continued self-conscious regional identity in the face of constant internal change.

HISU 2630 US Foreign Relations Pre-WWII (3)
This course will investigate the history of U.S. foreign relations from the early republic until World War II. The class will span more than a century and students will be asked to consider the economic and ideological objectives embedded in U.S. foreign relations and the growth of the United States as a world power. Topics will include: the Mexican-American war, westward expansion, U.S.-Hawaii relations, the War of 1898, U.S. interventions in the Caribbean, late 19th and early 20th century immigration, World War I, and World War II. In addition, this course will consider representations of the world in domestic culture by examining the histories of world fairs tourism, travel literature, and missionaries.

HISU 2640 US Foreign Rltns Since WWII (3)
Foreign relations is front page news every day: the ongoing wars in Iraq and Afghanistan, the threat of terrorism and nuclear proliferation, rising food and oil prices, global warming, debates over human rights practices, and even the Olympics. Although each of these topics has strong contemporary resonance, the United States role in the world has a long and complex history. In this course, we will study US foreign relations from the end of World War II through the present. The course will define US foreign relations broadly and include diplomatic policy makers, military interventions, economic policy, and non-state actors engaged in international relations. Students will learn to analyze opposing historical interpretations, evaluate primary sources, ask analytic questions, and develop arguments.

HISU 2650 US Immigration: Law & Politics (3)
In this class students will gain a solid foundation in mid-19th and 20th century immigration in the United States and grapple with the following themes: immigrant community formation, the interplay between immigration and American labor, the changing immigration law, the intersection of immigration and U.S. racial formations, and the prominence of immigrant narratives in American culture. The course will also ask that students grapple with contemporary problems and recognize the historic antecedents and struggles behind today's current events.

HISU 2670 American Environmental History (3)
A survey of American environmental history from 1491 to the present, focused on how politics, culture, and the economy have changed the way people interact with the world around them over time. Topics include Native America, capitalism, colonialism, democracy, the industrial revolution, wilderness, race, class, gender, justice, and climate change.

HISU 2680 Working in America (3)
Students will gain a solid foundation in mid-19th and 20th century labor history and analyze the following themes: the rise of corporate capitalism, the development of a labor movement, agricultural, industrial, and service economies, the interplay between immigration and American labor, the decline of labor protections, and the emergence of the 'gig' economy. The course will also ask that students grapple with contemporary problems and recognize the historic antecedents and struggles behind today's current events.

HISU 2690 Intro Afro-American History (3)
A survey of the history of people of African descent in the United States from the 17th century to the end of the Civil War. The course will explore the development of a distinct African-American experience within the context of colonial North America and the early United States. Emphasis will be placed on understanding the origins and nature of slavery not simply as a system of forced labor, but as a system of unique cultural relationships.

HISU 2700 Modern African-American (3)
This course surveys the history of people of African descent in the United States from the end of the Civil War until the late twentieth century. A central theme of the course will be the varying ways in which African-Americans sought, both successfully and unsuccessfully, to achieve political, social, and economic freedom in the wake of emancipation.

HISU 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): HISU 2610.

Maximum Hours: 99

HISU 2891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2900 The Digital Revolution, From Ada to Zuckerberg (3)
This course will explore the history of the digital revolution from the 1830s to the present. It will begin with Ada Lovelace and the conception of a general-purpose computer and culminate with the creation of social networks and the sharing economy. Special attention will be paid to the three inventions that created the digital age: the computer, the microchip, and the internet. The themes will include the importance of collaboration in innovation, the need to connect the humanities and the sciences, and how networked digital technology disrupts traditional hierarchies. We will look at what makes a successful digital business. We will also debate two schools of thought that have developed since Alan Turing asked whether machines would ever be able to think like humans: those who pursue artificial intelligence versus those who focus on ways to use machines to augment human intelligence.

HISU 2910 Special Topics (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2911 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2912 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2913 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2915 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2920 Special Topics: Us Hist (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2921 Special Topics-U.S. History (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

HISU 3000 Historical Methods: HISU 3913 (1)
Historical Methods Lab. For description, consult the department.

HISU 3001 Historical Methods: HISU 3911 (1)
Historical Methods Lab. For description, consult the department.

HISU 3100 New Orleans and Senegal (3)
This course explores the connected and comparative histories and cultures of New Orleans and Senegal. The two were both founded as French colonies. They share histories, cultural traditions, and, by virtue of their geographic location at the edge of threatened estuarian landscapes, a common challenge to their future.

HISU 3120 NOLA Free People of Color (3,4)
This methods seminar examines the origins and experience of the large population of free people of color in New Orleans from 1718-1865. Although most Africans and African-descended inhabitants of New Orleans during this period were enslaved, many attained freedom or were born free. In 1800 fully 1/4 of the free people in New Orleans were free people of color. They joined militias, acquired property, ran businesses, and produced a vibrant body of literature.

HISU 3220 Autobio & Southern Identity (3)
An interdepartmental seminar that employs autobiography to explore the relationship between regional culture and individual experience in the 20th-century American South. While recognizing the place of autobiography as a literary genre, the seminar will subordinate the concerns of critical theory to the more immediate task of evaluating the strengths and limitations of autobiographical testimony as a form of historical evidence. Class members will read and discuss one book-length autobiography each week.

HISU 3260 America on Trial (3-4)
From the Salem Witchcraft trials to the trial of 0. J. Simpson, some sensational legal contests have captured the public imagination and resonated in American history and culture. Why do some trials garner such attention while others, perhaps equally sensational, do not? Clearly, they reflect deeper anxieties and tap into larger themes in American culture. This course will focus on trials like these that have captured the public imagination and ask what these trials reveal about the larger society. Other trials, though not as sensational, also reveal important aspects of American culture. We will also explore the law itself, how it functions in society, and what sort of society it aims to foster and protect.

HISU 3300 Katrina and Popular Memory (3)
This reading seminar will explore the impact of Hurricane Katrina on New Orleans through the lens of popular memory. Readings will be drawn primarily from first-hand accounts of the storm. These memoirs, personal narratives, and biographies can enrich our understanding of human experience and social issues and provide insights into the larger social, economic, and cultural forces that shaped how individuals experienced the tragedy. We will also consider how individuals experienced those forces differently depending on such factors as race, gender, and class. Through careful readings of the texts, we will examine the extent to which the speakers live. We will also consider the use of first-hand accounts as historical sources and the benefits and pitfalls inherent in these sources. Other readings explore how Katrina was and continues to be understood collectively.

HISU 3340 Early American Jewish History (3)
This class focuses on the period from the earliest Jewish settlers in mid-seventeenth century colonial America through the establishment of viable Jewish communities and institutions by the latter part of the nineteenth century. It covers the so-called Sephardic and Germanic periods of American Jewish history, prior to the wave of Eastern European immigration. Among the themes explored are the tension between Jewish identity and the pressures of assimilation; the transformation of the synagogue; the emergence of Jewish social and cultural institutions; changing religious practices and the rise of Reform Judaism. Events and themes are placed within the broader context of American history.

HISU 3360 Slavery Pub Hist & Pub Memory (3)
This course will explore the history and public memory of slavery and the slave trade in New Orleans and southern Louisiana, as well as regions of North American. Some attention will also be paid to the Atlantic slave trade and areas of the Caribbean and Latin America which shared the history of black enslavement. The focus here will be on major themes in slavery history and memory and the challenge of studying and portraying those themes in various public history venues in the present day. The course will also address debates about reparations for slavery and other contemporary public policy questions related to the history of black enslavement. The Service Learning component of the course, when offered, will involve working with local public history agencies in the preparation and presentation of slavery-related materials at their individual venues.

HISU 3361 Slave Rebellions: Am Reg Hist (3)
What happened when enslaved Africans, African-Americans and other people of African descent used organized armed resistance to fight the institution of slavery? This course will explore six different slave rebellions in the United States, the Caribbean and Latin America using documents, films and different kinds of history text books. Only in the case of the Haitian Revolution (1791-1804) did a slave rebellion actually succeed. But all slave uprisings left behind fascinating stories--filled with heroism, tragedy, violence; disputed evidence, and angry historical debate. This seminar-style class will delve into all of these questions mostly through weekly readings in both documents and other texts. The class will also focus significantly on questions of historical evidence: What can historians really know, especially when slave rebels themselves left behind relatively few documents? When Methods Practicum is added, this course fulfills Methods Requirement of the History Major.

HISU 3440 African Amer Religious History (3)
This course surveys the history of African-American religious institutions, leaders, and beliefs from slavery to the present. The course examines the diversity of African-American religious expressions within the larger context of black social and political life. Topics include the transmission of African culture to the New World, slave religion, independent black churches, race relations, black nationalism, as well as gender and class, social reform and everyday resistance.

HISU 3500 Contagious Surveillance: A History of Surveillance and Public Health (3)
This seminar examines the historical and contemporary relationships between contagions and practices of surveillance. This course will introduce students to the interdisciplinary theories of surveillance studies using historical frameworks such as discipline, control, capitalism, media, and privacy during times of crisis, as it relates to race, gender, and class. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control, while constructing medical knowledge. As praxis, students will use historical research strategies to design and produce a digital history project that uses technology tools such as maps, visualizations, textual analysis, and/or audio-visual production. All digital history skills will be taught in this course. All technical skill-levels are welcome.

HISU 3541 Reproductive Health in the US (3)
This course will explore the history of reproductive health in the United States from the seventeenth century to the present. Students will read scholarly books and articles, memoirs, and films about Americans' encounters with gynecology, midwifery and obstetrics, birth control devices, abortion, and reproductive technologies. Additionally, students will have opportunities to engage with guest lecturers who study reproductive health issues in the United States and around the world. Students will learn about the history of voluntary and coercive sterilization programs, the history of gynecological and obstetrical care, legal and illegal birth control and abortion practices, and the mobilization of the anti-abortion and pro-choice movements.

HISU 3605 Wilderness and Wastelands (3)
An examination of the changing meanings of "wilderness" and "wastelands" in American culture from 1492 to the present in order to explore the changing ways Americans have imagined and valued the natural world. Topics include capitalism, colonialism, race, class, gender, democracy, national parks, sacrifice zones, post-industrialism, and the anthropocene idea.

HISU 3642 US War in Vietnam (3)
Although in the United States, the US conflict in Vietnam is most commonly referred to as the Vietnam War, in Vietnam, it is known as the American War. In this class, we will study the history of the war in Vietnam and the United States through primary sources and US historians' debates over the Cold War and decolonization. We will be reading works by both US and Vietnamese authors, including policy makers, military personnel, anti-war activists, and immigrants. In addition, students will learn to analyze opposing historical interpretations, evaluate primary sources, ask analytic questions, and develop arguments.

HISU 3776 What is an American? (3,4)
What does it mean to be an American? This course explores a substantial part of the long, complicated, and interesting history of answers that Americans have given this question over time. Does American have a national identity uniquely its own, or is it best understood as a container of diverse identites defined by separate ethnic and racial groups?

HISU 3830 The Fifties (3)
This course examines the intersection between the Cold War, domestic politics, and cultural change in America during the decade of the 1950s. Topics will include McCarthyism, conformity and rebellion, youth culture, the beginnings of the civil rights movement, the rise of television, and the transformation of the American family.

HISU 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): HISU 3910.

Maximum Hours: 99

HISU 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 3910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 3911 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 3912 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 3913 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 3914 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 3915 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 3930 Spec offr: United States (3)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 3937 Special Topics U.S. History (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 3941 Special topics in US History (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 3942 Special Topics US History (3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 4430 History of American Religion (3)
This lecture course surveys the development of the many different religious traditions in the United States from the seventeenth through the twentieth centuries. The diverse origins of America's early settlers and the guarantees of religious freedom embedded in the Constitution encouraged the development in the United States of the most religiously diverse society in the Western world. We will explore that diversity and also seek commonalities between religious movements and their impact on the larger society. In such a survey, the emphasis will necessarily be on those formal religious movements that have made a major impact on American culture, but the importance of less mainline groups and popular belief will also be discussed. The course is non-denominational, non-creedal, and taught as cultural/intellectual/social history.

HISU 4500 Civil War & Reconstruction (3)
The course treats military, political and economic developments during the American Civil War, and examines the postwar consequences of emancipation for Southern and American history.

HISU 4580 Slavery & Freedom Antebellum S (3)
The course surveys the colonial origins of American racial attitudes; African adaptations to bondage; the historical evolution of plantation slavery as a social institution, labor system, and method of racial control; the nature of white antislavery sentiment; the content and meaning of proslavery ideology; and the status of free blacks in slave society.

HISU 4694 Creation of Jazz in NOLA (3)
This course explores the cultural dynamics associated with the origins of jazz in New Orleans and related historiography.

HISU 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 4910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 6260 New Directions in Womens Hist (3-4)
Until recently, most historians paid little attention to social relationships, race, or to the experiences of the poor. Beginning in the 1960s, scholars began to question the assumption that rituals. customs, and social practices were fixed or experienced the same by everyone. By inserting women into their analysis of U.S. history, historians quickly determined that our understanding of key historical events, economic change, and social customs was incomplete and often failed to capture the lived experiences of most Americans. Historians of women and gender have reimagined the ways we might think about the past, causing us to reconsider assumptions about labor, sex, and politics. In this course, you join the enterprise committed to enlarging our sense of what it has meant to live in or engage with the United States by investigating the experiences of women and men.

HISU 6270 American Disasters (3,4)
A seminar on the political, cultural, and environmental history of disasters in modern America. Topics include race, class, gender, capitalism, democracy, justice, risk, flood control, terrorism, nuclear power, climate change, fate, free will, structure, and agency.

HISU 6350 History of Gender Based Violence in the United States (3,4)
This course draws upon historical and theoretical literature, memoir, film, and fiction to examine the history of gender-based violence in the United States. Topics will include domestic violence, sexual assault and rape, forced sterilization, and violence against LGBTQ+ people. We will study power relations related to race, ethnicity, class, sexuality, gender. We will analyze resistance to violence, systems that enable violence, and the legal, medical, and social discourses that have resisted and enabled gender-based violence. This course does not have any pre- or co-requisites.

HISU 6420 American Revolutions (3-4)
The American War of Independence was one of many revolutionary movements that rocked the Atlantic world between 1760 and the 1820s. This course familiarizes students with the major interpretations of the American revolution and situates it within the larger spasm of freedom struggles that characterized the period, including Caribbean slave rebellions and the Latin American wars of independence.

HISU 6510 Recent US 1945 To Presnt (3)
U.S. domestic history and role in world affairs from 1945 to the present. Topics include the Cold War at home; the Vietnam War; politics and protest in the turbulent 60's; the civil rights and women's movements; and the presidency from Truman to Clinton.

HISU 6540 African-American Culture (3,4)
An exploration of the formation of distinctive African-American cultural forms in the United States from the years of African enslavement up to the present day. The course will embrace a broad definition of culture to include religion and other community institutions, folklore and folk belief, various leisure activities as well as more obvious cultural manifestations such as music and the arts.

HISU 6560 Rise and Fall Plantation South (3,4)
This reading and research seminar will explore major topics in the social, cultural, economic, and political history of the plantation South. The course will begin with the origins of the plantation system in the colonial era to its eventual decline in the 20th century. We will consider regional variations tied to the production of export crops including tobacco, rice, cotton, and sugar. Major themes will include issues of race and class, changing labor systems, comparative history, and the impact of the planting system on the region's history.

HISU 6580 Prophets, Sects, & Cults (3,4)
Prophet or charlatan? True faith or madness? What separates a cult from any other religious movement? How do new religious movements arise? Why do some fail while others succeed? These questions have surrounded American religious movements from the colonial era to the present.

HISU 6630 U S Labor and Migration (3)
This course is an advanced seminar on the relationships between labor, capital, and migrant populations to (and within) the United States in the twentieth century. Globalization and migration are not new phenomenon. This course will begin in the late nineteenth century and explore the role of labor, industrial capitalism, and markets in the early twentieth century. It will challenge students to recognize the antecedents to today's immigration debates and consider continuities as well as changes in the US economy.

HISU 6750 Africans In The Americas (3)
This seminar will explore the dispersion and fate of African peoples and their descendants in the United States, the Caribbean, and Central and South America with a view to developing an understanding of African-American culture as a diverse regional phenomenon rather than one confined to the United States.

HISU 6840 United States Empire (3-4)
What is an empire, who defines it, and does the United States have one? This class will begin by studying sites of formal US control of overseas territories, namely Cuba, Puerto Rico, and the Philippines. It will then consider definitions of economic and cultural empire, particularly after the end of World War II. The course aims to provide students with several case studies in the early twentieth century and to ask students to ponder their legacies in the present.

HISU 6850 U.S. Latin American Relations (3)
Traces the diplomatic, economic, and cultural relations between the United States and Latin America from the American Revolution to the present. This course seeks to demonstrate the interrelated roles of diplomacy, commerce, and inter-American cultural relations throughout the 19th and 20th centuries.

HISU 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): HISU 6540.

Maximum Hours: 99

HISU 6891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 6910 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HISU 6911 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 6912 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 6913 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department. Notes: For special offering, see the Schedule of Classes. Course may be repeated unlimited times for credit.

Course Limit: 99

HISU 6920 Independent Study (1-3)

Maximum Hours: 99

HISU 7410 Seminar in Amer Colonial Hist (3)
Seminar in American Colonial History.

HISU 7450 Seminar in Amer Political Hist (3)
This is a graduate-level course aimed it graduate students who will be teaching and researching in 20th century U.S. history. The course involves substantial reading in secondary sources, and its goal is to provide a foundation in 20th century political history and new trends in the historiography.

HISU 7470 Seminar in Colonial Louisiana (3)
Seminar in Colonial Louisiana.

HISU 7510 Seminar in 20th Century U.S. (3)
Seminar in 20th Century U.S.

HISU 7550 Seminar Cultural Hist U.S. (3)
Seminar Cultural Hist U.S.

HISU 7570 Seminar U.S. Diplomatic Hist (3)
Seminar U.S. Diplomatic Hist.

HISU 7610 Seminar Comparative Hist Amers (3)
Seminar Comparative Hist Amers.

HISU 7620 Atlantic World Historiography (3)
This pro-seminar offers a comprehensive exploration of the scholarship on the Atlantic world and is designed to expose graduate students to the major currents, themes and problems in the field.

HISU 7910 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty. For description, consult the department.

Homeland Security (HMLS)

HMLS 1940 Transfer Credit (1-25)
Transfer credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HMLS 2750 Homeland Security Challenge (3)
The evolution of homeland security as a concept, and a legal framework, a redirection of national policies and priorities is described. The political, economic, and practical issues of implementation are examined. An overview of the history of the terrorist threat and U.S. responses and an introduction to fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System is provided. The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attacks is described.

HMLS 2940 Transfer Credit (4)
Transfer credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HMLS 2950 Basic EMT Training (3)
The Emergency Medical Technician course prepares the student to able to render care for patients of all ages with a variety of medical conditions and traumatic injuries. Students do not need a background of prehospital experience for this course. Topics that are covered in this course include patient assessment, medical and trauma-specific emergencies, mass casualty response, basic anatomy and physiology of the body, and communication skills. After completion of this course, the student will be prepared to sit for the national certification exam. Formerly listed as WLHP 2950.

HMLS 3150 Health and Medical Issues (3)
A study of the important health and medical management issues involved in crises and emergencies presented for the non-medical emergency manager. The wide range of medical and health issues inherent to crisis including biological, radiological, nuclear events and emergencies are described. Methods for integrating medical, public health, and psychological processes into emergency management programs are discussed.

HMLS 3200 Domestic & Intl Terrorism (3)
This course introduces participants to various aspects of domestic and international terrorist organizations. The student will be introduced to basic principles of terrorist investigations, international and domestic security threats, and the goals, motivational factors, targets, and tactics of terrorist organizations. The student will learn techniques for evaluating an organization's vulnerability to attacks that involve chemical, biological, explosive, radioactive weapons or sabotage. Students will learn the current models, roles, and responsibilities of local, state, and federal agencies in counter-terrorism investigations.

HMLS 3250 Emergency Management (3)
This course will examine core elements of emergency management in the context of the science, law, medicine, and economics that confront 21st Century leaders in business and government. Case studies, including that of Hurricane Katrina, will serve as the focus for readings, class discussion and policy research to improve this vital function of government. Key consideration will be given to asymmetrical problems presented to emergency managers, the established authorities and programs, their effectiveness and how to improve them.

HMLS 3500 Intellignce Rsrch &Anlys (3)
This course is designed to give students an understanding of the history and fundamental concepts of intelligence-gathering and analysis. In addition to tracing the development of intelligence organizations, it examines both the disciplines of intelligence (signals intelligence and espionage, for example) and its products. It focuses on the effects intelligence exercises on decision making, particularly, but not exclusively, in the realm of national security and military policy. It uses case studies to illustrate enduring issues or problems in the study of intelligence.

HMLS 3550 Human Intel & Counter Intel (3)
This course will examine the history of HUMINT and CI within the United States Intelligence Community (USIC) as well as the HUMINT and CI activities of key allies and adversaries. The course will be divided into thirds. The first portion will focus on the structure and functions of intelligence apparatuses throughout the world. In the second portion students will take an in-depth examination of numerous important case studies of successful HUMINT and CI operations. In the final section students will participate in a mock intelligence operation and class discussions regarding the ethics and future of human-based espionage.

HMLS 3555 History & Role of Intel Comm (3)
This course will focus on key periods in the development of the modern US intelligence community, (1) Revolution to World War One, (2) World War Two, (3) the post World War Two reorganization, (4) the post-Cold War Period, and (5) post 9/11 reforms. Additionally, the different intelligence disciplines and major intelligence agencies will be examined.

HMLS 3600 Critical Infrastructure (3)
This course introduces participants to the Critical Infrastructure Protection (CIP) process to secure the effective protection of the people, physical entities, and critical information systems. This course will introduce a time-efficient and resource-restrained practice that ensures the protection of only those infrastructures upon which survivability, continuity of operations, and mission success depend. The CIP course will guide leaders in the theories of physical protection and conducting vulnerability assessments of critical infrastructures. This course will also introduce the critical sectors currently identified by the United States Department of Homeland Security and how disruption of these sectors affects civilians and the economy.

HMLS 3700 Transport & Border Secur (3)
This course provides a student with an analysis of issues that concern the protection of the borders of the United States and U.S. policies regarding the safety of the U.S. transportation system. The course analyses the changes in security arrangements from pre to post 9-11 policies, relative to border and transportation security, with a synthesis of the impact of the formation of the U.S. Department of Homeland Security and on the issues concerning internal CONUS security relative to these two security concerns.

HMLS 3910 Special Topics (1-3)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 3911 Special Topics (1-3)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 3912 Special Topics (1-3)

Maximum Hours: 99

HMLS 3913 Special Topics (1-3)

Maximum Hours: 99

HMLS 3914 Special Topics (1-3)

Maximum Hours: 99

HMLS 3915 Special Topics (1-3)

Maximum Hours: 99

HMLS 3940 Transfer Credit (1-4)

Maximum Hours: 99

HMLS 4500 Intelligence Analysis (3)
This course presents an in-depth analysis of the methods used by terrorist organizations to finance global operations and the investigative techniques used to counter such measures. The means used by terrorist organizations to generate, transfer, and spend terrorist funding will be analyzed. It will also include research of public source, information sharing, and other information that can be used to connect the dots."" During the computer lab portion to this course.

Prerequisite(s): HMLS 3500.

HMLS 4560 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HMLS 4600 Counter-Terrorism (3)
This course will examine key policy issues and balances that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

Prerequisite(s): HMLS 3200.

HMLS 4700 Maritime & Border Security (3)
This course will examine the role of maritime security in terms of protecting the homeland of the United States and other countries who are members of the International Maritime Organization (IMO). The primary focus will be on the ISPS Code and the Maritime Transportation Security Act.

Prerequisite(s): HMLS 3700.

HMLS 4910 Independent Study (1-3)
Independent study in Homeland Security Studies.

HMLS 4920 Independent Study (1-3)
Independent study in Homeland Security Studies.

Human Genetics (HMGN)

HMGN 7010 Grand Rounds in Human Genetics (1)
This class meets weekly for one hour. Human Genetics faculty, other Tulane faculty and guests from other institutions, as well as graduate students, and medical residents are invited to speak on topics of interest. Topics include basic, applied, and clinical research and reviews to canvass the latest developments in the field of genetics.

Course Limit: 2

HMGN 7020 Intro to Human Genetics (3)
This class is an overview of basic disciplines and content areas within human genetics. The emphasis is clinical application of this knowledge within selected topic areas in biochemical, molecular, and population genetics as well as cytogenetics.

HMGN 7030 Clinical Aspects of Human Genetics I / Clinical Aspects of Human Genetics II (3)
This is a class taught by genetic counselors that reviews the clinical aspects of genetic disorders seen in clinic, and provides tools for assessing patients with these conditions. The class is meant to convey to the student the problems of diagnosing and managing genetic disease from the physician's and patient's standpoint. Students are also allowed to attend a limited number of genetics clinics as observers.

Course Limit: 2

HMGN 7040 Human Cytogenetics (3)
This course provides the student an overview of the field of cytogenetics. Topics include laboratory diagnostic procedures, mechanisms of chromosomal rearrangement, loss, and duplication, classical and recently described chromosomal abnormalities leading to disease, and molecular cytogenetics including fluorescent in situ hybridization techniques (FISH) and other molecular techniques.

HMGN 7050 Medical Biochemistry (3)
This course is an overview of genetic metabolic diseases. It concentrates on inborn errors of metabolism and lysosomal storage diseases. The student is presented with the clinical phenotypes, current methods of treatment, diagnostic procedures, and the biochemical defects resulting in the specific clinical presentation of selected metabolic diseases.

HMGN 7060 Human Mol. Genetics & Genomics (4)
This course will take a detailed look at molecular genetics in humans. It will cover the structure and organization of the human genome; DNA replication, DNA mutation and repair; current molecular techniques used in research; the details of gene expression including transcription, RNA processing, translation and how expression is regulated at the various levels; and the molecular basis of human disease.

Course Limit: 2

HMGN 7100 Population Genetics & Genetic Epidemiology (3)
This class will acquaint the student with the various theories and methods used in population genetics and genetic epidemiology. Topics include Hardy-Weinberg theory, Baysian theory, forensics, paternity testing, segregation, linkage and association analyses.

HMGN 7950 Advanced Topics in Genomics (3)
This course focuses on teaching students to become proficient in reading, understanding and presenting published research. Students will be exposed to several important topics in the field of Medical Genetics and Genomics. Students will be required to read current literature articles related to these topics and present the findings to the class in the form of short presentations.

HMGN 7980 Special Topics (1-6)

HMGN 7990 Special Topics (1-6)

HMGN 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Humanities (PAHM)

PAHM 1940 Humanities Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Course Limit: 99

PAHM 2940 Humanities Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Course Limit: 99

Humanities - Interdisciplinary (HUMA)

HUMA 1010 Humanities Foundations (3)
The purpose of this course is to provide students with an introduction to the humanities through opportunities to examine encounters between peoples and cultures and the formation and transformation of dominant and competing worldviews. The humanities, itself an interdisciplinary field, looks at human outputs. It includes literature, history, religious studies, linguistics, the arts, and philosophy. Students will be introduced to these interdisciplinary materials, concerns and skillsets through a series of chronologically organized case studies. The fundamental questions we ask concern how different sociohistorical visions of community interact with equally diverse ideas of the notion of the individual, how these visions are explored by cultures and individuals through different modes of literature, philosophy, religion and the visual arts, and what it means to create something new out of the traditions we are all formed by and grounded in. In addressing these questions through the humanities, students learn to think critically, speak clearly, write convincingly and ask questions, which prepares students for a wide range of contemporary work environments and professions.

HUMA 1500 Humanities (4)
Course designated for transfer credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HUMA 2941 Humanities Writing Transfer Coursework (2-4)
Humanities writing transfer coursework.

Maximum Hours: 99

HUMA 4980 Capstone Seminar (3)
The Capstone seminar will allow students majoring in the social sciences and/or humanities to integrate the knowledge and skills gained through their interdisciplinary degree and apply them to a range of professional settings through case study examples. The students will explore relationships between the different content areas, while examining how their communication, writing, and critical thinking skills apply to issues and challenges commonly experienced in various professional settings. The seminar will culminate in a substantial written or a creative project (e.g., op-ed, website, podcast, etc.) that will highlight the interdisciplinary connections between the students' prior coursework. Creative projects will be accompanied by a shorter academic narrative.

HUMA 4990 Capstone Independent Study (3)
The Capstone Independent Study will allow humanities majors to integrate the knowledge and skills gained through their interdisciplinary degree and apply them to a range of professional settings through case study examples. The students will explore the relationships between the different areas of the humanities, while examining how their communication, writing, and critical thinking skills apply to issues and challenges commonly experienced in various professional settings. The independent study will culminate in a substantial written or a creative project (e.g., artwork, website, podcast, etc.) that will highlight the interdisciplinary connections between the students' prior coursework. Creative projects will be accompanied by a shorter academic narrative.

Immunology (IMMU)

IMMU 1111 Immunology Summer Course (1)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

IMMU 2001 Immunology (1)
The Immunology course is designed to provide a basis of terminology relevant to the basic concepts of immunology. It commences with the important components (cell, tissues; antibodies; immunoglobulin) involved in host defense against infectious agents. Introductory lectures serve to describe and differentiate between natural defense (innate) mechanisms and adaptive immunity mediated by functional B and T lymphocytes and their products. Subsequently, cellular interactions, especially the differentiation of helper T cells subsets and the production of relevant cytokines, will be described. This will include the mechanisms of T cell activation and regulation. Finally, clinical immunology will be discussed: autoimmunity and autoimmune diseases; hypersensitivity reactions, including atopic disorders and asthma; mechanisms of transplant rejection; and immunodeficiency disorders.

Information Systems (INFO)

INFO 1010 Intro to Business Computing (1.5)
The goal of INFO 1010 is to ensure that all business minors have the computing skills necessary to support subsequent courses in their college careers and to prepare students for internships in the business world. The course focuses on teaching students to use the Microsoft Excel application programs needed to ultimately pass the Microsoft Office certification test for Excel. The certification tests are given as part of the coursework. Students who earn the MO-200 Microsoft Excel 365/2019 Associate Certification may waive this course requirement; please consult with the course instructor to apply for a waiver.

INFO 5380 Business Study Abroad - INFO (1-20)

INFO 5390 Business Study Abroad - INFO (1-20)

Information Technology (CPST)

CPST 1000 Intro To Office Applications (3)
This course introduces students to the microcomputer and some popular micro applications. Special attention is given to essential concepts, word processing, spreadsheets, and database management. The course also provides a preface to operating environments such as Windows. Includes hands-on laboratory sessions; currently, Microsoft Office tools are used for this course. Note: This course does not count toward the requirements for a major or minor in Information Technology but can be used to satisfy a science distribution requirement for the School of Professional Advancement.

CPST 1070 Discrete Math for Information Technology (3)
This course provides an introduction to discrete mathematical structures and themes with an emphasis on applications to computing and information technology. It develops analytical skills used to solve problems concerning the speed and logical structure of computer software, computer hardware, and computer networks. Note: This course does not count toward the requirements for a major or minor in Information Technology but can be used to satisfy one of the mathematics requirements for the School of Professional Advancement.

CPST 1200 Fund of Info Systems & Tech (3)
This survey course provides a broad foundation in the concepts of modern information systems, information processing, and information technologies. It provides an overview of the key technology components that make up modern information systems and the processes and issues involved in the development of information systems.

CPST 1400 Internet Collaboration (3)
This course acquaints the students with the Internet, its uses and history, and a wide variety of tools and applications for effectively accessing information. Students will have the opportunity to learn classic text-based Internet applications, as well as graphical and multimedia capabilities of the World Wide Web. Coverage of basic technologies (e.g., hardware, protocols, authoring software) is included. Note: This course does not count toward the requirements for a major or minor in Information Technology but can be used to satisfy a science distribution requirement for the School of Professional Advancement.

CPST 2200 Application Dev Fundamentals (3)
This course presents a structured approach to problem analysis, algorithm design and solution implementation in a high level computer language. Students will learn how to analyze problems and represent solutions in pseudo-code. Students will study the basic concepts of programming, internal representation of data, simple data types, searching and sorting techniques.

Prerequisite(s): CPST 1200.

CPST 2300 Database Fundamentals (3)
Introduction to database management systems with an emphasis on relational database concepts, database processing, data modeling, database design, development and implementation. Includes implementation of current DBMS tools and SQL.

Prerequisite(s): CPST 1200.

CPST 2400 Webpage Design & Develpm (3)
This course goes beyond mere use of the Internet into the tools and techniques needed to successfully publish digital media. Through lectures, class discussions, and hands-on lab work, you will become acquainted with the hardware, software (on workstations, on servers, and on the Internet), and tool management techniques needed to create and maintain web documents and sites. The course includes coverage of HTML and CSS.

Prerequisite(s): CPST 2200.

CPST 2500 IT Infrastructure Fundamentals (3)
This course covers the basic principles and applications of technology architecture including hardware, software, virtualization of servers, storage, and networking. Utility servers/appliances, server environments, and Cloud architecture will be presented in the course. Software to be studied includes Operating Systems, virtualization software, application software, and hardware appliance management software. Key concepts such as security, redundancy, reliability, maintainability, and availability will be discussed. Students will be provided with an overview of technology architectures, data systems, and the applications that manage system resources.

CPST 2600 Networking Fundamentals (3)
This course covers topics related to wired/wireless connectivity and data exchange between digital devices. In addition to learning common networking terminology, students will examine and perform hands-on exercises using existing and emerging networking standards and architectures. Also covered are network operating systems, topologies, structed cabling, communications protocols, LAN-to-LAN interconnectivity and WAN fundamentals. This course is intended to provide a solid foundation for further study of IT networking connectivity principles.

Prerequisite(s): CPST 1200.

CPST 2700 Fund of Cybersecurity (3)
This course provides the student with an overview of the field of cybersecurity and assurance, and a foundation for understanding the key issues associated with protecting information assets, and designing a consistent, robust cybersecurity posture. Students will be exposed to the spectrum of cybersecurity activities, devices, methods, methodologies, and procedures. Coverage will include inspection and prevention, detection, and response to cybersecurity threats, and an overview of the cybersecurity planning and staffing functions.

Prerequisite(s): CPST 1200.

CPST 2910 Documentation & Tech Writing (3)
This course provides a complete process for planning, creating, and editing technical content, for both internal and external audiences including assessing the needs of users, selecting appropriate formats, making effective use of media, and selecting the best content organization and delivery platform Students demonstrate proficiency in written content creation and presentation skills by producing different technical writing products, including formal research reports and workplace writing (e.g., technical reports, manuals, explanations of how to understand or use a product or service, proposals, etc.). Students will be exposed to software applications to architect, organize, and publish technical content and media. This course will also address the job duties of technical writers/editors. Topics include establishing positive working relationships with writers, management, and subject matter experts.

Prerequisite(s): ENGL 1010 and CPST 3050.

CPST 2940 Information Tech Trans Credit (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CPST 3050 Technology & Ethics (3)
This course examines the ethical and social aspects of information technology with emphasis on computing. Pertinent issues include acquisition, access, stewardship, liability, freedom, privacy, control and security. Note: This course can be used to satisfy a School of Professional Advancement? Humanities Distribution Requirement.

Prerequisite(s): ENGL 1010 and CPST 1200.

CPST 3100 Ethics & Tech thru SciFi (3)
The primary goal of this course is to introduce the theories, concepts, and vocabulary of philosophical ethics and to apply these notions to contemporary moral issues of technology use including human enhancement, artificial environments, the treatment of non-human animals, personal identity, and artificial intelligence. The course investigates ethical topics through the prism of classic science fiction stories that raise ethical questions and engender discussion of modern philosophical views of human values, ideals, and morality as they relate to applied technology use. The course further provides a survey of current ethical dilemmas and problems that arise in technology use.

Prerequisite(s): ENGL 1010 and CPST 1200.

CPST 3200 Automation & Bot Development (3)
Robotic Process Automation (RPA) is a technology that is transforming the way modern businesses operate. The same way the advent of computers shifted people from using paper to using computers, the arrival of RPA is bringing another shift in the workplace, causing people to perform their jobs using information instead of computers. Over time, mundane and repetitive computer software tasks that humans perform will be replaced by software "bots". As RPA shifts work from computers to information, one of the new jobs that will emerge across most industries will be that of a "bot developer". Learning this technology positions students for job opportunities in this field. A bot developer must be able to design and create software robots by translating work people perform on computers into automated "scripts", or sets of instructions, that are then programmed into robots.

Prerequisite(s): CPST 2200.

CPST 3220 O-O Programming w/ Java (3)
This course presents the fundamentals of the JAVA programming language. Topics include JAVA syntax, data types, design of classes, class libraries, data structures, exception handling, threads, input and output, and applet programming.

Prerequisite(s): CPST 2200.

CPST 3230 Application Development In C++ (3)
This course presents the fundamentals of the C++ programming language. It covers development of computer-based solutions in C++, using object-oriented and event-driven techniques, and accessing databases with open database connectivity.

Prerequisite(s): CPST 2200 and 2300.

CPST 3240 Python Game Development (3)
This course provides introduction to both fundamental programming concepts and the Python programming language. Students will be exposed to hands-on exercises including creating a 2D game using Python and Pygame.

Prerequisite(s): CPST 2200.

CPST 3250 User Interface/Experience Dsgn (3)
This course examines topics related to developing and evaluating user interfaces for interactive computer systems. Topics covered include usability goals and principles, user interface design principles, managing design processes, prototyping and construction, interface metaphors, interaction styles, interaction devices, software tools, user interface builders, evaluation paradigms and techniques, usability testing, user manuals, tutorials, computer-supported collaborative work.

Prerequisite(s): CPST 2200.

CPST 3260 Virtualization and Cloud (3)
This course focuses on the skills and knowledge necessary for provisioning and managing virtualized services in cloud Infrastructure as a Services (IaaS) environments including: virtual networks, virtual machines, containers, web and mobile apps, and storage; planning and managing cloud resources, and configuring Azure AD integration with on-premises Active Directory domain.

Prerequisite(s): CPST 1200.

CPST 3270 Cloud Foundations (3)
This course provides a detailed overview of cloud concepts, services, security, architecture, pricing, and support. Students will receive an overview of the fundamental concepts of cloud computing independent of specific technical roles. Students will be exposed to cloud infrastructure and will deploy basic cloud services.

Prerequisite(s): CPST 4610.

CPST 3280 Cloud Architecture (3)
This course covers the concepts of building IT infrastructure on a public cloud service provider's infrastructure. The course is designed to teach students how to optimize the use of the cloud by understanding a variety of service solutions and how these services fit into cloud-based solutions. Because cloud-based architectural solutions, and related costs, can differ depending on environment, type of applications, and size of business, this course emphasizes best practices for cloud computing architecture, and it recommends various design patterns to help the student think through the process of architecting optimal IT solutions.

Prerequisite(s): CPST 3270.

CPST 3290 Linux Admin & Hybrid Cloud (3)
This course teaches students about the nature, benefits and drawbacks of using a Hybrid Cloud solution and how to install, administrate, and maintain a secure Linux server to manage hybrid cloud. The course will introduce students to Linux utilities while applying this knowledge towards more advanced hybrid cloud principles. Students will learn to implement a hybrid cloud computing environment using industry standard cloud service provider tools. Students will learn how to install, configure, use, and maintain a hybrid cloud environment. Students will be exposed to the myriad of decisions and actions required when implementing a hybrid cloud solution. This course covers core hybrid cloud services: identity, storage, image, networking, compute, memory, and management dashboards.

Prerequisite(s): CPST 3260.

CPST 3300 Mobile Application Development (3)
This course focus on developing hybrid mobile applications using the web technologies (HTML5, CSS and JavaScript). This course makes use of the Ionic framework that is built with mobile-optimized HTML5 and CSS based components and Angular (JavaScript framework). Students will learn about UI development with Ionic and then using Apache Cordova's modules to access the native mobile platform's capabilities from JavaScript. Students will finish an in-class project by following along with the Instructor step by step throughout a complete mobile app project in class, then build their individual mobile app (as homework) by finishing their individual project supervised under the instructor. At the end of this course students will be able to (1) Build mobile applications targeting multiple platforms with a single codebase, (2) Use various features of the Ionic framework to build hybrid mobile applications, (3) Leverage their HTML5, CSS, JavaScript and Angular skills.

Prerequisite(s): CPST 2200.

CPST 3310 Rel DB Design & Develpmt (3)
This course covers design and development concepts for relational database systems. The students will work on the design and development of a database application by analyzing organizational data needs, model and present those needs using diagrams and specifications, exploring different database designs, and implementing the design in a working system. Topics include normalization, entity-relationship modeling, database application design, data base processing using internet technology, managing multi-user data bases, accessing the database server, and sharing enterprise data.

Prerequisite(s): CPST 2300.

CPST 3400 Website Developmt w/ XML/XHTML (3)
This course is designed to provide students with an introduction to programming using XML. Students taking this course should have a working knowledge of HTML and FTP as gained by completing the course Webpage Design and Development course. Students should have a basic understanding of programming concepts and a relational database including relationships of primary and secondary tables via keys and foreign keys. Some sample learning activities are: author XML documents using a given Document Type Definition (DTD); create a DTD; create a CSS and/or XSLT style sheet; create an XML-based information system that brings together the skills learned throughout the course.

Prerequisite(s): CPST 2400.

CPST 3410 Website Dev w/ Javascipt (3)
This course provides the opportunity to obtain a solid understanding of some of the tools and techniques, beyond basic HTML, used to publish on the Internet via the World Wide Web. Through online 'lectures' and posted materials, electronic discussions, and hands-on 'lab' work you will become acquainted with the computer hardware, software (both used on your machine and the Net), and programming techniques needed to design, create and maintain fully interactive Web documents and sites. This course will focus primarily on JavaScript programming and some additional advanced techniques and concepts.

Prerequisite(s): CPST 2400.

CPST 3500 IT Project Management (3)
This course provides an introduction to the principles and application of project management techniques with an emphasis on the design and management of Information Systems. Topics include project planning, work team design, project estimation techniques, project reporting, identifying and controlling project risks, budgets, and quality assurance.

Prerequisite(s): CPST 1200.

CPST 3550 Systems Analysis & Design (3)
Examines the concepts, tools, and techniques used to develop and support computer-based information systems. Systems planning, analysis, design, and implementation are covered. Techniques for studying, documenting, specifying, designing, implementing and testing small and/or enterprise-wide business systems. Analysis and design includes structured and object-oriented methods, using CASE tools.

Prerequisite(s): CPST 1200.

CPST 3610 Internet Server Admin with IIS (3)
This course will provide students with a comprehensive understanding of all facets of Microsoft Windows server based Web service installation, configuration, administration, and maintenance. The course will focus on hardware, software, Internet protocols, and advanced Web server hosting and services. It provides students with the understandings and skills needed to effectively plan, implement, and deploy valuable World Wide Web services in a professional or personal capacity.

Prerequisite(s): CPST 2600 and 2400.

CPST 3650 Linux Administration & Security (3)
This course will provide students with a comprehensive understanding of all facets of Linux/Unix server based Web service installation, configuration, administration, and maintenance. The course will focus on hardware, software, Internet protocols, and advanced Web server hosting and services. It provides students with the understandings and skills needed to effectively plan, implement, and deploy valuable World Wide Web services in a professional or personal capacity.

Prerequisite(s): CPST 2500.

CPST 3750 Cyber Defense (3)
This course offers an overview of security issues in networks, applications, and operating systems and demonstrates how current and future commercial systems may be designed to ensure confidentiality, integrity, and availability. It covers principles and methods of discovering and exploiting security vulnerabilities. This course provides students with real world cybersecurity scenarios in a virtual lab environment. Students will learn to apply academically sound cyber defense strategies to mitigate cyber vulnerabilities in simulated environments. Best practices in securing systems, applications, and networks will be reviewed in depth after students complete the virtual lab assignments.

Prerequisite(s): CPST 2700, 2500 and 2600.

CPST 3930 Cyber Threats & Cybersecurity (3)
Cyberspace has become a pervasive presence in modern society, and a healthy functioning cyberspace is essential to our economy and to national security. Along with benefits, however, there exist threats and malicious actors who seek to exploit cyberspace vulnerabilities. This course will study the nature of cyber threats, including computer and digital crimes, information warfare and cyber terrorism, and related threats to personal, organizational, economic and national security. Students will gain an understanding of the variety and nature of cyber threats including digital espionage, computer break-ins, computer hacking, viruses, communications eavesdropping, forgery, disruption to information flow, electronic bombs and the growing presence of terrorist organizations on the Internet, and how the Internet is used to further terrorist activities. The course will also cover countermeasures to cyber threats; cybersecurity investigations, evidence gathering, and legal challenges; and current and national policies for securing cyberspace and the impact of cybersecurity on privacy and civil liberties.

CPST 4000 Independent Studies (1-4)
Independent Study course

Course Limit: 2

CPST 4100 Special Topics (3)
Special Topics in Information Technology.

Prerequisite(s): CPST 2300.

CPST 4101 SCRUM Development Method (3)

CPST 4200 PHP & Data Structures (3)
This course is for anyone who wants to learn how to build and maintain websites that use PHP with Data Structures. The prerequisites for this course is that you have basic HTML and CSS skills. This course gets you started with PHP and Data Structures as quickly as possible and then builds out your skills in a professional way. This course presents an array of PHP and Data Structure skills in a manageable progression designed to allow you to develop websites. Ever since it was created in 1995, PHP has been a favorite of developers for server-side web programming. In some surveys, it stands as today's most popular web programming language. By most counts, over a million websites have been written in PHP, including portions of today's largest, most recognizable sites, and often in tandem with databases.

Prerequisite(s): CPST 2200 and 2300.

CPST 4270 Advanced Application Development for Industry (3)
The purpose of this course is to build upon fundamental programming concepts learned in prerequisite courses and provide students with advanced application development skills needed for industry employment including source version control, database connectivity, incorporating SQL into applications, and utilizing code libraries in the development process.

Prerequisite(s): CPST 3220, 2300 and 2200.

CPST 4320 Business Intelligence (3)
This course introduces students to structures and techniques used to transform data into information for decision-making. Business intelligence is an increasingly important part of both small and large organizations, as well as government. Business intelligence can be used across a wide spectrum of enterprises, such as health care, exploration, security, identifying markets, predicting behavior and forecasting demand. The materials in this course are designed to give the student important new tools to assist in business decision making, whether this involves identifying new markets, extracting data to better understand current markets and forecasting demand using simple statistical methodologies.

Prerequisite(s): CPST 1200.

CPST 4340 Database Administration- SQL (3)
A technical overview for SQL Server administration. SQL Server offers a platform for enterprise data management, robust development, and implementation of modern databases. Students will be exposed to how to install, administer, maintain and troubleshoot Microsoft SQL Server Databases. This course also provides students with the technical skills required to write basic Transact-SQL queries for Microsoft SQL Server. Server Students will work in a lab environment to install SQL Server 2016 and will then work through a series of various activities to learn the crucial tasks of an SQL Server administrator.

Prerequisite(s): CPST 2300.

CPST 4350 Database Administration-Oracle (3)
This course provides the student with a fundamental understanding of the tasks and issues associated with database administration. Topics and activities include: installation and management of a database system; ensuring data integrity; managing users, privileges, and resources, implementing of basic backup and recovery procedures and identifying tuning opportunities. Students will work in a lab environment to install a database management system, and will then work their way through a series of crucial system-side activities to learn the various tasks of a database administrator.

Prerequisite(s): CPST 2300.

CPST 4500 System Reqs Devel & Testing (3)
This course provides a study of concepts and techniques for planning and developing high quality information systems. Fundamentals of specification (including formal models and representations, documents, and standards) are examined. Methods of specifying and developing requirement for generating information systems are discussed. It covers the tools, methods, and current practices for assessing the quality and correctness of information systems. Topics include the roles of testing and formal verification, fundamentals and formal models of program verification, planning and documentation for quality assurance, methods of performing technical reviews, strategies of system testing and integration planning, and principles and practices used in conducting tests. Projects using these techniques are included.

Prerequisite(s): CPST 1200.

CPST 4610 Windows Server Administration (3)
This course is designed to prepare the student for the challenges faced by network administrators, helpdesk technicians, and network analysts. Individuals working in these areas have the responsibility for installing and maintaining local area networks based on Microsoft Windows and other network operating systems. This course provides hands-on experience planning, deploying, and administering a network using Microsoft Windows Server based systems.

Prerequisite(s): CPST 1200 and 2500.

CPST 4640 TCP/IP Protocol (3)
This course will focus primarily on the TCP/IP protocol suite and a set of related network services. It is designed to help students understand networks that use TCP/IP, the suite of protocols that is used today for the Internet and most modern networks.

Prerequisite(s): CPST 2600.

CPST 4650 Unix System Administration (3)
The Solaris Operating System (Solaris OS) is the foundation on which some of the world's leading companies are built. Offering high levels of reliability, availability, security, and scalability, Solaris systems meet today's demands while anticipating tomorrow's innovation. The objective of this course is to provide a comprehensive understanding of the administrative aspects of the Solaris operating system. At the end of the course students will have the skills required to administer a Solaris system, including user management, disk management, backing up procedures, startup and shutdown procedures, and process management. The course provides students with the opportunity to integrate and apply administration in a comprehensive manner indicative of Information Technology programs of study.

Prerequisite(s): CPST 1200 and 2500.

CPST 4670 Identity & Access Management (3)
This course is designed to familiarize students with the skills needed to administer a Microsoft network in the enterprise. The course provides an in-depth look at the features of Active Directory, including Group Policy, scripting, replication, and disaster recovery, plus the use of Exchange Server in the enterprise for reliable messaging services.

Prerequisite(s): CPST 4610.

CPST 4710 Information Technology Program Capstone (3)
Required Capstone course for all Cloud & Virtualization (ITCL) and Cybersecurity (ITCS) students – all Major/concentration required courses must be completed prior to taking this course. The purpose of this course is to provide a summative crowning achievement towards the undergraduate concentration. This workshop style course involves major semester-long deliverables; the capstone project. The capstone project allows students to apply theoretical and practical knowledge acquired during the Info Tech program. The capstone project will require a student to leverage their previous body of work to successfully complete. The capstone portfolio should demonstrate student mastery for each of the Program Learning Outcomes.

Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3050, 4610 and 4930.

CPST 4750 IP Routing & Switching (3)
The TCP/IP suite of protocols is the de facto standard for multi-vendor connectivity within corporations and serves as the basis for Internet connectivity. This course focuses on Internet communications architecture and the internetworking between autonomous systems that is facilitated by IP routing. Layer 2 and Layer 3 (IP Switching) architectures will also be examined in relation to interLAN and VLAN routing.

Prerequisite(s): CPST 2600.

CPST 4770 Advanced IP Networking (3)
A comprehensive overview of networking topics, at an advanced level. Students will focus on core concepts that will allow the experienced network individual to understand the “why” behind the protocols they work with every day and see the big picture of networking. This course explores advanced switching concepts such as Spanning Tree and link aggregation. Dynamic Routing Protocols are covered in detail. Students will be exposed to advanced hands-on routing and real-world switching exercises.

Prerequisite(s): CPST 4750.

CPST 4800 Virtualization Administration (3)
Prerequisite(s): CPST 4610.

Prerequisite(s): CPST 4610.

CPST 4810 Windows Security (3)
In this course, students learn to apply security industry best practices and to harden the Windows operating system in a variety of configurations and roles. Students learn how to protect Windows-based systems from attacks, reconfigure the operating system to fully protect it, and scan hosts for known security problems. By the end of the course, students have a solid understanding of the security architecture of Windows operating systems.

Prerequisite(s): CPST 4610.

CPST 4850 Penetration Testing (3)
This course provides an introduction to computer and network security penetration testing techniques, tools, and methodologies.? It will provide an overview of activities that are used during the planning, reconnaissance, scanning, exploitation, post-exploitation, and reporting phases of a penetration testing process.

Prerequisite(s): CPST 2600 and 2700.

CPST 4870 Forensics, Investigate & Resp (3)
This course provides forensics analysis skills through use of forensics tools and techniques, and forensic lab practices. The course also covers investigation and response to cyber-attacks. Students will be exposed to forensic evaluation of evidence, and determination of breach impact as essential components in a cyber security response plan. Methods of planning, documenting and implementing a practical cyber security forensics approach for information systems are discussed. The course uses case study and subject matter expert best practices to provide insight and learning on modern computer system forensics.

Prerequisite(s): CPST 2700 and 2500.

CPST 4910 Special Topics (3)
This course is a special offering in the Information Technology program.

Prerequisite(s): CPST 1200.

CPST 4911 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4912 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4913 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4914 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4915 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4916 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4917 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4918 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4919 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.

Prerequisite(s): CPST 1200.

Maximum Hours: 99

CPST 4920 Special Topics (3)
This course is a special offering in the Information Technology program.

Prerequisite(s): CPST 1200.

CPST 4930 Network Security (3)
This course is designed to provide fundamental skills needed to analyze the internal and external security threats against a network, and to develop security policies that will protect an organization?s information. Students will learn how to evaluate network and Internet security issues and design, and how to implement successful security policies and firewall strategies. In addition, they will learn how to expose system and network vulnerabilities and defend against them.

Prerequisite(s): CPST 2600 and 2700.

CPST 4950 Website Security (3)
This course is designed to provide students with an introduction to Website security and privacy issues. Students will understand how to identify security/privacy issues, recognize security issues involving JAVA, the Internet and email. Students will also explore techniques and best practices for limiting risk.

Prerequisite(s): CPST 2200, 2500 and 2700.

CPST 5001 Internship (0-3)
This internship will relate course academic concepts to industry employment. All Information Technology internships must be approved by Program Director.

Enrollment limited to students in the Information Technology department.

CPST 6010 Information Technology Fundamentals (3)
This course provides an overview of the concepts of modern information systems, information processing, data storage, critical infrastructure and information security and how these systems and aspects inter-relate. The course includes the key technologies and components that make up modern information systems as well as professional and ethical considerations when managing an Information Technology environment.

CPST 6050 Application Development Foundations (3)
This course provides an overview of application development principles. Core concepts include code constructs, problem analysis, algorithm design and solution implementation in a computer development language. Students will learn how to analyze business problems and create solutions through the development of technology applications. Students will study the basic concepts of development, internal representation of data, simple data types, searching and sorting techniques. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging.

CPST 6100 Networks & Systems (3)
This course covers topics related to computer network connectivity and data exchange between digital devices. Students will examine common networking terminology, and perform hands-on exercises using existing and emerging networking standards, protocols and architectures. Also covered are network operating systems, topologies, structured cabling, communications protocols, virtualization of servers, storage and enterprise technology infrastructure, including cloud. This course is intended to provide a solid foundation for further study of IT networking connectivity, IT infrastructure, and cloud computing principles.

CPST 6110 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6111 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated unlimited times for credit.

Course Limit: 99

CPST 6112 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6113 Special Topics (3)
This course is a special offering in the Information Technology program.

Maximum Hours: 99

CPST 6114 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6115 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6116 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6117 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6118 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6119 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6120 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6150 Database, Data Analysis, Data Structures (3)
This course provides an introduction to common database management systems with an emphasis on relational database concepts, database processing, data modeling, database design, development and implementation. Students will be exposed to relational database concepts, database design and modeling, database query using SQL, DDL and DML. This course provides a solid foundation to database administration, data warehouses and cloud services, including Data as a Service (DaaS) and Platform as a Service (PaaS).

CPST 6200 Cybersecurity/InfoSec (3)
This survey course provides the student with an overview of cybersecurity and a foundation for understanding the key issues associated with protecting digital and information assets. Students will be exposed to techniques needed to design a consistent, robust architecture that improves an organization's cybersecurity posture. Students will be exposed to the spectrum of cybersecurity activities, devices, methods, methodologies, tools and procedures. Coverage will include auditing, inspection, prevention, detection, and response to cybersecurity threats, an overview of cybersecurity governance, and common cybersecurity roles.

CPST 6250 Enterprise Information Technology (3)
This course covers the basic principles and applications of information technology infrastructure that is used in large enterprises. Utility servers/appliances, server environments, enterprise applications, and cloud architecture will be presented in the course. Key concepts such as security, redundancy, reliability, maintainability, disaster recovery, and availability will be discussed. Students will be provided with an overview of technology architectures, data systems, and the applications that manage enterprise IT system resources.

CPST 6320 Business Intelligence (3)
This course is designed as an upper level undergraduate and graduate level course.This course introduces students to structures and techniques used to transform data into information for decision-making. Business intelligence is an increasingly important part of both small and large organizations, as well as government. Business intelligence can be used across a wide spectrum of enterprises, such as health care, exploration, security, identifying markets, predicting behavior and forecasting demand. The materials in this course are designed to give the student important new tools to assist in business decision making, whether this involves identifying new markets, extracting data to better understand current markets and forecasting demand using simple statistical methodologies.

CPST 6500 Systems Req Dev and Test (3)
This course provides a study of concepts and techniques for planning and developing high quality requirements management processes and hardware/software testing processes. Fundamentals of requirements analysis are examined, highlighting the importance and value of good requirements. Methods of planning and implementing a practical requirements gathering approach for information systems are discussed. Testing roles, techniques, and processes will be covered and it will be shown where and how the software testing process fits into the overall development methodology. Formal models of program verification, planning and documentation for quality assurance and methods of performing technical reviews will also be detailed. Strategies of system testing and integration planning including principles and practices used in conducting tests will be covered.Subject matter experts will be brought in to share with the class project examples and how they use these requirements management and test techniques in these projects.

CPST 6501 IT Project Management (3)
This course provides an exploration into the tools and techniques of project management as they relate to information technology (IT) projects and software development. The course concepts adhere to the Project Management Body of Knowledge® (PMBOK®) description of best practices, and it covers the project management life cycle with its processes of initiating, planning, executing, monitoring and controlling the project. Emphasis is placed on areas of project planning and project management that are unique to software development projects and other IT projects.

CPST 6750 Cyber Defense (3)
This course offers an overview of security issues in networks, applications, and operating systems and demonstrates how current and future commercial systems may be designed to ensure confidentiality, integrity, and availability. It covers principles and methods of discovering and exploiting security vulnerabilities. This course provides students with real world cybersecurity scenarios in a virtual lab environment. Students will learn to apply academically sound cyber defense strategies to mitigate cyber vulnerabilities in simulated environments. Best practices in securing systems, applications, and networks will be reviewed in depth after students complete the virtual lab assignments.

CPST 7000 IT Governance and Policy (3)
The managing of information has become critical to the success of a business or enterprise and the governance of the Information technology (IT) resource has become an integral part of most organizations and is fundamental to support, operate, sustain, innovate and grow a business. IT Governance focuses on delivering value to the business by the proper management of the IT resource. It is an integrated approach consisting of the leadership, organizational structures and processes that ensures the effective alignment of IT with the organizations strategies and objectives. This course presents an inter-disciplinary approach to IT Governance. In the course students will learn about specific objectives of IT Governance, along with standards, frameworks, tools and techniques used in the planning, deploying, managing, monitoring, measuring and sustaining a successful IT governance plan. The course leverages and integrates current and emerging industry best practices, standards, guidelines and governance case studies.

CPST 7100 Managing the IT Department (3)
This course is designed for graduate students who are, or aspire to be, either business managers or Information Systems (IS) managers, as well as those who are, or aspire to be, primarily technology specialists who will work in and for different types of businesses—including consultant firms and other firms competing in an information technology (IT) services industry. This course presents the tools necessary to best exploit information technology. By using case studies and the coverage of the key technology issues it will provide a perspective on how to evaluate the IS organization, and how to be a partner in managing data, information, and systems. It will prepare the student to be effective exploiters of computing technologies now and in the future by focusing on the information technology resources that organizations need and providing alternative approaches to managing them. Students will study the opportunities and pitfalls provided by these technologies and what they need to know to manage and make effective use of these technologies.

Prerequisite(s): CPST 7000, 7150, 7200, 7600, 7800 and 7900.

CPST 7150 The Business of IT (3)
The goal of this course is to provide MPS candidates with experience in handling business processes that are necessary to successfully manage the business aspects of Information Technology. It covers business concepts and processes that are germane to the management and use of Information Technology including Accounting and Finance, Human Capital and Payroll, Budget, Contract Management, Proposals/Requests for Proposals, Statements of Work, and Service Level Agreements. Additionally, methods and approaches for performing cost-benefit analysis, procurement, making business cases for technology/cybersecurity, IT budgeting, and working with contractors and consultants will be reviewed.

CPST 7200 Enterprise Application Arch (3)
The goal of this course is to prepare CIOs, CTOs, and senior managers with progressive approaches for state-of-the-art Information Technology (IT) infrastructures. IT systems exist in an abstraction of an Operating Environment with identifiable system capabilities – physical properties, characteristics, strategies, tactics, and security. This course explores the analysis, design, implementation, evaluation, and management of enterprise IT solutions including interaction with other enterprise applications. Topics include planning/modeling, Conceptual/Logical/Physical design, and management considerations. This course also examines modern trends and approaches in enterprise application architecture design.

CPST 7250 SW Development Methods (3)
A Software Development Methodology is a framework that is used to structure, plan, and control the process of developing an information system - this includes the pre-definition of specific deliverables and artifacts that are created and completed by a project team to develop or maintain an application. A wide variety of such frameworks have evolved over the years, each with its own recognized strengths and weaknesses. This course explores the many methodologies available for developing software. The business culture and requirements are presented as the center for evaluation of the most effective mix of methodologies for a specific development project. Students will study the software lifecycle from the identification of a need to the retirement of the software product that satisfies that need. They will learn about the strength and weakness of the various development methodologies and the appropriate situations in which to use them.

CPST 7310 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7311 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7312 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7313 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7314 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7315 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7316 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7317 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7318 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7319 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7320 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7600 Enterprise Infrastructure Arch (3)
Enterprise Hardware Architecture (EHA) maximizes business functionality, minimizes risk, simplifies operations, and complies with regulatory requirements. This course will provide students with the knowledge to build an open/standards-based Enterprise Hardware Architecture that utilizes virtualization of servers, storage area networks (SAN), and network capabilities. Utility servers/appliances, Multi-tier server environments, and Cloud architecture will be researched and presented in the course. Key performance parameters, such as security, redundancy, reliability, maintainability, and availability, will be major considerations in the designs. A decision based approach and iterative improvement processes based on service fulfillment and technology trends will be utilized by students to design individual class projects.

CPST 7760 Cloud-based Data Analytics (3)
As industry's move to increased use of cloud-based "data as a service" offerings, including Data Platform (PaaS), Infrastructure (IaaS), and Software (SaaS), Information technologists including IT Managers and Cybersecurity Managers need to understand how to leverage cloud in the enterprise to enable data analytics at scale, at speed and to enable wide access. This course will introduce data analytics in conjunction with leveraging cloud-based services.

CPST 7770 Cloud-based Machine Learning and Artificial Intelligence (3)
As industries move to increased use of cloud-based data "as a service" offerings, including Data Platform (PaaS), Infrastructure (IaaS), and Software (SaaS), this course will help IT Managers and Cybersecurity Managers understand how to enable functional machine learning and AI by leveraging cloud solutions.

CPST 7800 Cyber Law and Policy (3)
This course is designed to analyze legal issues related to the management of information in contexts in which information professionals are likely to be involved. In an age defined by information, knowledge of the legal issues that establish how information is required to be protected, maintained, collected, stored, and accessed is extremely important. Information Security policies must be evaluated in light of current laws and regulations This course will provide an overview of some of the most important legal issues in managing information so that students will be able to apply the information to particular professional situations that they may encounter. Topics will include such issues as US and international jurisdiction, computer security, intellectual property, electronic commerce, information privacy, freedom of expression, and cyber-crime. Included are analyses of significant legal case studies plus review of applicable federal and state legislation as applied to compliance of standards such as those found in the Health Insurance Portability and Accountability Act (HIPPA), Sarbanes Oxley, the Federal Information Security Management Act (FISMA), and the National Institute of Standards and Technology, Minimum Security Requirements for Federal Information and Information Systems (FIPS 200).

CPST 7850 Leading Transformational Change in IT (3)
Technology can serve as a catalyst for change in an organization. In today's work environments, almost every organizational change is accompanied by a change in the of the organization. In this course, students will learn the difference between leadership and management generally and also specifically within IT. They will learn how IT can affect positive change and, most importantly, how to minimize the chance of project failures. The course begins with the journey of technology and the speed of change in this industry. With the context set, students then learn about the organizational (individual and macro) and commercial implications of change. The course will also cover topics from major milestones in IT, organizational behavior at the individual and organizational level, and change management to include budgeting for change, vendor management, vision setting, and execution.

CPST 7875 Independent Study (1-3)

CPST 7900 Sec & Cyber Threats - IT Mgrs (3)
This course provides an overview of the need for, and the technology, algorithms, and standards used in providing computer and communications security. It is concerned with the fundamentals of computer security. Topics in this class can be divided into three main parts: cryptography (with a focus on single-key and public key); computer system security (database and operating systems issues including authentication, access control, malicious software, and network security (including intrusion prevention/firewalls, intrusion detection, Denial of Service attacks, etc.); and the develop of secure programs and applications.

Interdisciplinary Newcomb-Tulane College (INTU)

INTU 1000 Hist &Phil of Higher Education (3)
This course examines the social and political history of higher education with special emphasis on the transformation of women and the college landscape from the early 20th century to present day. Using historical and literary frameworks to generate and address and answer questions about college women today, this course will provide Newcomb Scholars with the opportunity to examine the social and political culture of various decades and its influence on college culture, women's colleges, women in college, and narratives about college life.

INTU 1010 Special Topics (0-4)

Maximum Hours: 99

INTU 1011 Special Topics (0-4)

Maximum Hours: 99

INTU 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): INTU 1000.

Maximum Hours: 99

INTU 2000 Women Leading Change (4)
The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. The objective of this course is to engage students in drawing leadership lessons from the real-world dilemmas of women leading organizations to bring about social change. The course will also teach how to write and evaluate the usefulness of cases; each student will write a case linked to her field of study which engages the concepts of gender and leadership. The course teaches critical thinking and problem solving through immersion in the stories of women leaders. The course outcomes are an enhanced appreciation of the dilemmas that are encountered by women leading change; the ability to evaluate and compose case studies at the intersection of leadership and gender; and the demonstration of strategic thinking and problem-solving skill.

Prerequisite(s): INTU 1000.

INTU 2020 Wellness & Resilience for College & Beyond (1)
College is an exciting and stressful time for everyone. The increased freedom and independence are both exciting and daunting, leading many students to struggle in new ways or with emotions that seem to have increased in intensity. Conversely, research has shown that individuals who develop and use resilience strategies and emotion regulation skills (such as opposite action, relaxation strategies, mindfulness, and practicing gratitude) as well as build positive routines (for example, good eating and sleep habits, daily exercising, scheduling fun activities) are more likely to be effective in their job roles, involved in strong relationships, physically and mentally healthy, and satisfied with their lives overall.

INTU 2500 Digital Scholarship (1)
This course examines practices for designing research communications across a variety of digital mediums. It also examines how gender, often intersecting with race, class, and sexuality, affects the interpretation of research in digital forums and the treatment of researchers online. This interdisciplinary course will engage in a variety of fields including data visualization, digital media practices, technology studies, gender studies, and digital scholarship. Seminar discussions will include examining creative methods for developing digital research projects, ethical considerations when promoting research through digital mediums, and critically analyzing computational methods in research that supports social justice and gender/racial equity. As praxis, students will design, storyboard, create, peer review, revise and present digital research products that include visual, audio, and narrative components. All technical skill-levels are welcome.

Prerequisite(s): INTU 1000.

INTU 3000 Feminist Epistemologies and Research Design (3)
In this course, students will read and discuss key texts that outline philosophies and methods of feminist knowledge production. Students will engage with foundational feminist epistemologies, such as standpoint theory, situated knowledges, and intersectionality, to understand the complex relationships between gender, race, class, and other categories that shape the distribution of power both within and outside the academy. They will explore research methods across fields while examining important debates about a researcher's role and responsibilities to her/his/their subjects and the public. Research ethics regarding data collection, interpretation, and dissemination will be discussed through the lens of feminist and antiracist commitments. Applying these interdisciplinary theories of knowledge production, students will develop a research proposal. During weekly writing workshops, students will draft, peer-review, and revise portions of a research proposal that address the question, methods, literature review, and significance of that project.

Prerequisite(s): INTU 2000.
Course Limit: 1

INTU 3010 Global Culture Awareness (1)
Course Limit: 99

INTU 3020 Cross Cultural Engagement (1)
Prerequisite(s): INTU 3010.
Course Limit: 99

INTU 3030 Post Study Abroad Re-Entry (1)
Prerequisite(s): INTU 3020.
Course Limit: 99

INTU 3040 Community Engaged Conservation Research Design (3)
This 3 credit course builds student capacity to conceptualize, design and articulate community engaged research projects. Along with research design, the course trains students to think and communicate across disciplines via readings, assignments and workshops. Over the course of the semester, students will develop research questions and methodological approaches to produce an ethical, independent research proposal to investigate a problem or question related to rainforest conservation. In addition, students will learn to provide feedback and constructive criticism to the work of their peers and engage with critical perspectives on issues that arise in community engaged conservation. The expectation is that students will go on to implement the research projects that they develop in the context of this course. This course fulfills the Newcomb-Tulane College intensive writing requirement and provides an optional service-learning component.

Prerequisite(s): EBIO 3780.

INTU 3050 Grant-Funded Research (1)
This course is designed for students participating in a faculty-mentored research project who have received a grant through NTC and/or other campus entities. The goal of this course is to offer opportunities for students to present the outcomes of their research in a structured forum at the Tulane Idea and Research Symposium.

Course Limit: 3

INTU 3060 Grant-funded Internship Course (1)
This course is designed for students participating in a summer internship who have received a grant through NTC and other campus entities. The goal of this course is to offer students opportunities to present the outcomes of their internship in a structured forum at the Tulane Idea and Research Symposium.

Course Limit: 3

INTU 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): INTU 3030.

Maximum Hours: 99

INTU 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTU 3910 Special Topics (0-4)

Maximum Hours: 99

INTU 3920 Special Topics (0-3)

Maximum Hours: 99

INTU 4000 Newcomb Research Seminar (1)
This course is designed to provide support and resources from the professor for students in the Newcomb Scholars Program to complete their independent research project. In this course, Newcomb Scholars will incorporate what they have researched and written in the previous seminars, finalize their research question, determine the appropriate research methods, and begin to answer that question in a comprehensive and systematic way that would be recognized by the relevant scholarly community as constituting original and important research. Each Scholar is expected to understand the work that has previously been done in her field and find a place for her research in that body of knowledge. Students will use their skills of analysis, criticism, and synthesis to address or respond to any relevant issues in their fields of study. Each student will present their research project at a campus conference in the Spring semester.

Prerequisite(s): INTU 3000.

INTU 4310 LSAT Review (1)

INTU 4340 MCAT Review (1)

INTU 4560 Study Abroad Internship (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTU 5380 Junior Year Abroad (1-6)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTU 6850 Reproductive Rights, Law, and Policy (1)
This course will focus on the Louisiana Legislative Session as a means of understanding the legislative process, civic engagement with that process, and policy and legal concerns that proposed legislation can raise – all within the context of understanding the legal framework surrounding abortion access and reproductive rights. The course will include legal and policy analysis of the most significant U.S. Supreme Court cases involving abortion rights, as well as an overview of the statutory and regulatory landscape applicable to abortion in Louisiana. With that backdrop, the course will then take a hands-on approach to the Louisiana Legislative Session, focusing on proposed bills that will impact reproductive justice. Guest speakers will help students to understand the policy implications – both intended and unintended – related to the proposed bills, as well as other legislation proposed or passed during recent legislative sessions.

INTU 7000 Year of Service Fall (0-12)

Maximum Hours: 99

INTU 7010 Year of Service Spring (0-12)

Interdisciplinary Studies (INTD)

INTD 2000 Interdisciplinary Liberal Arts Seminar (4)
Topics to be co-taught from different perspectives by faculty in different disciplines. Limited to sophomores by application. Students must register for INTD 2010 in the subsequent semester. Enrollment by permission of the Dean's Office of the School of Liberal Arts.

INTD 2810 Special Topics (3)
Special topics course as designed by visiting or permanent Liberal Arts faculty offering an interdisciplinary course. For description, consult the School of Liberal Arts Dean's Office. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

INTD 2910 Interdisciplinary Study (4)
Permission for this course must be granted by the Dean of Liberal Arts.

INTD 6010 Responsible Conduct of Research (0)
A series of seminars which covers various important protocols of research.

INTD 7010 Community Engagement I (1)

INTD 7020 Sem in Comm Engagement II (1)

INTD 7030 Capstone Sem Comm Engagement (1)

INTD 7070 Community Engaged Scholarship (0)
Course may be repeated 3 times for credit.

Course Limit: 3

INTD 7990 Independent Study (1-9)

INTD 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTD 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

International Business (INBS)

INBS 3100 International Business (3)
This course deals with the management of global expansion and strategies of firms. To be successful in global business ventures, managers must be prepared to acknowledge and experience the complexities of operating in an international context. This task requires understanding how the world political and economic systems operate and knowing how the unique challenges of different business cultures and institutions affect the development and implementation of business strategies. This course introduces the student to some special business cases set in an international context: managing human resources, international finance, global operations, international team building and leadership, and business strategy.

Prerequisite(s): ECON 1010, 1020 and PSYC 1000 and (MATH 1150 or 1210) and MATH 1230.

INBS 4100 International Business Practices (1-4)
INBS 4100 introduces students to international business practices as experienced in the context of a specific region or country. The course gives students international business exposure and a unique cultural experience with an opportunity to encounter, first-hand, a global business environment. The location, content and schedule for this course vary each year.

INBS 4200 International Business Environment (1-4)
INBS 4200 provides students with an understanding of the international environment in which businesses must operate. The course examines business practices abroad, patterns of international interdependence, international finance, global operations, and/or the effect of culture on conducting business internationally. The goal is to improve students' critical, analytical and creative thinking skills in international business operations.

INBS 5380 Business Study Abroad - INBS (1-20)

INBS 5390 Business Study Abroad - INBS (1-20)

INBS 6610 Latin Amer Busn Environ (3)

INBS 7000 Business Modeling and Marketing (3)
This course will develop in the student the balance between creative and analytical marketing skills needed to identify, design and fine-tune a business idea, either within a corporation or a start-up. The creative mindset will be developed through hands-on experience while proposing, iterating, and zooming into a business idea, and translating it into a coherent business model and its value proposition for a specific target audience. In conjunction with the business modeling experience, the student will analytically understand key concepts of strategic and operational marketing including market segmentation, targeting, and positioning, in addition to the basic steps of an integrated marketing communications strategy.

INBS 7100 Healthcare in Cent America (3)
This course exposes students to the healthcare delivery and financing system in Guatemala and more broadly in Latin America. The class is structured as an immersion experience in Guatemala City and will draw on extant healthcare delivery and financing structures in both the United States and Latin America. Physicians, physician leaders, and healthcare managers will experience various delivery and academic sites in Guatemala and explore issues related to healthcare structure, education, financing, medical tourism, and cultural competency, among others. Students will engage in a variety of site visits, exercises, and projects which will require the application of course materials and insights.

INBS 7200 Global Strategy & Competition (3)

INBS 7300 International Finance (3)

International Health & Sustainable Development (IHSD)

IHSD 6010 Comparative Health Systems (3)
Health systems around the world face the challenge of ensuring continued improvement in population health with a limited availability of resources. Despite their common challenges, no two health systems are identical. This course introduces comparative analysis of health system design and performance, both at the population level and through an equity lens. The course consists of 30 sessions. Readings, videos, and activities will be assigned to add to the student's knowledge and facilitate discussions. Students will be assessed through exams and reflection papers, and a group health system analysis which they will present verbally and in a report. There are no prerequisites for this course. This course is required for the Master's in Public Health sustainability track in the Department of International Health and Sustainable Development.

IHSD 6130 Health Economics for Developing Countries (3)
This course provides students with the background and tools to understand, analyze, and evaluate economic aspects of health systems problems of low- and middle-income countries. The course covers the following topics: health and economic development, micro-economic aspects of health care services, health care financing, and economic evaluation. Most examples used in the class will pertain to health system interventions that aim to improve the availability and quality of health services. Lectures will be combined with problem sets, class discussions, and group presentations that focus on issues affecting the demand for and supply of health care services as well as financial and payment interventions that aim to improve the performance of health systems.

IHSD 6200 Evaluation of Program Interventions in Global Health (3)
This course provides in-depth training in basic concepts, principles, and practices for impact evaluation of public health interventions in international settings. Examples focus on sexual and reproductive health interventions (including HIV-prevention), but the skills learned apply to all health areas. A team-based project allows students to apply impact evaluation skills (e.g., identification of study designs, indicators, data, analytical approach) to real-life settings. The course provides grounding in evaluation study designs, develops skills in designing evaluation plans, and is a basis for specialized courses on data analysis, sampling, and advanced evaluation research. This course is designed for students interested in program monitoring and evaluation jobs in global contexts and should be taken in lieu of SBPS-6340 and TRMD-6200.

Prerequisite(s): SPHL 6080 or 6880.

IHSD 6240 Health Problems of Developing Societies (3)
Health Problems of Developing Societies is tailored to and intended for students entering the MPH program in International Health and Sustainable Development at Tulane University's School of Public Health and Tropical Medicine. The course provides an overview of the major health problems facing low-and-middle income countries (LMIC); the divergent historical patterns of public health in economically rich versus poor societies; the links among public health, development, and culture; and strategies for improving public health in LMIC. There is no prerequisite for the course.

IHSD 6300 Monitoring of Global Health Programs (3)
This course equips students with program monitoring principles and skills for tracking the performance and results in public health programs. The course will focus on programs and interventions in global settings, although the skills can also be applicable in the domestic context. Students will learn to develop frameworks and models for program monitoring and evaluation, develop appropriate indicators and plans to measure program implementation and results, and apply them to actual programs. This course is required for MPH students in IHSD and to be followed by a course on program evaluation. It is designed for students who are interested in program monitoring and evaluation jobs in global contexts, and should be taken in lieu of SBPS 6340.

Prerequisite(s): SPHL 6080 or 6880.

IHSD 6331 Public Health and Nutrition in Complex Emergencies (3)
The goal of this course is to familiarize students with the approaches, field methods, and selected technical knowledge required to mitigate the nutritional and public health effects of complex humanitarian emergencies and disasters. Lectures and discussions will be provided by experienced faculty from university partners, government officials, and field-based practitioners with experience working in emergency contexts. Because of the unique opportunity to access guest speakers and materials from the Epidemiologic Intelligence Service at CDC and the applied nature of this course, it is offered in intensive format.

IHSD 6760 International Family Planning: Policies and Programs (3)
This course is designed to equip students with a knowledge and skills to work in international family planning, one of the most successful initiatives to date in the field of international development. Organized around the six pillars of the WHO framework, it covers the fundamentals of family planning programming through the lens of health systems strengthening. It reviews the landmark events in the history of family planning that shape policy today. Students will develop presentation skills and will learn to use "tools of the trade" in this field (reference materials, software tools). They will analyze the family planning situation and make recommendations for improvements in a country of their choice. Recommended for those intending to work in reproductive health.

IHSD 6790 Food Security and Resilience (3)
Students will examine the impacts of rapidly globalizing food systems on food and nutrition security at local, household, and intra-household levels in this course. This topic is especially relevant now because of the increased policy attention and resources for programming that are focused on promoting improved food security, nutrition and sustainability. This course will provide students with the analytical skills for identifying the elements of resilient food systems and the outcomes of food and nutrition security, access to organizations prominent in international food security policy discussions, and a background in readings relative to this debate.

IHSD 6830 International Health Policy (3)
The primary aim of this course is to present an overview of health policy issues in low- and middle-income countries and to provide skills in analyzing the health policy process. In addition to providing an overview of policies at the country level to improve health systems performance, the course also looks at the role governments, the private sector, and international health partners play within national health policy frameworks. Factors such as power, context, and governance are analyzed with both the practical and the ethical considerations of how the policy process operates in different cultures. This course helps students develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments.

IHSD 6860 Public Health in Cuba (3)
The course addresses how the Cuban government has prioritized the development of universal health care in the last five decades, with a special emphasis on the efforts to strengthen primary health care (PHC) and to articulate PHC with more complex levels of care. The course contextualizes and analyzes the programs to prevent infant mortality and to prevent and control infectious diseases such as polio, malaria, tuberculosis, dengue, and HIV, as well as the economic and political context in which these public health initiatives developed. The course takes place in Havana in partnership with the National School of Public Health of Cuba. It includes site visits to health facilities and community-based organizations.

IHSD 6870 Adolescent Health Policies and Programs (3)
This course serves to: (1) increase knowledge and awareness of the context, design, and effectiveness of interventions to prevent and respond to adolescent health risk taking; and (2) develop professional skills in the use of quantitative methodologies to determine the health needs/problems of adolescents and in the formulation of workable strategies to respond to identified needs. The course includes discussion of major policy issues and controversies surrounding specific adolescent health program approaches. Students will compare interventions for addressing common health problems in adolescence and meeting the needs of special youth populations in low- and middle-income countries with similar interventions in developed countries. The key components of successful and unsuccessful programs in specific health areas will be addressed.

IHSD 7020 Communication Research for HIV/AIDS and Reproductive Health (3)
This course constitutes a practical introduction to the research methodologies used in planning a communication program for promoting desirable health behaviors, designing appropriate messages, pre-testing communications and evaluating program effectiveness for changing behaviors. Most examples and datasets will pertain to international reproductive healthor HIV/STI prevention, but skills learned will be applicable to other areas of public health. Lectures will be combined with exercises in which students carry out communication pre-testing, conduct qualitative research (focus group discussions or in-depth interviews) and analyze the results, and conduct secondary analyses of existing survey data using statistical software. These skills are basic to the systematic approach in designing, implementing and evaluating a health communication program aimed at changing health behaviors.

IHSD 7070 The Social Determinants of HIV/AIDS (3)
HIV/AIDS is the fifth leading cause of disease burden and the sixth leading cause of death globally. Patterns of infection serve as a vehicle for understanding social disparities. The goal of this course is to provide students with the skills to critically assess the social determinants of HIV and public health strategies to mitigate their effect on the epidemic. Students will participate in group work and individual assignments that apply concepts discussed in class and challenge students to map causal mechanisms to interventions. The course format combines readings, presentations, group activities, mini-assignments and a final paper. By completion of the course, students will gain the knowledge, skills and agency to become active participants in the global response.

IHSD 7140 Monitoring and Evaluation of HIV/AIDS Programs (3)
This course serves to: (1) increase knowledge and awareness of the context, design, and effectiveness of HIV/AIDS prevention, care and treatment programs; (2) strengthen skills in the application of methods and tools for global- and national-level monitoring and evaluation of the HIV epidemic and response. The course focuses on low and middle-income countries and addresses monitoring and evaluation (M&E) approaches for specific HIV/AIDS programmatic areas. These programmatic areas may include: HIV prevention; HIV treatment; social and behavioral change communication; community mobilization; and tuberculosis/HIV integration. Students will develop professional skills in M&E of programs to address the needs of key populations and in utilization of M&E results to prioritize options for improving the HIV/AIDS response.

Prerequisite(s): SPHL 6050*.
* May be taken concurrently.

IHSD 7200 Sustainable Human Development: Theory and Practice (3)
The purpose of this course is to gain an in-depth understanding of the origins, evolution, and characteristics of Sustainable Human Development (SHD) both in terms of formulation and implementation. SHD is a holistic approach to development, encompassing economic, political, social, and environmental issues that are interdependent and complementary. We will first present an introduction to the notion and history of global development and examine different theories and strategies that have dominated the field since the 1950s, with a particular emphasis on SHD. We will then address various thematic issues and goals of development, such as understanding multifaceted poverty, improving health and education outcomes, striving for social inclusion, addressing the many consequences of climate change, and managing today's migrations.

IHSD 7210 Survey Data Analysis in Family Planning/Reproductive Health Research (3)
This course is intended for doctoral and advanced Masters students. The course will introduce students to key concepts and measures used in the monitoring and evaluation of family planning and reproductive health (FP/RH) programs. Students will gain an understanding of reproductive health and health service indicators, data sources and their strengths and limitations. This course also provides basic hands-on quantitative skills that are essential in conducting monitoring and evaluation exercises in FP/RHprograms. Students will learn how to use the Stata statistical software package to manage and analyze survey data and to construct reproductive health indicators. Students will also learn to interpret and present quantitative data, using graphs and tables, in ways that are suitable for scientific manuscripts.

Prerequisite(s): (SPHL 6050 or 6850) and (SPHL 6060 or 6860).

IHSD 7300 Implementation Practice (3)
Public health programs continually implement new interventions to improve health outcomes and achieve sustainable change. This course focuses on what, why, and how interventions work in real world settings. The course builds students' knowledge of key steps and tasks needed for moving through the program implementation process: from problem exploration and root-cause analysis through intervention selection, adaptation, piloting, and testing, to using the findings to adapt the program, and developing a scale-up strategy. Students will: (a) apply a step-by-step approach to implementation research; (b) analyze factors influencing the successful adoption of health interventions; (c) describe how to carry out each phase of the implementation process; (d) analyze indicators of implementation success; and (d) propose approaches for developing a scale-up strategy.

IHSD 7340 Population Mobility and Health (3)
This course introduces students to the relationships between population mobility and health. It spans various mobile populations, including refugees, immigrants, those displaced due to conflict, climate change, and human trafficking, as well as individuals experiencing homelessness. Beyond examining the impact of political, economic, and cultural factors on mobility and health at global and local levels, each student will develop a policy brief addressing critical health challenges faced by a group experiencing displacement or some other form of mobility. The course is organized around three themes: 1) current patterns and trends in population mobility; 2) theoretical models linking different types of mobility with associated health outcomes; and 3) public health challenges to meeting routine and exceptional health needs of mobile populations. Previously listed as SBPS 7340.

IHSD 7440 Household Sampling Applications in Resource-poor Settings (3)
The course focuses on a wide variety of public health applications and is applicable to virtually all academic and professional settings where mapping is used. Each lecture begins with a PowerPoint presentation to introduce fundamental mapping concepts and is followed with in-class exercises to reinforce hands-on application. Two in-class, paper-based exams are given to monitor and assess students' understanding of the course concepts.

Prerequisite(s): (SPHL 6060* or 6860) and (SPHL 6050* or 6850).
* May be taken concurrently.

IHSD 7990 Independent Study (1-3)

IHSD 8250 Advanced Research Methods in Global Health (3)
This course is intended for upper-level masters students interested in applied research methods and doctoral students working towards their dissertations. The focus is on providing skills for conducting program, impact or other forms of evaluation using econometric methods to analyze health, population, and nutrition data. Of particular focus will be analyses of population-based household surveys using the Stata 16.0 statistical software package. Key topics that will be covered are: research methods and designs, linear regression models with their assumptions and limitations, limited dependent variable models (logit, probit tobit, multinomial logit), instrumental variables and two-stage least squares, sample selection and censored regression models, multilevel models, propensity score matching, applications of program evaluations, and time series analysis with pooled and longitudinal data.

Prerequisite(s): (SPHL 6050, 6850 or BIOS 6030) and BIOS 6040 and (SPHL 6060, 6860 or EPID 6030).

IHSD 8990 Independent Study (1-3)

International Studies & Business (ISIB)

ISIB 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ISIB 1910 Study Abroad Pre-Dep (1)
This course is designed to give Altman Scholars the information and skills necessary to make the most out of their Rising Sophomore Study Abroad Experience. Through this experience, students will cultivate intercultural communication skills, enhance their knowledge of an important emerging market, be pushed out of their comfort zone, and provide meaningful public service in an international context. This course will equip students with the skills to maximize these outcomes through classroom learning, experiential reflection assignments, and research projects.

ISIB 2020 Special Topics (3)
Special Topics

Maximum Hours: 99

ISIB 2030 Perspectives on Global Citizenship (3)
Perspectives on Global Citizenship urges students to consider their role in their local environments as they prepare for and embark on their education abroad journey. Together, we will examine the methods available to study abroad students to learn about and exist within the various cultures that comprise our everyday locales. We will also deconstruct the notion of a "global citizen" in order to redefine the many ways that one can become a global citizen in our modern, interconnected world. In addition to identifying and sharpening the tools and skills available to Altman Scholars in their quest to become global citizens, the course also considers the various assets and limits all people have as they work, migrate, travel and live in the world. By the conclusion of the course, students will define their specific goals in terms of becoming a global citizen. They will also understand how geography, socioeconomics, media, politics and history all converge to shift the tools to which people around the world have access, including the scholars themselves, on the quest for global citizenship.

ISIB 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ISIB 3010 Introduction to Globalization (3)
Open to Altman scholars only, this course will utilize interdisciplinary and experiential approaches to explore of debates surrounding globalization. PSDV majors or minors may substitute ISIB 3010 for PSDV 2400.

ISIB 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ISIB 6010 Approaches to Global Dilemmas (3)
Utilizing approaches to learning that are theoretical, empirical, and interdisciplinary, this course will assess contemporary global dilemmas in a variety of developing and developed world regions and the corresponding role of the states in combatting political, ecological, economic insecurity. The course is taught by faculty in various social sciences and humanities disciplines.

ISIB 6020 Altman Senior Seminar (1)
The course an experiential quasi-independent study that affords graduating seniors an opportunity to critically reflect upon the knowledge and skills gained through the Altman curriculum and their study abroad experiences. Students will assess the "higher level learning" and personal transformation that took place during their junior year abroad experiences. They will also attend scholarly events rooted in liberal arts and business disciplines and utilize the methodological approaches and theoretical content gained through the Altman Program to critically the theoretical and empirical questions presented at these events.

Internship (INTR)

INTR 1990 Liberal Arts Internship (1)
Registration with instructor/department approval only. Can be taken multiple times but only counts once towards degree.

INTR 1991 Liberal Arts Internship (1)
Registration with instructor/department approval only. Can be taken multiple times but only counts once towards degree.

INTR 5380 Study Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

INTR 5390 Liberal Arts Internship (1-20)

Italian (ITAL)

ITAL 1010 Elementary Italian I (4)
Development of the skills of speaking, listening, reading, and writing Italian both in the classroom and through audio work.

ITAL 1020 Elementary Italian II (4)
A continuation of the objectives presented in Italian I.

Prerequisite(s): minimum score of PASS in 'ITAL 1020 Placement', ITAL 1010 or 1030.

ITAL 1030 Elem Ital For Romnc Lang I (4)
Same material as ITAL 1010 but designed for students whose previous knowledge of another Romance language or Latin enables them to grasp the principles of Italian grammar and Italian vocabulary more efficiently. Development of the skills of speaking, understanding, reading, and writing Italian, both in the classroom and the language laboratory.

Prerequisite(s): minimum score of PASS in 'ITAL 1030 Placement'.

ITAL 1040 Elem Ital Romnc Lang II (4)
A continuation of the objectives of Italian for Romance Language Students I, with special emphasis on reading.

Prerequisite(s): minimum score of PASS in 'ITAL 1040 Placement', ITAL 1010 or 1030.

ITAL 1050 Experiencing Rome: Conversational Language and Culture (3)
This course is designed for the Tulane Summer program, and it aims to provide students with the possibility to learn the Italian language while taking advantage of the fully immersive environment of the City of Rome.

ITAL 1280 Junior Semester (0)
Junior Semester.

ITAL 1290 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

ITAL 2030 Intermediate Italian (4)
A complete second-year course. Intensive grammar review with readings from standard Italian texts. Comprehension and conversational skills are stressed. Written expression also emphasized.

Prerequisite(s): minimum score of PASS in 'ITAL 2030 Placement', ITAL 1020 or 1040.

ITAL 2040 Intermed Ital Romnc Lang (4)
A complete second-year course, covering the same material as ITAL 2030, but designed for students whose previous knowledge of another Romance language or Latin enables them to grasp the principles of Italian grammar and Italian vocabulary more efficiently. Intensive grammar review with readings from standard Italian texts. Comprehension and conversational skills are stressed. Written expression also emphasized.

ITAL 2390 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

ITAL 3000 Intro Italian Lit (3)
An introduction to Italian literature, including readings from Dante, Petrarch, Boccaccio, Poliziano, Machiavelli, Ariosto, Castiglione, Goldoni, Manzoni, Pirandello, Calvino, among others.

Prerequisite(s): minimum score of PASS in 'ITAL 3000 Placement' or ITAL 3130.

ITAL 3060 Rome Capital of Italy (3)
The course will focus on the central role and importance of Rome inside Italian culture and history along 150 years from the Italian Risorgimento (1871) to the present days, In particular, it will analyze specific social and cultural phenomena related to the 'Eternal City' such as the movie industry in the 50's, the students' revolution in the 60's, the overpopulation and outgrowing of the outskirts in the 70's, the new symbol of the parasitic government in the 90's, the new migration waves in the last 20 years. Lectures in English, reading and writing in Italian.

ITAL 3130 Advanced Convers & Comp (3)
The course aims primarily at perfecting the student's speaking and writing ability. Articles taken from newspapers, periodicals, the Internet, etc., serve as a basis for discussion and familiarize students with contemporary Italy. The course presupposes a solid grammatical foundation and any grammar review is given only on an individual basis.

Prerequisite(s): ITAL 2030 or minimum score of PASS in 'ITAL 3130 Placement'.

ITAL 3200 Italian for business (3)
Italian for Business is a communicative course designed for students who wish to be prepared in professional areas related to international trade and organizations. It focuses on vocabulary, topics, and cultural aspects specific to an Italian-speaking professional environment. It reinforces the skills of listening, speaking, reading, and writing through the practice of simulated professional situations. The first part of the course will place more emphasis on the practice of communicative activities pertaining to professional functions. The second part of the course will place more emphasis on the student's understanding of company structures and operations. Taught in Italian.

Prerequisite(s): ITAL 2030, 3000, 3060, 3130, 3250, 3300, 4010, 4020, 4030, 4040, 4510, minimum score of PASS in 'ITAL 4000 Level Placement', minimum score of PASS in 'ITAL 3000 Placement', minimum score of PASS in 'ITAL 3130 Placement', minimum score of PASS in 'ITAL 3250 Placement' or minimum score of PASS in 'ITAL 3200 Placement'.
Corequisite(s): ITAL 3890.

ITAL 3250 Italian Language through History and Culture (3)
The course aims at improving the speaking and writing ability of students while familiarizing them with the development of Italian culture and history from the Middle Ages to the 21st century. Students discuss historical event and answer questions using the grammar and idioms learned in the grammar review. Writing assignments are based on the historical and cultural component of the course.

Prerequisite(s): ITAL 3130*, 3200 or minimum score of PASS in 'ITAL 3250 Placement'.
* May be taken concurrently.

ITAL 3300 Topics Ital Lit & Cinema (3)
Subject varies with instructor. An introductory study of the major contributions of Italian literature to Western thought. The course emphasizes particularly those authors whose works have interdisciplinary ramifications, e.g. Dante, Petrarch, Machiavelli, Galileo, Pirandello, Calvino. The course may also focus on the history of Italian cinema or a special topic in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. Notes: May be repeated for credit provided that a different topic is covered. The course counts for Film Studies credit only when the focus is on cinema.

Course Limit: 99

ITAL 3330 Ital Lit In Translation (3)
Subject varies with instructor. A study of the major contributions of Italian literature to Western thought. The course emphasizes particularly those authors whose works have interdisciplinary ramifications, e.g., Dante, Petrarch, Machiavelli, Galileo, Pirandello, Calvino. The course may also focus on the history of Italian cinema or a special topic in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. Notes: May be repeated for credit, provided that a different topic is covered. The course counts for FMST credit only when the focus is on cinema.

Course Limit: 99

ITAL 3360 Rome Capital of Italy (3)
The course will focus on the central role and importance of Rome inside Italian culture and history along 150 years from the Italian Risorgimento (1871) to the present days, In particular, it will analyze specific social and cultural phenomena related to the 'Eternal City' such as the movie industry in the 50's, the students' revolution in the 60's, the overpopulation and outgrowing of the outskirts in the 70's, the new symbol of the parasitic government in the 90's, the new migration waves in the last 20 years. The course is taught in English. including reading and writing.

ITAL 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): ITAL 3200.

Maximum Hours: 99

ITAL 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

ITAL 4010 Topics 13 & 14 Central Italian Literature (3)
Topics may include St. Francis and early minor authors, Dante's Divine Comedy and early works, Boccaccio's Decameron and minor works, Petrarca's Canzoniere and minor works. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ITAL 3000, 3130, 3200, 3250, 3300 or minimum score of PASS in 'ITAL 4000 Level Placement'.

Maximum Hours: 99

ITAL 4020 Topics In Ren Lit (3)
Topics may include the literati of the Medici court, lyric poetry of the Petrarchisti, the drama, the epic poem, political and social treatises. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'ITAL 4000 Level Placement', ITAL 3000, 3130, 3200, 3250 or 3300.

Maximum Hours: 99

ITAL 4030 Topics 17th & 18th C Lit (3)
Works of various literary and philosophical writers will be studied. Topics may include the effect of the Inquisition, the Petrarchan and Arcadian traditions, theater as social and political laboratory, Galileo, Bruno, Campanella, Marino, Vico, Metastasio, Gozzi, Goldoni, the beginnings of the Risorgimento in the works of such authors as Alfieri, Parini, and Foscolo. Course may be repeated up to unlimited credit hours.

Prerequisite(s): ITAL 3000, 3130, 3200, 3250, 3300 or minimum score of PASS in 'ITAL 4000 Level Placement'.

Maximum Hours: 99

ITAL 4040 Topics 19 & 20 Cent Ital Lit (3,4)
Topics may include Leopardi, Manzoni, Carducci, Verga, Pascoli, D'Annunzio, Pirandello, Calvino, Pasolini; the avant-garde; contemporary poetry, novel or drama; the history of Italian cinema and special topics in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. Notes: May be repeated for credit provided a different topic is covered. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'ITAL 4000 Level Placement', ITAL 3000, 3130, 3200, 3250 or 3300.

Maximum Hours: 99

ITAL 4440 Topics Lit/Cinema Transl (3,4)
Subject varies with instructor. An advanced study of the major contributions of Italian literature to Western thought. The course emphasizes particularly those authors whose works have interdisciplinary ramifications, e.g. Dante, Petrarch, Machiavelli, Galileo, Pirandello, Calvino. The course may also focus on the history of Italian cinema or a special topic in Italian cinema, such as the silent era, neorealism, the work of a major director, and the relationship between literature and film. May be repeated for credit provided that a different topic is covered. Taught in English. Fulfills capstone requirement for FMST when the course is a film topic. For capstone credit, students should also register for FMST 5110 with 0 credits. Notes: May be repeated for credit provided that a different topic is covered.

ITAL 4510 Narrazioni della migrazione in Italia: nuove face di una nazione (3,4)
The course provide an overview on the last thirty years of migration's crisis in the Mediterranean Sea, with a focus on the immigration waves to Italy. Particular attention will be paid to the literary migrant voices.

Prerequisite(s): minimum score of PASS in 'ITAL 4000 Level Placement', ITAL 3000, 3130, 3200, 3250 or 3300.

ITAL 4515 Narratives of Migration in Italy: New Facets of a Nation (3,4)
The course provide an overview on the last thirty years of migration's crisis in the Mediterranean Sea, with a particular focus on the immigration to Italy. In particular, it will focus on the literary voices of the migrants, while unpacking its social, political, anthropological contexts. Taught in English.

ITAL 4560 Internship (1-2)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on TUTOR. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 4570 Internship (1-2)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on TUTOR. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 4910 Independent Study (1-3)
Independent study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 4920 Independent Study (3)
Independent study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 4990 Honors Thesis (3)
Honors Thesis.

ITAL 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): ITAL 4990.

ITAL 5190 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 5380 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 5390 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

ITAL 6010 Topics:13th&14th Cen Lit (3)
See ITAL 4010 for description.

ITAL 6020 Topics:Renaissance Lit. (3)
See ITAL 4020 for description.

ITAL 6040 Topics:19th&20th Cen Lit (3)
See ITAL 4040 for description.

ITAL 6150 Concepts of Lit Crit (3)
Theories of literature and their application in practical criticism: textual, historical, structural, thematic, etc. Emphasis on contemporary schools of criticism.

ITAL 6910 Spec Prob In Ital Lit (3)
Subject varies. Principally reading and research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ITAL 6920 Spec Prob Itl Lang & Lit (3)
Subject varies. Principally reading and research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Japanese Language (ASTJ)

ASTJ 1010 Beginning Japanese I (4)
Emphasizes conversational Japanese. Includes study of basic grammar and introduction of hiragana, and katakana.

ASTJ 1020 Beginning Japanese II (4)
Emphasizes conversational Japanese based on text in hiragana, katakana, kanji. Includes study of complex grammar and introduction of approximately 100 kanji.

Prerequisite(s): minimum score of PASS in 'ASTJ 1020 Placement' or ASTJ 1010.

ASTJ 2030 Intermediate Japanese I (4)
Conversation, reading, and writing based on text in hiragana, katakana and kanji. Continuation of study of complex grammar and introduction of approximately 100 additional kanji.

Prerequisite(s): minimum score of PASS in 'ASTJ 2030 Placement' or ASTJ 1020.

ASTJ 2040 Intermediate Japanese II (4)
Conversation, reading, and writing based on text in hiragana, katakana, and kanji. Continuation of study of complex grammar and introduction of approximately 150 additional kanji.

Prerequisite(s): minimum score of PASS in 'ASTJ 2040 Placement' or ASTJ 2030.

ASTJ 3050 Advanced Japanese Speaking I (3)
Development of conversational, reading and writing skills in Japanese.

Prerequisite(s): ASTJ 2040 or minimum score of PASS in 'ASTJ 3050 Placement'.

ASTJ 3051 Advanced Japanese Speaking II (3)
ASTJ 3051 is a continuation of ASTJ 3050, reinforcing previously learned grammar points as well as deepening knowledge of Japanese culture and society through discussion and reading.

Prerequisite(s): ASTJ 3050 or minimum score of PASS in 'ASTJ 3051 Placement'.

ASTJ 3060 Advanced Japanese Reading II (3)
A continuation of objectives in ASTJ 2040, intended to provide an advanced level of skills in Japanese.

Prerequisite(s): ASTJ 2040.

ASTJ 3910 Special Topics (3)

Maximum Hours: 99

ASTJ 4060 Advanced Japanese Comp & Pres (3)
This is a fourth-year advanced Japanese composition and presentation course that will help students develop their vocabulary, writing, and oral presentation skills. The students will learn about effective communication strategies in different types of linguistic situations. The course will also expose students to various aspects of Japanese culture and society.

Prerequisite(s): minimum score of PASS in 'ASTJ 4000 Level Placement' or ASTJ 3051.

ASTJ 4070 Advanced Japanese Composition & Presentation II (3)
This class is a continuation of its prerequisite, ASTJ 4060. It is designed to equip the students with an ability to participate in Japanese conversation, exchange information and express feelings. The course also aims at deepening an understanding and developing appreciation for Japanese tradition as well as for the students' own culture.

Prerequisite(s): ASTJ 4060 or minimum score of PASS in 'ASTJ 4000 Level Placement'.

ASTJ 4910 Independent Study (1-3)
Independent study in Japanese language. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTJ 5190 Semester Abroad (1-20)
Semester abroad in Asian studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ASTJ 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

ASTJ 5390 Junior Year Abroad (1-20)

Maximum Hours: 99

Jewish Studies (JWST)

JWST 1010 Introduction to Jewish Civilization: Foundations (3)
Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the origins of this first of the great Abrahamic faiths. Where does Judaism come from? What is the relationship between Judaism and the Hebrew Bible (also called the Tanakh or Old Testament)? Who holds power in Judaism, and where does this authority originate? How does Judaism understand gender and sexuality, both now and in ancient times? What are the essential texts and teachings of Israelite religion and later Judaism? We will take up these and other questions through study of diverse types of religious literature and historical evidence. No previous knowledge of Judaism or religious studies is required.

JWST 1020 Intro to Jewish Civ:Modern Era (3)
This course will introduce the students to the variety of religious expression and understanding in the Jewish tradition in the early modern and modern eras.The focus of the course will begin with biblical texts and then use writings from medieval, early modern, and the modern period to explore how the definitions of Jewishness and conceptions of Jewish belonging change over time. We will also study the social, literary, historical and cultural influences that helped shape the varieties of Jewish traditions across 1,000 years.

JWST 1110 Introduction To Judaism (3)
This course provides an overview of Jews and Judaism from religious, historical, and contemporary perspectives, including the study of Jewish practices, rituals, beliefs, and the holiday structure.

JWST 1250 Building Jewish Identity (3)
The starting point for our investigation of a distinctively secular Jewish conception of the world will be the fact that roughly on behalf of the American Jewish population possesses a secular non-religious orientation (American Jewish Identity Survey, 2001). How did this non-religious orientation arise amongst what many people consider to be a religious community? We will explore how certain non-religious features, such as shared culture, language, custom, dress, and education played an integral part in the definition of Jews and Judaism from their inception, and the role played by these features in the constitution of variant secular forms of Judaism and secular Jewish orientations in the modern period.

JWST 1290 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 1895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

JWST 2100 Intro To Hebrew Bible (3)
In this course we will attempt to understand the Hebrew Bible better by examining samples of each of the major genres represented while at the same time placing each within its historical context. We will also focus upon questions of interpretation. By taking a general survey of the ways in which the Hebrew Bible has been read and interpreted in the past we will begin to understand how these ancient texts continue to live and speak to so many.

JWST 2390 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 2700 Jews and American Pop Culture (3)
Examines contributions Jews have made to American popular culture of the past two-and-a-half centuries. Analyzes the roles American media have played in relation to Jewish and American social, cultural, and political concerns. Unearths and historically contextualizes Jewish sensibilities, aspirations, anxieties, and negotiations in American graphic arts, comedy, music, film, theater, and other popular forms.

JWST 2710 Race, Class, and Jews (3)
This course explores the complex interplay between social class, race, and Jewish identity in the contemporary American context. By examining historical, sociological, and cultural perspectives, students will gain a comprehensive understanding of how social class and race intersect with the experiences of American Jews and shape their identities, interactions, and communities.

JWST 2810 Special Topics (1-3)
Special topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 2811 Special Topics (1-3)
Special topic in Jewish Studies.

JWST 2812 Special Topics (1-3)
Special topic in Jewish Studies.

JWST 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

JWST 3100 Select Topics (1-3)
This course will cover special offerings in Jewish history, religious thought and literature. It will be taught by various permanent and visiting Jewish Studies instructors. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 3101 Special Topics (3)
Special topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 3102 Select Topics (3)
Select topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 3103 Select Topics (3)
Select topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 3104 Select Topics (3)
Select Topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 3120 Jewish Leadership (3)
Considering leadership from a Jewish perspective means looking at how Jewish values guide our behavior as leaders. n this course, we will examine how leadership intersects with American Jewish Life. Throughout the course, we will interrogate the idea of Jewish leadership by drawing on Jewish and non-Jewish texts. We will also meet (virtually) with various Jewish leaders who run organizations, lead communities, or work in philanthropy to understand how they approach their work through the lens of Jewish leadership. This course also has an optional service learning component.

Corequisite(s): JWST 3890.

JWST 3130 Jewish Comics and Graphic Novels (3)
Historically contextualizes and closely examines Jewish contributions to the comics form through theoretical lenses of ethnicity, gender, trauma, and postmodern subjectivity. Explores Jewish aesthetic, textual, and intertextual concerns through the form's evolution from turn-of-the-century newspaper strips to contemporary graphic novels.

JWST 3140 Selected Readings Hebrew Bible (3)
In this course we will read specific books from the Hebrew Bible (in translation). The books read will rotate within three topics: Genesis; The Five Scrolls: Song of Songs, Ruth, Lamentations, Ecclesiastes, and Esther; The Prophets. The aim of this course is to provide the student with the opportunity to read portions of the Hebrew Bible in detail and how they have been read, interpreted, and explained throughout the centuries. The student will also learn to read the texts critically and begin to form his/her own understanding of the text.

JWST 3150 Second Temple Judaisms (3)
Starting with the return from Babylonia up until the destruction of the Jerusalem Temple in 70 C.E., Judaism was transformed from a local ethnic religious cult to a broad-based, diverse, and often fragmented sectarian religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture, and political contacts. We will study these cultural contracts and conflicts that caused Jews in the Second Commonwealth to develop competing understandings of Judaism.

JWST 3200 Modern Judaism (3)
This course will explore Jewish life and thought in the modern world.

JWST 3210 American Jewish History (3,4)
The course examines the nature of religion in modern and contemporary times, using Judaism in America as an example. How did the American Jewish community come into being? What is American about it? What is Judaic, that is, carrying forward aspects of classical Judaism? What is the meaning of the ethnic, social, and cultural traits emergent in contemporary Jewish life? Answers to these questions provide a picture of the character of American Judaism and of the complexities of contemporary religious life.

JWST 3220 Arab/Israeli Conflict (3,4)
This seminar traces the course of the Arab-Israeli conflict from the rise of Zionism, through the various Arab-Israeli wars, and up to the recent peace negotiations. Emphasis is on presenting the perspectives of all the parties to the Arab-Israeli conflict, and placing it in the context of the history of the Middle East as a whole.

JWST 3240 The Historical Jesus (3)
This course portrays Jesus in historical terms.

JWST 3310 Jewish Latin Amer Expressions (3)
An introduction to the cultural expressions of Jewish communities throughout Latin America.

JWST 3330 Jewish Music (3)
Survey of Jewish liturgical music from Biblical times to the present, and of Jewish popular, theatre, and folk music. Emphasis on European, Israeli, Sephardic, and American traditions.

JWST 3340 Early Amer. Jewish Hist. (3)
This class focuses on the period from the earliest Jewish settlers in mid-seventeenth century colonial America through the establishment of viable Jewish communities and institutions by the latter part of the nineteenth century. It covers the so-called Sephardic and Germanic periods of American-Jewish history, prior to the wave of Eastern European immigration. Among the themes explored are the tension between Jewish identity and the pressures of assimilation; the transformation of the synagogue; the emergence of Jewish social and cultural institutions; changing religious practices and the rise of Reform Judaism. Events and themes are placed within the broader context of American history.

JWST 3440 Holocaust In Film & Lit (3,4)
This course examines the Holocaust from various perspectives, disciplines, and media (including history, literature, and film) to investigate the conditions and limitations of representations of the Holocaust. May be counted toward a major in German only with departmental approval and provided all reading is done in German.

JWST 3500 Goldn Age Spansh Jewry I (3,4)
An examination of the cultural, political, and intellectual history of Spanish Jewry from the beginnings of Jewish settlement through the early reconquest. Special attention is given to the contributions of Hasdai ibn Shaprut and Samuel Ha-Nagid.

JWST 3520 Goldn Age Span Jewry II (3)
A study of the transition of Spanish Jewry from Moslem rule to Christian rule. The course includes an analysis of the several disputations of this period as well as the impact of the inquisition and expulsion. Special attention is given to the literature and philosophy of Maimonides, Crescas, and Solomon ibn Adret.

JWST 3530 Jewish Middle Ages (3)
The medieval period was perhaps the most prolific age for Jewish exploration and interpretation of Jewish religious texts and sources. We will examine a number of these philosophical, mystical, poetic, liturgic, and juridical in order to better appreciate the context and content of medieval concerns and solutions.

JWST 3540 Jewish Renaissance to Age Reas (3)
Cromwell's England, Florence, Vilna, Prague, and Spinoza's Amsterdam.

JWST 3590 Greek Philo & Jewish Tht (3)
Western culture has a double source, the Bible and Greek philosophy, or Jerusalem and Athens. Are the two traditions harmonious or do they stand in some essential tension with each other? While this was an especially vital challenge to thinkers of the Medieval period, it expresses a fundamental question about the relation between revelation and reason. This course will approach that question by examining the response of some important Jewish thinkers in the encounter with the teachings of Plato and Aristotle.

JWST 3600 Women In Hebrew Bible (3)
Women play a significant role in the Bible, one that is often at best misunderstood and at worst ignored. In this class we will examine the biblical stories and their historical context in order to understand the role of women in the biblical period as well as the role of the figures within the biblical text. We will also examine modern interpretations of these tests (including feminist readings and creative fiction based upon the biblical text) to see how modern scholars have understood these ancient texts in modern times.

JWST 3740 Israel: Culture, Pol, and Hist (3,4)
This course reviews various aspects of Israeli history, politics, society, and culture.

JWST 3750 Jewish ID in Modern Literature (3,4)
In this course we will examine novels, short stories, essays, and other literary works by European Jewish authors and study their literary, cultural and political context. We trace the development of literary forms that provide the basis for a modern Jewish self-consciousness and a sense of cultural identity. We compare the concepts of community and individualism, religious reform, and cultural notions of identity in the writings of authors from Eastern European and Western Europe. We also examine the differences of Jews in Europe in the period before the Holocaust.

JWST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): JWST 3120.

Maximum Hours: 99

JWST 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 3931 Special Topics (3)
Special Topic in Jewish Studies.

JWST 4110 Rabbinic Judaism (3)
This course will focus on the literature and culture of the Rabbinic period (c. 200-600 C.E.). We will concentrate on reading and analyzing primary texts (Midrash, Mishnah and Talmud) as well as studying the historical context and methodological issues. This course will discuss the various literatures' styles, methods and contents as well as their internal and external cultural influences.

JWST 4120 Sexuality in Jewish Culture (3,4)
Examines conceptions of sexuality in Judaism and Jewish literature, art, and culture from antiquity to the present, with greatest emphasis on the twentieth and twenty-first centuries. Explores historic, aesthetic, and religious questions of ritual purity, embodied power and vulnerability, reproductive values, antisemitism, race and ethnicity, and self-expression.

JWST 4150 Women,Judiasm,Jewish Cul (3)
Women's roles in Judaism and Jewish life have been defined by the religious precepts and civil laws described in the Bible and interpreted by the rabbis in a patriarchal age. Nevertheless, throughout the ages, women have carved out areas for themselves within the Jewish religious, social, and political systems as well as fulfilled the roles prescribed to them. This course will study the women of Jewish history and how they have participated in, developed and shaped Jewish religious, social, and cultural life.

JWST 4210 American Jewish Movements (3)
This course will build upon the themes of American Jewish History, JWST 3210, and seek to understand how American Jews balanced their Jewish identity with their desire to be Americans.

JWST 4250 Dead Sea Scrolls (3)
It has been just over 50 years since a group of Bedouin shepherds found several clay jars containing ancient scrolls. The documents include copies of the Hebrew Bible, apocryphal works, and sectarian works written to provide order and meaning to the readers lives. But who wrote the scrolls and who were they writing for? This course will investigate these questions and others by focusing on the texts themselves and the archaeological evidence from the site of Khirbet Qumran. Secondary sources will also be consulted and read critically.

JWST 4300 Conflict In Cult & Lit (3)
This course will focus on the literary and cultural response to the Israeli-Palestinian conflict since the beginning of the Zionist settlement to our time. We will ask questions such as how each culture, the Israeli and Palestinian, has represented the other? Has each depiction been a unified cultural portraiture or can we identify multifarious delineations? What constitutes national identity and what role have national, religious, racial and gender perspectives played in the construction of the Israeli and Palestinian identities? How has the various formation of the other contributed to the identity creation of each culture? And finally, can we point out significant historical changes in these representations? We will examination of both Palestinian and Israeli experiences as reflected in various texts including fiction, poetry, philosophical and historical treatises, editorials, caricatures, film and the like, all in English translation. Last but not least, we will try to understand both the stable and the changing parameters of national identity on the background of universal intellectual and political movements such as nationalism, multiculturalism, and globalization.

JWST 4310 Jewish Youth and Cultural Chng (3)
This course will analyze the modern Jewish experience by focusing on the seminal role of Jews in their teens and twenties, examining how this group has affected social change.

JWST 4330 Jew Imm Exp, 1881-Present (3,4)
This course will examine the transnational migration of Jews to six different continents - North America, South America, Asia, Africa, Australia and Europe - focusing on key components of the migration.

JWST 4350 Rashi, Halevi, Maimonide (3)
An exploration of the lives and major works of Judaism's most significant religious writers of the Jewish Middle Ages. Rashi, the prince of Biblical commentators; Judah Halevi, poet laureate of the Jewish people and author of The Kuzari; Moses Maimonides, the supreme Jewish thinker of all ages, and author of The Guide for the Perplexed.

JWST 4420 Topics Jewish Lit/Histor (3)
In this course we will study the work of one pathbreaking Jewish intellectual studying both his/her oeuvre and intellectual context. Of particular importance is the relationship of the intellectual's work as part of a dialogue with the works of Jewish and non-Jewish contemporaries. Among our subjects are Heinrich Graetz, Simon Dubnov, Israel Zinberg, Jacob Katz, and Salo Baron. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4500 The History of Zionism (3-4)
This course aims to teach students about significant historical moments and cultural developments in Zionist history and culture. It will help students acquire knowledge of important approaches to the study of Jewish civilization and the presuppositions underlying them: various analytical techniques employed in the humanities and the social sciences for the study of Jewish civilization, the Jews, and their representation.

JWST 4560 Internship (1-3)
Internship. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4570 Internship (1,3)
Internship. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4610 Bible As Politicl Theory (3)
A study of the Bible from the prospective of political theory, which analyzes the similarities and differences between the political perspectives of classical (Greek and Roman) thinkers those of the Bible.

JWST 4670 Israeli Jewish & Arab Israeli (3)
This course explores major themes in Israeli cinema and fiction in the context of the social and historical backdrop of the Arab-Israeli conflict and the painful emergence of a new Jewish-Israeli identity in the shadow of the Holocaust and unremitting warfare. Examining in depth a number of Hebrew and Arabic films, short stories and novels, all in English translation, the course situates them in the evolution of Israeli cinema and fiction.

JWST 4810 Special Topics In Jwst (3-4)
This course will cover special offerings in Jewish history, religious thought, and literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4811 Special Topics Jewish Studies (3-4)
Special topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4812 Special Topics (3,4)
Special topic in Jewish Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4881 Writing Practicum: JWST 4400 (1)
Writing practicum attached to JWST 4400.

JWST 4882 Writing Practicum: JWST 4330 (1)
Writing practicum attached to JWST 4330.

Corequisite(s): JWST 4330.

JWST 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4910 Independent Study (1-4)
Independent Study. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4920 Independent Studies (1-3)
Independent Studies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 4990 Honors Thesis (3)
Honors Thesis.

JWST 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): JWST 4990.

JWST 5190 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 5370 Washington Semester (1-20)
Washington Semester. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

JWST 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

JWST 6420 Readings In Holocaust (3)
Examines the origins and development of the Nazi Final Solution; the experience of the victims, perpetrators, rescuers, and bystanders; and the relationship between history and memory.

JWST 6900 Grad Independent Study (1-3)
Graduate Independent Study.

Kinesiology (KINE)

KINE 1400 Intro to Health Sciences (3)
This course offers a basic overview of human health. Topics to be addressed include the following: the historical development of public health and ways that health affects daily life; explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and surveillance; explain the manner in which health information and communications can be used to improve health; identify how social and behavioral interventions affect health; explain how policy and law affect health; identify the impact of the environment; describe the manner in which communicable diseases affect health; and, describe the basic organization of health care and public health systems.

KINE 1500 Intro to Kinesiology (3)
This course will introduce students to the academic discipline of Kinesiology, including fundamental components of fitness & exercise, health & wellness and topics within sport/exercise science. Additional topics will include current issues in the field, and options for career and professional development.

KINE 1800 Wellness in Contemporary Am (3)
A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness and injury rather than rehabilitative strategies that are implemented after the fact. Content addresses both theoretical and applied perspectives of wellness that should be used in developing personalized exercise programs and healthy lifestyles. Additional topics to be covered include (but are not limited to): strategies for optimal nutrition, global versus national health and fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.

KINE 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

KINE 2010 Social Aspects of Health (3)
The course is designed to provide students with an overview of the theoretical and empirical bases of social aspects as applied to health sciences, so that students can both apply and communicate this material in the context of their health-related careers. This course explores the social and behavioral connections between health and health-related matters. The challenges/incentives are to promote health through societal and behavioral change.

KINE 2220 Mind/Body Health (3)
Health is influenced by physical, intellectual, social, spiritual and emotional determinants. In this course, the interaction of these determinants is explored as they relate to the prevention, onset, and progression of, and recovery from, disease. The aim is to provide an overview of the mind/body connection in relation to overall wellness using established theoretical and applied perspectives, e.g., cognitive behaviorism, psychoneuroimmunology, and guidelines for healthy lifestyles.

KINE 2230 Stress Management (3)
This course examines stress from psycho-physiological and behavioral perspectives. It will afford each student the opportunity to experience various strategies used in coping with stress, e.g., self-mastery, meditation, imagery, exercise, nutrition, and cognitive restructuring. Various theories are discussed that serve as the foundation for the understanding of and coping with everyday stressors as well as those that occur unexpectedly.

KINE 2330 Nutrition and Behavior (3)
This course is intended to bridge the gap between the theory and practice of nutritional science. Emphasis is given to the basic food constituents and their physiological relationships within the body. Topics will include but not limited to: the fundamental principles of normal nutrition; the interactions between diet and energy expenditure; gender differences; changes in nutrient needs throughout the life cycle; computer-assisted nutritional analyses; and, web-based nutritional sites. Includes the investigation of optimal health, allergies, hyperactivity, hypoglycemia, learning disabilities, eating disorders, delinquency, mental disorders and senility as they pertain to nutritional practices.

KINE 2910 Independent Study (1-3)
Open to students with approval of Program chair. Student can work with a faculty member on an independent project.

KINE 3001 Special Topics (1-3)
Special Topics in Kinesiology.

KINE 3002 Special Topics (1-3)
Special Topics in Kinesiology.

KINE 3003 Special Topics (1-3)
Special Topics in Kinesiology.

KINE 3004 Special Topics (1-3)
Special Topics in Kinesiology.

KINE 3110 Exercise & Sport Psychology (3)
This course will examine the psychological and social-psychological antecedents and consequences of exercise, physical activity and sports participation. Emphasis will be on theory and research on personality, motivation, arousal, cognition, attributions, leadership, and group dynamics.

KINE 3120 Biomechanics (4)
This course is designed to develop an understanding of the application of mechanical principles to human movement and methods of motion analysis.

KINE 3130 Lifespan Motor Development (3)
This course is designed to provide the student with a knowledge base in the study of changes in motor behavior across the lifespan, the process that underlie these changes, and factors that affect them.

KINE 3200 The Human Body (3)
The understanding of the structure and functional significance of the human body is imperative for each individual to possess. The Human Body course will focus on such structural and functional significance with emphasis on the specific systems of the body, including but not limited to skeletal, muscular, neurological, endocrine, respiratory, reproductive, and integumentary systems. This course will cover an introduction to common illnesses/disease processes/injuries specific to each body system. Exercise, wellness, health, and sports performance will be topics of concentration as they relate to the body and its functions. The Human Body course also concentrates on environmental, ethical, and health issues related to the biology of humans.

KINE 3220 Global Health (3)
This course introduces students to critical issues in the current global health scene. Emphasis is placed on the main principles of global health, including an analysis of global health systems, diseases, programs, health governance and policies, identification and interpretation of current relevant data sources.

KINE 3250 Gender Based Issues in Health (3)
The course will explore health concepts as they apply to particular needs of men and women within the context of a gender-based health care system in the United States. The course will address epidemiological and sociological analysis of the major causes of morbidity and mortality on the basis of gender; impact of social and behavioral influences; relationship of social, economic, and political inequality trends based on gender.

KINE 3330 Epidemiology of Aging (3)
This course will introduce students to critical issues in the aging population. The course provides a comprehensive overview of the most important topics in health and aging, taking a "whole person" epidemiological approach to health, including attention to cultural differences, psychosocial, economic, and population factors affecting aging. The study of aging and health enhances professional opportunities in the fields of gerontology, wellness, and other medical and health related fields.

KINE 3500 Cultural Difference in Healing (3)
This course is designed to explore the impact of culture on the perception of health and illness, and how this translates into health-seeking behaviors and broader health systems. The course will present an anthropological view of health and illness through its various cultural markers, such as pain, stress, care vs. cure, diet, gender, doctor/patient relationships, mental health among others.

KINE 3600 Economics of Health & Wellness (3)
This course provides an introduction to the application of economic theory to the field of health and wellness. In particular, students will study the individual as a producer of health/wellness and as a consumer of healthcare services. Also, the role of physicians, hospitals, insurance providers, and the government in the health and medical care marketplace will be examined. Finally, the role of universal insurance and international comparisons of the efficiency and effectiveness of health care systems will be studied.

KINE 3650 Childhood Obesity (3)
This course will examine the prevalence and impact of obese conditions on disease development in childhood and adolescence. Students will analyze current evidence focused on interventions used in the behavior and clinical management of overweight and obese youth in community and clinical settings.

KINE 3910 Independent Study (1-3)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 4010 Catastrophic Illness & Injury (3)
This course reviews the many catastrophic diseases and epidemics that have ravaged human populations, past and present, and how societies have understood and responded to these challenges over time. Possible changes in social conventions, information sharing and healthcare practices which may be necessary to deal with current and future epidemics are discussed. Lessons learned from previous catastrophes may help to deal with future ones.

KINE 4030 Exercise Physiology (4)
Basic human physiology with emphasis on the physiological changes associated with exercise and overload that affect the underlying function of cells and organ systems of the human body.

Prerequisite(s): (SCEN 2030 and 2035) and (SCEN 2040 and 2045).

KINE 4050 Mass Media and Health (3)
This course examines the effects of mass media on population health, from the negative impact of advertising of unhealthy products (e.g., cigarettes, alcohol and junk food), to the positive impact of public-health campaigns. Content includes an overview of behavioral science theory, themes and approaches to advertising, mass media prevention, and health promotion campaigns. Case studies of current media coverage and advertising campaigns will be used to demonstrate the effects of media on health and social behavior.

KINE 4070 Motor Learning (3)
This course is an introduction to applied and basic theoretical aspects of motor learning as they apply to exercise science and related professions. It also includes a major hands-on component introducing the student to the experimental study of motor learning principles.

KINE 4110 Sports Medicine (3)
This course will examine therapeutic modalities and the advanced care, prevention, and treatment of athletic injuries.

KINE 4120 Strength & Conditioning (3)
This course will examine the development and evaluation of training principles and programs for diverse populations. Emphasis is placed on physiological adaptations and mechanical principles related to the application of resistance training.

KINE 4150 Exercise Prescription (3)
This course presents students with the most current information on health-related physical fitness testing and exercise programming for individuals of all ages, fitness levels, and disease states.

Prerequisite(s): KINE 4030.

KINE 4200 Mental Health (3)
This course examines mental health issues in the context of social, environmental, governmental and legal conditions. Specific attention will be given to: identifying historical and current developments in mental health policy in the United States; explaining the significance of stigma in society regarding mental illness and how it affects individuals with mental illness; explaining the manner in which the legal system copes with the mentally ill; analyzing the etiology of some major mental illnesses (e.g., schizophrenia, bipolar disorder, eating disorders, PTSD, and childhood disorders) and how these disorders affect an individual's ability to function in society; identifying risk factors and protective factors related to mental disorders/illness; identifying public health efforts for prevention and intervention of mental disorders in the U.S.; and, access to public health programs, support services, medication costs, and insurance coverage for those with mental illnesses/conditions.

KINE 4250 Environmental Health (3)
This course provides students with an introduction to scientific approaches to the investigation and modification of the effects of environmental factors on human health. Contributions of the fields of toxicology and epidemiology and the implications of research findings for policy and regulation are examined. Topic areas include toxic metals, pesticides and other organic chemicals, ionizing and non-ionizing radiation, vector-borne diseases, pollution of air and water, occupational exposures, and the health effects of global warming. The roles of local, state, and federal governments in environmental health are critically evaluated, as are initiatives by non-governmental organizations.

KINE 4600 Wellness Coaching: Resist Chng (3)
This course will explore the trans-theoretical model of behavior change as it pertains to any desired individual behavioral shift. In addition, motivational interviewing strategies to include non-confrontation, reflective listening, client self-efficacy, and risk reduction will be emphasized in this course. Participants will become knowledgeable in the philosophies, practices, and outcomes of models of behavior change.

KINE 4650 Grant Writing (3)
This course is designed to teach students basic skills in granting writing. In this course students will learn the different types of grants, components of grants, potential funders and how to search for grants. Emphasis will be placed on learning to break down complex applications into manageable steps. Students will write a practice grant.

KINE 4910 Independent Study (1-3)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.

KINE 5001 Internship (3)
This course will help students bridge between college or work or between current careers and the next. Students complete a minimum of 100 hours field experience in a Health and Wellness related facility. This course is to be taken during the senior year of study for the student or with approval of the Program Director. Students are required to turn in a weekly timesheet and weekly journal summaries detailing their duties and experiences on the internship site. Upon completion of the internship, students will submit a final paper and an evaluation from the internship site supervisor. A 2.5 grade point average is required for enrollment in the internship. All internships must be approved by Program Director.

KINE 6001 Special Topics (1-3)
Special Topics in Kinesiology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

KINE 6100 Cross Disciplinary Aspects Mgm (3)
This course examines overall management of wellness programs and facilities with an emphasis on human resource management. Future wellness professionals will enhance their knowledge of how these elements can be applied to wellness management settings. Topics include organizational structure, training and managing staff, financial management, legal and ethical concerns and customer service relations.

KINE 6200 Health Informatics (3)
Health informatics is the analysis and collection of health information. Topics include data science, data analytics, digital health, health information technology and decision support systems.

KINE 6250 Leadership in HEWE Professions (3)
This course surveys major concepts, examples, practices, and theories of organizational leadership with a special emphasis on analyzing and developing personal leadership skills. It is designed to build upon fundamental leadership theories, e.g. situational, charismatic, servant, transactional/transformational, path-goal, trait leadership, skill-based, and the life cycle theory. Participants will study the theoretical and applied nature of administration and leadership with an organizational context in efforts to develop their personal and philosophical framework, e.g. understanding individuals as followers and leaders, decision-making, promoting diversity and respect for all individuals.

KINE 6300 Communication Skills for Wellness Professionals (3)
This course provides the student with an overview of health and wellness communication in research, industry, and practice. The role of communication in health care delivery, health promotion, disease prevention, environmental risks, media and technology will be examined.

KINE 6310 Sport Psychology (3)
This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance.

KINE 6320 Strength & Conditioning (3)
This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance.

KINE 6330 Stages of Athletic Development (3)
The course introduces the student to the art and science of coaching with an emphasis on relating theory and practice. This includes discussions on principles of coaching, behavior management, physical conditioning, legal issues, diversity and inclusion, safety, staffing, and public relations and their application toward sports program design and careers in coaching.

KINE 6340 Sport Nutrition (3)
This course will provide the student with an understanding of nutrition as it pertains to training and performance of athletic activities. Within the course students will learn basic concepts of energy metabolism as well as nutrient requirements for a variety of physical activities including endurance, strength, speed and weight management. Evaluation of dietary supplements and ergogenic aids will also be discussed.

KINE 6450 Legal Ethical Principl in Mgmt (3)
This course provides students with the opportunity to gain insight and understanding about the law and its implications on professionals in the fields of health, wellness, sport, education, leisure, and fitness. This course will examine federal, state, and local health care regulations impacting ethical decision-making; the rapidly expanding Codes of Professional Ethics for health care service providers in the fields of health, wellness, sports, education, leisure, insurance, and management; the legal aspects of health information management; and the HIPAA Privacy Standards and rules concerning the use and disclosure of medical and health information.

KINE 6500 Strategic Management for Wellness Professionals (3)
This course provides the student with an overview of strategic healthcare management. The course explores the development and implementation of strategy to achieve business goals. As healthcare continues through rapid iterative changes, healthcare leaders must develop skillful use of strategic planning and execution. This course explores concepts such as value-based care, healthcare reform, healthcare business models, innovation in healthcare, and stakeholder engagement.

KINE 6510 Sport Marketing and Finance (3)
This course will examine theories, principles, fundamentals, applications and challenges of marketing and financing in exercise, sport, and recreation industries.

KINE 6520 Fundraising & Capital Dev Plan (3)
This course will provide an overview of fundraising, donor relations, and non-profit associations. Topics will include major gift fundraising, annual funds, booster club organizations, priority seating programs, and the importance of donor research in the fundraising process.

KINE 6530 Ethical & Legal Iss in Sport (3)
This course will examine the legal principles, business models and rules governing the sports industry and the legal controversies and policies surrounding those rules.

KINE 6540 Sport Media and Communication (3)
This course will provide the student with an introduction to and overview of the sports communication field, including media organizations, marketing and advertising. Topics covered include sports media; digital media including print and electronic media and social media, college sports information and marketing and promoting sports teams.

KINE 6550 Financial Management for Wellness Professionals (3)
This course provides an overview of financial management in health services delivery. The course examines the importance of financial management in health-related fields as well as the financial skills leaders need to make important financial decisions that contribute to the success of a healthcare delivery organization, such as financial analysis, tax laws, cost accounting, and strategic financial planning.

KINE 6620 Sport in Society (3)
This course will examine the institution of sport from a sociological perspective. Sport will be examined as a social and cultural phenomena using sociological concepts to investigate such issues as social identities (race/ethnicity, class, gender, sexuality), mass media, youth sport, high school and intercollegiate athletics, and violence in sport.

KINE 6650 Res Methods in Kinesiology (3)
In this course, students will investigate research methodology, experimental design and scientific writing, research literature and conduct research. Students will also be introduced to concepts in probability, basic statistical inference procedures of estimation, confidence intervals and hypothesis testing directed toward applications in science.

KINE 7001 Independent Study in KINE (1-3)
Approval of Kinesiology program director required. Students may arrange for independent study with an instructor to pursue a project or complete a study of interest in Kinesiology. In general, independent study earns three credits. Requirements will vary depending on the project and will involve some combination of readings, orals reports, and written work.

KINE 7100 Exerc & Nutrition Hlth Disease (3)
This course addresses the key health concerns and core differences in programming needs of various populations throughout the life cycle. An examination of nutritional concerns, requirements and metabolism from psychosocial, physical, and economic factors affecting nutritional status through the life span. Preparation of the health professional in assessing and providing services to clients and populations will be addressed. Students will also learn the roles that physical activity and nutritional practices play in the prevention, management, and treatment of chronic diseases and conditions, such as obesity, cardiovascular disease, cancer, diabetes, COPD, arthritis, depression, and anxiety. Populations of focus include children, adolescents, adults, and senior citizens. Methods of physical activity and nutritional assessment for each stage of the life cycle will be examined.

KINE 7150 Programming Approaches (3)
This course provides an overview of leading health program planning theories including PRECEDE/PROCEDE and intervention mapping. Organizational and administrative approaches utilized in the conduct of health/wellness promotion programs will be described. Emphasis will be placed upon the selection, development, promotion, conduct, and evaluation of the various components of health/wellness promotion programs.

KINE 7200 Intervention Strategies (3)
This course will provide students with an understanding of the process involved in planning health interventions in health education and health promotion environments. Practical applications of the needs assessment process, program development and implementation will be executed including the skills, theory and practice involved in assessing clients to develop health related life skills.

KINE 7250 Motivational Interviewing HEWE (3)
Motivational Interviewing (MI) is a consumer centered instruction method for improving inherent motivation to change by exploring and resolving uncertainty. This course will include content of exploration into the attitudes and motivations of personal health behavior and an in-depth exploration of motivational interviewing principles and applications.

KINE 7300 Employee and Hlth & Wellness (3)
Successful companies must understand the importance of workplace involvement in health. The relationship of employee health to healthcare costs and productivity will be discussed as a return on investment (ROI) and an investment in human capital. Strategic and product management planning are developed in relationship to disease management versus population wellness theory. Assessments of employer needs, organizational culture, environmental policy, and procedures supportive to desired outcomes are practiced. Professionals learn about aligning client needs and wants with best practice programs design, implementation, and evaluation for successful results. Age, gender, race, and issues that affect participation in wellness programs are reviewed.

KINE 7350 Integrating Hlth Promo Sch Set (3)
This course addresses the growing demand for wellness initiatives for students, their families, and school staff. The coordination of teachers, school nurses, school administrators, and community health promotion professionals will set the stage for a comprehensive approach to building wellness programming within the school community.

KINE 7400 Health Systems and Policy (3)
This course provides information pertaining to the U.S. healthcare system with emphasis on health and wellness. It provides an overview of the major public and private stakeholders including public health, insurance, and healthcare providers. Participants will examine how health policy impacts the design and financing of wellness programs.

KINE 7450 Health Equity & Determinants (3)
This course is designed to examine the impact of social, economic, and environmental determinants of health on various populations. Health inequities found among marginalized groups due to socioeconomic status, race/ethnicity, sexual orientation, gender, disability status, geographic location, or some combination of these factors will be highlighted. This course will explore health outcomes found among these populations and will address health promotion policies required to attend to these issues.

KINE 7800 Internship/Capstone (3)
The goal of this experience is to provide graduate students in Health Promotion and Wellness Management with an opportunity to apply the professional knowledge they have gained in their coursework to a professional setting. In addition to participating in the daily operation of the site, the student will complete a major project on site and submit a document that describes the learning experience.

Enrollment limited to students in the Kinesiology department.

Labor & Employment Law (EMPL)

EMPL 4920 Advanced Employment Discrimination (2)
First passed in 1990, and later amended in 2008, the Americans with Disabilities Act (ADA) is the central piece of legislation advancing civil rights for persons with disabilities in the United States, on a national scale. In this course, we will learn about the major sections of the ADA (also known as "Titles"), and about the key concepts embodied in the legislation, and created through subsequent federal court cases. Our primary focus is the application of the ADA in private and public employment, although we will also more briefly review the application of the ADA in other spheres. Topics include, but are not limited to: definition of disability, definition of employer, prohibited acts, reasonable accommodation, qualified individuals, essential job functions, substance abuse, defenses to the charge of disability discrimination (including direct threat, undue hardship, and fundamental alteration), the Equal Employment Opportunity Commission, and interactive process.

EMPL 5000 Developing & Manage Workforce (2)
Human resources (HR) management can be defined as the effective use of human capital in an organization through the management of people-related activities. It involves leadership, values, workforce planning, recruitment and selection, training and compensation, and performance evaluation and management. HR also significantly influences the corporate culture and values/mission of the company. To thrive in a competitive business environment, organizations need more than just strategic plans in place. They need the right talent to implement those plans. Those who manage human resources—not just HR departments, but all managers—have a critical task in front of them. They have to identify, recruit and retain employees who have both the skill sets and determination to effectively implement strategic objectives in their individual departments, so the business plan succeeds as a whole. In this course, you'll learn to align workforce management with the overall strategic goals of the business and how to navigate the opportunities and pitfalls that can arise from that challenge. You'll also learn results-based strategies for finding, motivating and rewarding individual employees as well as successful work teams. With the skills developed through this course and through this master's program at Tulane, you can better position yourself to manage human resources responsibilities and find employees who will positively impact your company.

EMPL 5410 IP Issues in the Workplace (3)
Intellectual property issues arise in the employment context from the moment an employee is hired, whether a fulltime employee or an independent contractor. If employees create works—websites, inventions, newsletters, etc. within their job, additional issues will arise, both in terms of who owns the creations, but also what materials the employee is using to create those works. Copyrights, trademarks, trade secrets, patents, and right of publicity are implicated in the hiring and employing of both individuals and other companies. IP policies related to social media also are important to establish, both for the company in general, and individuals within the company, which should be communicated to employees in an effective way. Finally, situations come up where employees are using equipment at work to create afterhours creations, or are creating commercially viable creations at home. Human resources, in administering hiring documents both for employees and independent contractors should be aware of the legal issues that arise, as well as the policy behind the choices.

EMPL 5710 Intro to Labor Law Principles (3)
This course is designed to provide the students with a thorough understanding of the federal and state laws and regulations governing the relationship between the employer, employee and labor union. The material will be presented in a very practical way designed to focus on specific problems and issues that human resource professionals experience in dealing with organized and unorganized workforces and offer very specific and detailed instruction on the proper way to deal with these issues. The topics that will be examined include approaches toward a union organizing campaign, a union's request for voluntary recognition; creation of joint employer/employee advisory committees; the role of the NLRB and how to avoid and deal with unfair labor practice charges; proper and improper bases for discipline and discharge; lawful and unlawful responses to strikes, picketing, and sickouts; scope and approaches towards the duty to engage in collective bargaining with a union; methods of enforcing or modifying the terms of a collective bargaining agreement; impact of state right-to-work laws; union security agreements; and the use of arbitration and/or mediation as alternative methods of resolving contractual and statutory disputes.

EMPL 5800 Negotiating Skills (2)
Negotiation is a skill. This course sharpens those skills. It focuses on such matters as negotiation styles, emphasis on interests rather than positions, and psychological biases that hinder effective negotiations. Students will be instructed on the use of the negotiation tools and asked to complete negotiation exercises and then called upon to reflect on their experience. These exercises require the students to negotiate with each other. All of the students in the classroom sessions will discuss their experiences and receive input from the instructor.

EMPL 6000 Social Media Issues in Wkplace (3)
This course will look at legal issues arising out of social media, branding and advertising in the workplace. This includes the use of social media platforms by companies, the relationship between social media and employees, fan and gripe sites, and other issues arising from the use of social media. The course will examine key issues arising in the protection of a company's name, reputation and goodwill. This portion builds off of the introductory materials in the IP survey to think through practical and policy questions that arise within the workplace and, in particular, what HR may encounter. The course will also look at the National Labor Board, social media and hiring practices. The course covers social networking as well, including email, and monitoring computer and internet activities. The course looks at First Amendment issues related to social media, both by employees as well as the public. The course also looks at the issue of the right to be forgotten and the impact of this concept with regard to employees and former employees. The course explores questions of advertising, including puffery, verifiable facts, surveys, advertisements for employees, contests and other issues that arise within the workplace.

EMPL 6050 Sex & Gender Issues in Work (3)
This course will build on the employment discrimination course by delving into the particularities of human resources law as it relates to sex discrimination. The course will combine in-depth lectures and examinations of contemporary current events in this area with practical exercises and projects designed to prepare HR professionals for the complexities that may emerge for their employers under sex discrimination law. The course will cover pregnancy discrimination and accommodations in the workplace, personal appearance policies, sexual harassment, transgender persons in the workplace, and affirmative action/diversity in hiring. Each substantive module will be accompanied by a graded project designed to prepare students to aid in employer compliance and ensure positive employee relations. Pre-requisite: employment discrimination law.

EMPL 6100 Investigat Employee Complaints (2)
This course combines substantive law and practical exercises that students will discuss and work through during classroom sessions. The course will provide an overview of what the law requires when responding to employee complaints, what actions to take (or not take) and the various methods of alternative dispute resolution that may be necessary to resolve the matter. Students will apply knowledge gained from the lecture presentations and readings to analyze hypothetical situations involving employee complaints. These hypothetical scenarios will be built upon each week, giving students the opportunity to guide fictional companies all the way through the investigative process, including EEOC investigations, mediation and arbitration. Heavy emphasis will be placed on studying and understanding the arbitration process in particular.

EMPL 6400 Legal Analysis I (2)
Legal Analysis I is taught by Professor Jennifer Cooper. This foundational course introduces students to sources and functions of law in our society relating to labor and employment law. The course begins with an overview of the American legal system and sources of law and introduces students to statutory interpretation and plain language analysis. In Legal Analysis I, students will learn to read and interpret statutory law and regulations, read and brief cases, and develop basic legal writing and analysis skills. Students will also learn to find and research legal information through multiple short research assignments focusing on labor and employment law issues. Through multiple short writing assignments such as a case brief, an IRAC essay analyzing a statutory issue, and an e-memo interpreting statutory & regulatory law relating to a labor and employment law topic, students learn to apply statutes and regulations to analyze legal issues relating to labor and employment law.

EMPL 6401 Legal Analysis II (2)
This course builds on Legal Analysis I to introduce students to the relationship between enacted & administrative law and common law. The course continues instruction on legal research methods in finding and analyzing cases and common law. Students learn to read and synthesize multiple cases and learn analogical and policy-based reasoning. Through multiple short writing assignments, such as an e-memo analyzing a statutory issue with caselaw and a client letter, students learn to apply statutes, regulations, administrative materials, and caselaw to analyze complex legal issues relating to labor and employment law.

EMPL 6410 Introduction to Contract Law and Working with Contracts (2)
This course is intended to equip the non-legal business professional with skills to understand and work with written, negotiated business agreements. We will discuss fundamental principles and sources of contract law, but we will approach all aspects of the course from the practical perspective of transactional lawyers and business professionals who must work collaboratively to negotiate, draft, implement, and manage written business contracts. Students will learn how to translate business deal terms into contract provisions that achieve appropriate legal consequences and manage risk. Students will analyze different types of negotiated business agreements and provisions (with a focus on employment-related contracts) and learn contemporary commercial drafting techniques to manage risk, minimize ambiguity, and solve problems through effective drafting.

Prerequisite(s): EMPL 6400 and 6401.

EMPL 6460 Employment Law (2)
This course will provide students with an understanding of the legal underpinnings of the employer-employee relationship, including the employment-at-will doctrine which is the default setting for the relationship. The course will discuss the limits of the employment-at-will doctrine as well as common legal claims brought in the employment context. It will also explore issues such as privacy expectations of employees and the enforceability of covenants not to compete as well as laws impacting employee compensation and leave.

EMPL 6500 Employee Medical Leaves (2)
An employee comes to you with a doctor's note asking for time off from work. Sounds simple, right? Not really. That request could be covered by the Family and Medical Leave Act, the Americans with Disabilities Act, your state's workers' compensation law, your policies, and more. In this class you will learn how to navigate the often-overlapping legal requirements for medical leave and reinstatement issues. You will also learn how to discuss and document key decisions about the leave in a way that minimizes the risk of litigation.

EMPL 6510 Administrative Law (2)
The course explores the history, present status and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered will include delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rule-making and adjudication.

EMPL 6600 Privacy in the Workplace (2)
Privacy is a dynamic issue of concern in essentially every modern workplace. However, there is no comprehensive statute governing workplace privacy. Existing laws usually address (or marginally relate to) one discreet area of privacy law. Because privacy law is decentralized by nature, you must understand its general framework to properly address privacy questions that arise in the workplace. You must also be familiar with, or at least capable of referencing, a wide array of federal, state and local privacy laws. This course will cover both the general framework of privacy law and the most notable statutes addressing workplace privacy. The course begins with an overview of the origins and legal sources of privacy law. The course then covers specific areas of workplace privacy, including medical inquiries; background and misconduct investigations; monitoring and surveillance; honesty, psychological, drug and alcohol testing; medical and personnel records; off-duty conduct; employer information; and privacy tort claims. As to each topic, you will gain an understanding of governing legal standards and best practices through reading materials, examples, and when appropriate, checklists and sample policies.

EMPL 6910 Intro to Employment Discrimination (3)
This course is designed to provide students with a thorough understanding of all of the legal rules and concepts created by federal and state laws prohibiting discrimination on the bases of race, sex, age, disability, religion, sexual orientation, and national origin in a very practical way. The materials will be presented in a manner dedicated to enhancing the ability of present or future human resource professionals to deal with specific problems that continually arise in the workplace. Instruction will be directed towards providing advice on how to deal with and avoid problems in areas including racial and sexual harassment, religious accommodation, pregnancy and family leave, LBGT concerns, handling EEOC investigations, drafting personnel manuals, avoiding retaliation claims, mandatory and voluntary retirement, disability-based accommodation, and drug testing.

EMPL 6920 Introduction to Employee Benefits Law (2)
In this course we will examine the legal regulation of employee benefits with a focus on health care benefits, retirement benefits, employee stock options, and other employee welfare benefits. In addition to providing information about the legal operation of various types of employee benefits, we will also examine what such plans require in terms of fiduciaries and how these plans are to be regulated in the event of bankruptcy. The bulk of our engagement will be with the federal law. Throughout the course we will engage with the current legal and political frameworks, as well as legislative developments in this field and discuss where things are headed.

Prerequisite(s): EMPL 5710 and 6910.

EMPL 6990 Capstone Course (3)
This course is designed to build upon the doctrinal and practical and strategic knowledge and skills students have acquired during their first five semesters. Students will be assigned to groups of three or four so that they can gain experience in team building, group dynamics, and collegial decision-making. Each team will be required to negotiate a collective bargaining agreement with the course instructor who will provide the basic underlying materials and will represent the interests of the fictional labor union. Once that agreement has been executed, each student will be responsible for drafting each of the four additional projects: (a) a grievance and arbitration policy and procedure: (b) a personnel policy; (c) a sexual harassment policy and enforcement mechanism; (d) a drug testing policy and enforcement mechanism.

EMPL 9000 Immersion Weekend (0)
Students will need to attend at least one Immersion Weekend during their time in the program. These sessions are held every summer, so students can plan to attend during either their first or second year in the program, but the experience of prior students indicates that the session is most beneficial to those who attend in their first year. It is both an academic and networking opportunity for students to meet their classmates, professors, and other professionals working in the area of labor and employment law. The occasion will include a keynote speaker, lectures and workshops from industry experts, and a variety of social activities.

Latin (LATN)

LATN 1010 Elementary Latin (4)
In this course, students learn the fundamentals of Latin grammar and syntax so that they can begin reading snippets of Latin literature.

LATN 1020 Intermediate Latin (4)
This course continues the introduction to the Latin language begun in LATN 1010, including pronunciation, vocabulary, grammar, style, and translation. In addition to learning a lot of Latin, you can also anticipate learning about English grammar and vocabulary. Studying Latin is also an important way to learn about ancient Roman culture, especially Latin literature.

Prerequisite(s): minimum score of PASS in 'LATN 1020 Placement' or LATN 1010.

LATN 1290 Semester Abroad (1-20)
Study abroad in Latin language. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 1390 Junior Semester Abroad (1-20)
Study abroad in Latin language. Department approval required.

LATN 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

LATN 2030 Intro to Latin Literature (4)
This course provides an introduction to Latin prose and poetry through readings from some of the great works of Latin literature. While reading a broad selection of Latin texts, we will consider how Roman literature evolved along with the changing culture and politics of the city. We will also learn about important authors, historical figures, and events that you are likely to encounter again later in your studies. The class emphasizes precise and accurate translation, vocabulary building, and grammatical understanding. This course only taught in the fall semesters.

Prerequisite(s): minimum score of PASS in 'LATN 2030 Placement' or LATN 1020.

LATN 2390 Semester Abroad (1-20)
Study abroad in Latin language. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

LATN 3030 Readings In Latin Poetry (3)
Selections from Latin poets such as Catullus, Virgil, Ovid, Horace, and others. Prerequisite: LATN 2030 or equivalent. Course may be repeated 2 times for credit.

Course Limit: 2

LATN 3070 Readings In Latin Prose (3)
Selections from such authors as Cicero, Sallust, Nepos, and Apuleius. Practice in Latin prose composition. Course may be repeated 2 times for credit.

Prerequisite(s): minimum score of PASS in 'LATN 3070 Level Placement', minimum score of PASS in 'LATN 3000 Level Placement' or LATN 2030.
Course Limit: 2

LATN 3890 Service Learning: LATN 3030 or 3070 (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 3910 Independent Study (1-3)
Prerequisite: Approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading normally will be part or all, depending on the amount of credit sought, of the assigned reading in an existing 3000-level course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 3920 Independent Study (1-3)
Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

LATN 4010 Roman Comedy (3)
Selected plays of Plautus and Terence to suit the needs and desires of the students enrolled.

LATN 4020 Catullus & Elegiac Poets (3)
Readings in Catullus, and the elegies of Propertius, Tibullus, and Ovid.

LATN 4030 Virgil (3)
Selected readings in Latin from the Aeneid, Eclogues, and/or Georgics.

LATN 4040 Roman Philosophy (3)
Readings in Latin from Lucretius, Seneca, and other authors.

LATN 4070 Medieval Latin (3)
Survey of medieval Latin literature with special attention to the various styles and literary types, and to the cultural background. Course may be repeated unlimited times for credit.

Course Limit: 99

LATN 4080 Literature of The Age Of Nero (3)
This course examines the reign of the emperor Nero through readings in the literature of that period. Particular focus will be placed upon the changing status of the emperor, the role of the emperor as patron of the arts, and the development of intellectual and political resistance to Nero and the principate.

LATN 4110 Special Authors (3)
Readings in Latin from a Roman author.

LATN 4130 Rom Historians of the Republic (3)
Readings in Livy's History or Sallust's Catiline and Jugurtha.

LATN 4140 Roman Satire (3)
Readings in the satires of Horace, Persius, or Juvenal. Course may be repeated unlimited times for credit.

Course Limit: 99

LATN 4150 Roman Historians of the Empire (3)
Readings in the historical works of Tacitus and other historians of the Roman empire.

LATN 4170 Cicero (3)
Close study of the Cicero's work. Course may be repeated unlimited times for credit.

Course Limit: 99

LATN 4180 Horace (3)
Close study of Horace's work.

LATN 4910 Independent Study (1-3)
Prerequisite: Approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 4000-level course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 4920 Independent Study (1-3)
Prerequisite: Approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 4000-level course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 4990 Honors Thesis (3)
Course reserved for students writing an honors thesis for a major in Latin. Requires approval of the department and an appropriate faculty director.

LATN 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): LATN 4990.

LATN 5190 Semester Abroad (1-20)
Study abroad course in Latin language. Requires department approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 5370 Washington Semester (1-20)
For transfer of credit. Department approval required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 5380 Junior Year Abroad (1-20)
Study abroad course in Latin language. Requires department approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 5390 Junior Year Abroad (1-20)
Study abroad course in Latin language. Requires department approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

LATN 6010 Roman Comedy (3)
Selected plays in Latin of Plautus and Terence to suit the needs and desires of the students enrolled.

LATN 6020 Catullus & Elegiac Poets (3)
Readings in Latin from Catullus, the elegies of Propertius, Tibullus, and Ovid.

LATN 6030 Virgil (3)
Selected readings in Latin from the Aeneid, Eclogues, and/or Georgics.

LATN 6040 Roman Philosophy (3)
Readings in Latin from Lucretius, Seneca, and other authors.

LATN 6080 Literature of the Age of Nero (3)
This course examines the reign of the emperor Nero through readings in the literature of that period. Particular focus will be placed upon the changing status of the emperor, the role of the emperor as patron of the arts, and the development of intellectual and political resistance to Nero and the principate.

LATN 6110 Special Authors (3)
Readings in Latin from a Roman author. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LATN 6130 Rom Historians of the Republic (3)
Readings in Livy's History or Sallust's Catiline and Jugurtha.

LATN 6140 Roman Satire (3)
Readings in the satires of Horace, Persius, or Juvenal. Course may be repeated unlimited times for credit.

Course Limit: 99

LATN 6150 Roman Historians of the Empire (3)
Readings in the historical works of Tacitus and other historians of the Roman empire.

LATN 6170 Cicero (3)
A study of the man and the period based on portions of his work. Course may be repeated unlimited times for credit.

Course Limit: 99

LATN 6180 Horace (3)
Close study of the Latin work of Rome's most important poet.

LATN 6910 Independent Study (1-3)
Prerequisite: Graduate student status and approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 6000-level course.

LATN 6920 Independent Study (1-3)
Prerequisite: Graduate student status and approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. The reading will normally be part or all, depending on the amount of credit sought, of the assigned reading in an existing 6000-level course.

LATN 7040 Selected Readings (1-9)
Prerequisite: Graduate student status and approval of department. Students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for up to 9 credits.

LATN 7920 Independent Study (1-3)
Graduate students wishing to maintain and improve their skill in reading Latin may enroll in a reading course for one, two, or three credits. Requires departmental approval and an appropriate faculty supervisor. Course may be repeated unlimited times for credit.

Course Limit: 99

LATN 9980 Masters Research (0)
Course reserved for students writing a thesis for the Master's degree in Latin. Requires approval of the department and an appropriate faculty director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Latin American Studies (LAST)

LAST 0201 LAST Abroad: Cuba (0-6)

LAST 0202 LAST Abroad- Costa Rica (0-6)

LAST 0203 LAST Abroad- Brazil (0-3)

LAST 0204 LAST Abroad- Chile (0-6)

LAST 0205 LAST Abroad- Guatemala (0-6)

LAST 0206 LAST Abroad- Amazonian Cult En (0-6)

LAST 0208 LAST Abroad: Argentina (0-3)

LAST 0209 Last-Abroad-Grad Cuba (0-3)

LAST 1010 Introduction to Latin American Studies (3)
This course provides a basic historical, cultural, and socio-political introduction to the study of Latin America, including the Latinx influence on US culture and society. The class seeks to find cultural and historic continuity within this vastly diverse region relative to a complex history of exchange and interchange with the US and Europe. Students discuss the influence of foreign perceptions on our understanding of Latin America and Latinx America and survey how Latin American and Latinx artists, writers and intellectuals represent their nations and cultures to themselves and to the world. The class equips students for more advanced coursework on the region in a wide array of disciplines at Tulane. Focusing on the development of cultural understanding and intercultural communication and creating the foundations for area expertise, the class provides critical skills for numerous professions an increasingly globalized society and economy including business, social policy, public health, law and advocacy, among others.

LAST 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 1892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

LAST 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 2890 Service Learning (1)

LAST 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

LAST 3000 Approaches to Latin American Studies (3)
This course introduces students to the interdisciplinary field of Latin American Studies through the study of contemporary social, political, and cultural issues in the region. Addressing some of the most critical scholarly questions through a variety of disciplinary and theoretical lenses, the class examines the theoretical and practical meanings of interdisciplinarity while introducing students to canonical literature in the field of Latin American Studies. Through readings and discussion of texts from the humanities and social sciences, students develop an understanding of how various disciplinary perspectives contribute to an holistic understanding of the complexities of a world region. Critical to the class is to challenge external constructions of an issue or problem and to approach it on its own terms, from within its cultural context.

Course Limit: 2

LAST 3010 Approaches to Latinx Studies (3)
This course introduces students to the study of the Latinx diaspora and Latinx experience in the United States as a step toward a more holistic understanding of the region we call Latin America. Latin America and the US have long shared porous borders that blur easy division between histories and identities. This class looks at the United States' historical relationship with Latin America to explore push and pull factors of Latinx immigration, regimes of migration and citizenship, borders and border cultures and emergent forms of political and social action.
It introduces students to key theories on Latinx politics, culture and identity, introducing canonical texts in the field. Students will become familiar with interdisciplinary approaches and discipline-based theories of identity, assimilation, transnationalism, and citizenship, and other issues that contribute to the field of Latinx studies.

LAST 3130 Tps Cont Lat Am Cul Soc (3)
Interdisciplinary exploration of the cultures, history, social structures, and institutions of Latin American and Caribbean societies. Emphasis is placed on tracing the relationships among institutions such as the government, religion, economy, family, and tourism and cultural forms such as literature, performance, visual arts, music, film, and others. The focus of the course may be a single Latin American / Caribbean nation (Cuba, Mexico, Trinidad and Tobago, for example) or comparative. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

LAST 3950 Special offerings (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 3951 Special Offering (3)

LAST 3960 Special offerings (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 3961 Special Offering (3)

LAST 3962 Special Offering (3)

LAST 4000 Core Seminar (4)
Required of all senior students majoring in Latin American Studies. The Core Seminar develops students' capacity for interdisciplinary problem solving and understanding of Latin American culture, society, and politics. Topics vary but all involve bibliographical study, reading, and discussion culminating in preparation of individual papers.

LAST 4560 Internship Studies (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4570 Internship Studies (1,3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4881 Writing Practicum: LAST 4950 (1)
Corequisite(s): LAST 4950.

Corequisite(s): LAST 4950.

LAST 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4893 Service 40-hours: LAST 4955 (1)
Course may be repeated up to unlimited credit hours.

Corequisite(s): LAST 4955.

Maximum Hours: 99

LAST 4895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4910 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4920 Independent Studies (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4940 Transfer Coursework (0-20)
Transfer Coursework at the 4000 level. Department approval may be required.

Maximum Hours: 99

LAST 4950 Special offerings (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4951 Special Offerings (3)

LAST 4952 Special Offering (3)

LAST 4953 Special Offering (3)

LAST 4955 LAST Special Topics (3)
Corequisite(s): LAST 4893.

LAST 4960 LAST Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 4961 LAST Special Topics (3)

LAST 4962 LAST Special Topics (3)

LAST 4963 LAST Special Topics (3)

LAST 4964 LAST Special Topics (3)

LAST 4965 LAST Special Topics (3)
Corequisite(s): LAST 4895.

Corequisite(s): LAST 4895.

LAST 4966 LAST Special Topics (3)

LAST 4967 LAST Special Topics (3)

LAST 4968 LAST Special Topics (3)

LAST 4969 LAST Special Topics (3)

LAST 4990 Honors Thesis (3)

LAST 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): LAST 4990.

LAST 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 5370 Washington Semester (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

LAST 6200 Health & Inequality Latin Amer (3)
The course addresses root causes of health and inequality in Latin America, the development of public health systems to promote health and prevent and treat disease, access to health care in urban and rural settings, social movements and the right to health. health systems reforms and the right to health, and the future of public health in Latin America.

LAST 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6910 Independent Study (1-3)

LAST 6920 Independent Study (1-3)
Independent Study

LAST 6950 Special offerings (3)
For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6951 Special Offerings (3)

LAST 6952 Special Offerings - Graduates (3)

LAST 6953 Special offerings (3)

LAST 6954 Special Offerings (1)

LAST 6960 Special offerings (3)
For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6961 LAST Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6962 LAST Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6963 LAST Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6964 LAST Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 6966 LAST Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 7000 Core Seminar (3)

LAST 7060 Church & Politics Lat Am (3)

LAST 7720 Pedagogy and Professionalization in Latin American Studies (3)
This doctoral-level, discussion-based seminar provides doctoral students with the knowledge to think critically about their teaching practices and to enhance their pedagogical skills. By reading scholarship on teaching and learning, discussing challenges and controversies within the profession and field, creating and presenting a class lecture, and composing a syllabus and preparing a canvas site, students will engage both the theoretical and practical vectors of teaching Latin American Studies, while beginning to build a teaching portfolio and develop expertise to take into the job market. The course will help novice instructors to gain teaching-self-efficacy and utilize pedagogical best practices while providing a supportive environment to develop and discuss diverse instructional approaches and materials.

LAST 7950 Special Projects (3)

LAST 7960 Special Projects (3)

LAST 7990 Institutnal & Proj Mgmt (3)

LAST 8990 Spec offerings (3)

LAST 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAST 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Law Clinical Courses (CLIN)

CLIN 5100 Federal Pretrial Practice Seminar (3)
This seminar is the co-requisite course for the Civil Rights and Federal Practice Clinic and examines the practice, procedure, and ethics of pre-trial advocacy in the area of civil litigation. Topics include client interviewing, case planning, drafting pleadings and discovery requests, taking and defending depositions, motion practice, expert witnesses, and jury selection.

CLIN 5110 Civil Rights & Fed Prac Clinic (3)
This course is the civil advocacy component in which students, under supervision, represent clients primarily in the areas of fair housing, equal employment opportunity, and civil rights/liberties. Students may draft motions, pleadings, discovery requests, and briefs; conduct depositions; argue motions; negotiate settlements and/or try cases in state and federal court. Student attorneys have professional responsibility for clients and handle all aspects of the case from the initial client interview through fact investigation and discovery, then to trial, adjudication, or settlement. To be taken in conjunction with Federal Pretrial Practice. Students are selected on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring. Course may be repeated 2 times for credit.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2400 and 2LAW 2800, CLIN 5100* and 5550*.
* May be taken concurrently.
Course Limit: 2

CLIN 5120 Immigration Law Clinic (3)
Students in the Immigrants' Rights Law Clinic represent detainees, migrant workers, children and other immigrants with critical legal needs working through the U.S. Immigration system. Working alongside licensed attorneys, students work on behalf of clients and community groups in a variety of settings--immigration agencies and courts, state and federal courts, as well as work-shops in detention centers and/or community centers.

Corequisite(s): CLIN 5130.
Course Limit: 2

CLIN 5130 Immigration Clinic Seminar (3)
The course is an experiential, yearlong law clinic integrating lawyering theory, skills and doctrine in the context of representing noncitizens, including detainees, migrant workers, and children. Students will be assigned to work in pairs and groups, under Professor Yanik (yearlong) and Prof. Hlass (Fall semester), completing work on behalf of clients and community groups in a variety of settings—immigration agencies and courts, state and federal courts, as well as workshops in detention centers and/or community centers. Students will learn the substantive immigration and federal practice law, as well as ethics and professionalism, as they develop lawyering skills including: critical interviewing, investigating facts, researching and analyzing relevant law, case planning, developing a theory of the case, creative problem-solving, strategic decision-making, collaborating, legal storytelling, critical lawyering and consequences of bias in legal systems, legal writing, oral advocacy, and motion practice.

Corequisite(s): CLIN 5120.
Course Limit: 2

CLIN 5150 Litigation Skills in DV Clinic (3)
The course will examine domestic violence in the criminal justice system and in family law, with a special focus on practical legal skills. Topics include domestic violence as a violation of law, civil rights, international human rights and as a tort, and the role of domestic violence in divorce law and custody. While examining the issue systematically, students will also learn important practice skills through simulated role plays and demonstrations. Students will take a mock deposition, perform cross-examinations, and oral arguments.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or CLIN 5160*.
* May be taken concurrently.

CLIN 5160 Domestic Violence Clinic (3)
The Domestic Violence Clinic provides legal services to victims of domestic abuse, relationship violence, stalking, or sexual assault. Legal services will address the variety of legal problems which may arise as a consequence of domestic violence, including emergency assistance in obtaining protective orders, and extending to representation in family law cases; including child custody and support; problems with housing, unemployment, or denial of access to financial resources such as bank accounts or other community property. The Domestic Violence Clinic is offered in the fall for three credits and in the spring for three credits. Enrollment is limited to twelve students. Students are selected on the basis of an application and personal interview. Students must meet all eligibility requirements of the Louisiana student practice rule. Prerequisites: Legal Profession and Evidence. Co-requisite: Litigation Skills for DV Clinic Students. Course may be repeated 2 times for credit.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2800 and 2LAW 2400, CLIN 5150* and 5550*.
* May be taken concurrently.
Course Limit: 2

CLIN 5200 Criminal Practice Seminar (3)
This seminar is an in-depth study of selected aspects of criminal practice, both skills and substantive. Topics covered include: client counseling, investigation and discovery, drafting and arguing motions, competency to stand trial, the insanity defense, expert witnesses, case strategy, state and federal post-conviction proceedings. This course is geared towards those considering careers in criminal law, whether as prosecutors or defense attorneys. Enrollment is limited to students participating in the Criminal Justice Clinic. A rule penalizing students for lack of preparation and/or excessive absenteeism will be invoked. Fall semester only.

Corequisite(s): CLIN 5210.

CLIN 5210 Criminal Justice Clinic (3)
This course is the criminal litigation and advocacy component in which students, under supervision, represent indigent criminal defendants in all phases of a criminal case: pretrial motions and trials; parole hearings; state post-conviction relief; appeals to the LA Fourth Circuit Court of Appeal and the LA Supreme Court; and federal habeas corpus petitions in the federal district court, Fifth Circuit Court of Appeal, and United States Supreme Court. Additionally, students engage in non-litigation advocacy on behalf of clinic clients such as testifying before the state legislature, meeting with community organizations, and partaking in community legal education. This course is geared towards those considering careers in criminal law, either as prosecutors or defense attorneys. To be taken in conjunction with Criminal Practice Seminar. Students are selected on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring. A rule penalizing students for lack of preparation and/or excessive absenteeism will be invoked. Course may be repeated 2 times for credit.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2400 and 2LAW 2800, CLIN 5550* and 2LAW 2300* or 4LAW 4160*.
* May be taken concurrently.
Corequisite(s): CLIN 5200.
Course Limit: 2

CLIN 5240 Environmntl Advocacy Sem (3)

CLIN 5250 Environmental Law Clinic (3)
The Tulane Environmental Law Clinic (TELC) provides legal services to local, regional, and national groups, as well as individuals, on a wide range of environmental and public participation issues. Under the supervision of the Clinic's staff attorneys, students in the Clinic take the lead in representing clients in pleadings and oral arguments before local governmental bodies, state and federal agencies, and state and federal courts. Among the issues TELC student attorneys address are issues faced by fence line environmental justice communities impacted by facilities which pollute their land, air and water and pose risks from accidental releases; Atchafalaya Basin residents and fishermen who seek to preserve their way of life and the wetlands they rely on; clients concerned with preserving fish and wildlife, including threatened and endangered species; and regional and national groups addressing local environmental issues which reverberate nationwide. TELC is open to 3Ls, 2Ls (during the spring semester only), and LLMs with JD degrees from U.S. law schools. 2L and 3L students are required to enroll for two semesters; LLMs are limited to one semester in TELC. Under student-practice rules, 3Ls and LLMs may sign pleadings and appear in court under the guidance of TELC's supervising attorneys. Professor Jordan plans to invoke a rule penalizing students for excessive absenteeism. 3 credits each semester. Course may be repeated 2 times for credit.

Course Limit: 2

CLIN 5300 Juvenile Advocacy Sem (3)
This seminar studies the special problems involved in the representation of children and their parents. Topics reviewed include discovery practices in criminal and civil cases, evidence, constitutional criminal procedure, expert witnesses, child custody and child support, and pre-trial motions appropriate for litigation in juvenile court. Enrollment is limited to students participating in the Juvenile Litigation Clinic. Professor Katner plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or CLIN 5310*.
* May be taken concurrently.

CLIN 5310 Juvenile Litigation Clinic (3)
In the Juvenile Clinic 10 students represent indigent clients in juvenile delinquency cases, and children in need of care cases. Students work under the direction of the supervising attorney, but the students are primarily responsible for all client and witness interviews, pre-trial hearings, trials and appeals. The course must be taken in conjunction with the Juvenile Advocacy Seminar. The course lasts the entire year and carries 3 credits in the fall and 3 credits in the spring. Students are selected during the spring of their second year based upon written applications and personal interviews with the supervising attorney. Professor Katner plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Course may be repeated 2 times for credit.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2400.
Course Limit: 2

CLIN 5350 First Amendment Clinic (3)
This clinical course is dedicated to protecting freedom of expression, increasing government transparency, and supporting the essential work of news gatherers. The work includes impact litigation and direct legal services. Student attorneys have professional responsibility for clients and handle all aspects of their cases. To be taken in conjunction with the First Amendment Advocacy Seminar. Students are select on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring.

Corequisite(s): CLIN 5360.
Course Limit: 2

CLIN 5360 First Amendment Clinic Seminar (3)
This seminar is the co-requisite course for the First Amendment Clinic and examines the practice, procedure and ethics of pre-trial advocacy in the area of First Amendment. 3 credits.

Corequisite(s): CLIN 5350.

CLIN 5410 Legislative & Admin Advocacy (3)
Legislative and Administrative Advocacy examines how bills become law and how agency rules are promulgated. Each student will research and draft a proposed bill or agency regulation on behalf of a client group, present it in a mock hearing, and write a research paper. Grades are based in equal proportions on the draft of an instrument, mock hearing, and research paper; there is no examination. Class meetings will cover legislative and administrative enactment and promulgation procedures, research methodologies, drafting techniques, constitutional restrictions, and public access to information. This clinical course is open for enrollment by second and third year students. Professors plane to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

CLIN 5420 Adv Leg & Admin Clinic (2)
Students will work on multiple legislative and administrative instruments at various stages of development, including bills appropriate for introduction into the spring legislative session, rules intended for promulgation by agencies, city ordinances, research memoranda, one-page informational sheets, proposed amendments, fiscal notes, and fiscal and economic impact statements. Classroom meetings will include presentations by faculty and by personnel from collateral agencies with expertise in legislative and administrative advocacy. Direct faculty instruction will also be provided through meetings and tutorials, individually and in small groups, where drafts of instruments will be reviewed and critiqued, feedback will be provided on written memoranda, strategic considerations will be discussed, and students will engage in critical reflection on their field experiences. Students will devise implementation strategies based on economic analysis and feasibility of proposed instruments. They will attend meetings of selected public bodies and prepare a written reflection on what they observed. Grades will be based on written memoranda and drafts, timeliness of the work, supervisory and client feedback, and diligence. In order to apply for entry into the clinic, students must have taken the fall semester course in Legislative & Administrative Advocacy; enrollment is subject to professor approval.

CLIN 5550 Trial Advocacy (3)
This course is intended to prepare and train students in advocacy skills for litigation. It is graded on a pass/D/fail basis, with top 10% of class receiving “honors” designation. The principal method of instruction is “Learning By Doing.” The students participate in intensive role playing of simulated trial problems and receive feedback from faculty members. Subjects covered during the course are: opening statements; direct and cross examination; exhibits and demonstrative evidence; impeachment and rehabilitation; examination of expert witnesses; closing arguments; and trial notebook. Asynchronous lectures on the skill of the week are provided, and members of the faculty give demonstration performances. Each student performance is recorded at least once as part of the weekly faculty feedback and self-evaluation component. The faculty includes experienced trial lawyers and judges, who rotate through each section so that students will be exposed to a variety of views and ideas. Each student tries a trial at the conclusion of the course. The course has a limited enrollment. It is strongly recommended that you take Evidence prior to enrolling in Trial Advocacy, but co-enrollment is permitted.

Prerequisite(s): 2LAW 2400*.
* May be taken concurrently.

Law First Year Courses (1LAW)

1LAW 1080 Constitutional Law 1 (4)
This course is an introduction to problems arising under the Constitution of the United States, including the nature of the judicial function, the operation of the federal system, the separation of powers, and the protection of individual rights. Both the development of constitutional doctrines and current problems are considered.

1LAW 1110 Contracts I (3)
This course is an introduction to the law of contracts, dealing with consideration, offer and acceptance, techniques for policing the bargaining process, and an introduction to remedies. Although the course is essentially an introduction to the common law of contracts, there will be some attention to statutory materials, including the Uniform Commercial Code.

1LAW 1160 Contracts II (3)
The major focus is on the law of contracts for the sale of goods, as embodied in Article 2 of the Uniform Commercial Code. Particular emphasis is placed on remedies for breach of contract and warranties as to quality. Throughout, comparison is made to the similar concepts developed at common law.

1LAW 1210 Criminal Law (3)
This course focuses on typical statutes proscribing criminal behavior as a means of studying legal concepts of responsibility and punishment. Selected topics include mens rea, mistake, attempt, conspiracy, accomplice liability, homicide, rape, insanity, and related constitutional doctrines.

1LAW 1310 Civil Procedure (4)
This course offers the first-year law student an introduction to civil procedure. Emphasis is placed on the interrelationship between theories of jurisdiction and notions of federalism. The course also focuses on approaches to such matters as service of process, joinder, preliminary motions, multiple claims and parties, amendments, discovery, directed verdicts, summary judgment, res judicata, and collateral estoppel.

1LAW 1340 Civil Law Property (4)
This course presents fundamental principles of the civil law as they relate to property; Louisiana Civil Code, Preliminary Title, Articles 1-15; Book II, Articles 448-532, 784-791; Book III, Articles 3412-3555. Topics include: introduction to the civil law system, things, ownership, possession, liberative and acquisitive prescription. The course emphasizes analysis of institutions in the light of civilian methodology, jurisprudence, and doctrine.

1LAW 1360 Common Law Property (4)
The course surveys the common law system of property rights. The focus is on voluntary and involuntary transfers of land including estates in land, landlord and tenant rights, eminent domain and servitudes and other rights in the land of another.

1LAW 1410 Legal Research & Writing (0-4)
This course is designed to teach the fundamentals of legal writing and to acquaint the student with various research techniques utilizing the resources of the law library and computerized legal databases. Students are assigned to an instructor, and each instructor will be assisted by several third-year senior fellows. Students will be placed into small sections, which will meet on a regular basis. Over the course of two semesters, students will learn the techniques of legal problem-solving, and learn to research and draft legal memoranda and briefs through a series of progressively more complex writing assignments. The course is graded and ordinarily culminates with the drafting of an appellate brief and an oral argument before an appellate moot court. The course lasts the entire year and carries 2 credits in the fall and 2 credits in the spring. This course may be repeated 2 times for credit.

Course Limit: 2

1LAW 1420 Becoming Lawyers (0)
This series is designed to help first-year students identify professional goals and build critical academic and professional skills.

1LAW 1440 Obligations I (3)
This is a basic course in Louisiana contract law with primary emphasis upon the Louisiana Civil Code as revised in 1985, and comparisons to the common law. It explores, comparatively, the general concept of a legal obligation, and more particularly the principles of civil law contracts. Matters dealt with include capacity, consent and cause, formation of contracts, effects of contracts, and remedies for nonperformance.

1LAW 1510 Torts (4)
This course deals with problems of non-contractual wrongs for which private compensation is sought under the common law. Topics include intentional wrongdoing, negligent wrongdoing, instances in which society imposes strict liability, accidents, and the ways in which the legal system shifts their social costs or attempts deterrence.

Law Mini Courses (MINI)

MINI 3530 Becoming Lawyers: Applied Legal Analysis (1)
This course aims to promote the academic and professional success of 3L students transitioning into their post-graduation bar exam preparation. The course will focus on exam strategies and study skills; it will not explicitly teach content tested on the bar exam and is not designed or intended to be a substitute for a commercial bar review course. The course will be held jointly, with two class sessions split by jurisdiction to provide exam-specific instruction and targeted skills practice. Both sections will begin with an overview of the structure of the Uniform Bar Exam and Louisiana Bar Exam and the processes for admission to state bar associations. Following this initial lecture-based session, students are expected to be active participants in the course, which will require out of class assignments, in-class assignments, skills practice, mock exams, and other formative graded exercises. Students will receive hands-on studying and writing practice, peer evaluation, and individual feedback. Students will take at least one civil law bar course or one upper-class bar course in the same semester (unless the student has successfully completed three civil law or upper-class bar courses). The proposed course is in line with the overwhelming majority of our peer and aspirational schools. Of the twenty-four schools ranked between 60 and 80 by the U.S. News and World Report in 2023, nineteen have a bar preparation program. Of the ninety-one schools ranked between 1 and 80, only twenty-nine have no bar course or commercial partnership.

MINI 3540 Introduction to International Taxation (1)
The course will introduce key concepts including international tax policy and the taxation of inbound and outbound business operations, cross-border financing, foreign currency transactions, cash repatriation and acquisitions and divestitures. The course will leverage real-life examples to illustrate the taxation of common cross-border business transactions and provide students with an appreciation of the critical role tax plays in structuring multinational business operations. Course grades will be based on individual written assignments designed to assess students' ability to identify and effectively communicate basic international tax concepts.

Prerequisite(s): (2LAW 2070 and 2530) or minimum score of PASS in 'Law Graduate Student'.

MINI 4000 Wind Law (1)
Wind is a major source of renewable electricity in use around the world. This course will focus on legal and policy factors that arise with this technology, using case studies, legal materials, scientific data, and other sources from the U.S. The course provides an in-depth study of most aspects of wind law in the US, with a focus on selected states, including the history of wind energy, the major elements of the wind energy lease, permitting, land law issues, the contractual framework for the sale of wind energy, offshore wind projects, government tax incentives, transmission issues and litigation.

MINI 4010 Competition Law in the Digital Economy (1)
The course explores the impact of digitalization on the application of competition law. On the one hand, competition has been tremendously intensified by the reduction of transaction costs, greater transparency and geographic market expansion. On the other hand, unprecedented economies of scale, network effects and control over big data create considerable barriers to entry and increase market power. Moreover, algorithms and artificial intelligence allow for new methods of coordinating market conduct with other players. Therefore, it does not come as a surprise that new competition law cases have emerged, including but not limited to the GAFAM platforms (Google-Alphabet, Apple, Facebook-Meta, Amazon and Microsoft). While the focus of the course is on European Union (EU) competition law, developments in US antitrust law will be considered comparatively. It will be shown that competition law – when adequately applied – does not stand in the way of innovation but has become indispensable for keeping markets dynamic, fair and open.

MINI 4020 International and Comparative Climate Law (1)
Emissions of greenhouse gases are known to cause widespread ecological, economic, and social consequences at a global scale. For over three decades, states have engaged in intense international negotiations and national efforts to address this issue, in particular by limiting and reducing greenhouse gas emissions. This course will consider what has been done, what is being done, and what could be done to address climate change through law and policy at the international, national, and local scales.

MINI 4030 International Sports And Human Rights Law (1)
The intersection of sports with human rights law is a complex and multifaceted realm, encompassing individual physical exercise, competitive games, global competitions, and mega sporting events such as the Olympic Games and the FIFA World Cup. Despite sports' historical autonomy and the court's traditional deference to sport's governing bodies, national and international human rights regimes are increasingly paying attention to abuses taking place in the sports field. Sport relies on a rules-based system in all its facets, including athletes, fans, workers, volunteers, and local communities, as well as governments, businesses large and small, the media, and sports bodies. This seminar examines and unpacks human rights standards and legal commitments to show the diverse actors involved in sports business and/or governance and their human rights responsibilities and obligations. Understanding the diverse actors involved in sport business and/or governance and their human rights responsibilities and obligations. how human rights are impacted by sporting events or sports activities. Sports operate within a meticulously structured system, involving athletes, fans, workers, volunteers, communities, governments, businesses, media, and sports bodies, all bound by rules. The seminar will address issues such as the human rights of athletes, the basic right to participate in sports and physical activity, remedies for victims of human rights abuses tied to major global sporting events; discrimination against women, LGBTQI+ people, and persons with disabilities in sport; campaigns against racism and apartheid in sports; the existence of disciplinary systems in the sports movement and the growing number of situations and cases of potential or actual clashes between the running of competitions and human rights standards (e.g. individuals rights in the context of anti-doping, corruption, and match-fixing). In particular, the seminar will discuss cases decided by human rights courts, such as the European and Inter-American Courts of Human Rights (ECHR and IACtHR), and specialized sports arbitration mechanisms, notably the Court of Arbitration for Sport (CAS).

MINI 4040 Climate Change and the Law (1)
This one-credit course aims to provide an overview of the legal implications and consequences of one of humankind's most pressing existential challenges – climate change – and thereby to expose Tulane Law students to a fundamental theme of modern life that will increasingly influence, if not shape their future professional activities. The course consists of ten substantive sessions, eight of which address distinct topical issues and will be taught by different members of the Tulane law faculty as well as by two or three guest lecturers, specialists on the topics concerned – either on-site, in person or by Zoom. Both introductory and concluding classes will be taught collectively by Tulane's in-house faculty.

MINI 4810 Socio-Economic Rights (1)
Socio-economic rights play an important role in many societies. Demands for jobs, food, water, housing/shelter, education, health care or – more generally – dignified living conditions are as important as classical liberal ('first generation') rights to equality, free speech, assembly, political participation or religion in countries like South Africa or India and continue to influence the human rights debate across large parts of South America. The Arab Spring is the most recent battleground over constitutionally entrenched socio-economic demands and greatly expanded the scope of such entitlements in systems like Iraq or Egypt. Other societies, including the United States and many countries in Europe, provide assistance for citizens in need but take a much more cautious stance on the constitutional protection of the socio-economic sphere. This course identifies different approaches to the protection of socio-economic entitlements. Drawing on the origins of social welfare states, including the German and French models, students will be alerted to the tensions that exist between the desire to provide a constitutional basis for the most fundamental needs of citizens and the limited resources available to most societies when it comes to the creation of job opportunities or the provision of social welfare benefits. Options range from ordinary social welfare legislation without a constitutional safety net, constitutional principles that direct public policy and resources towards the development of socio-economic safeguards, constitutional provisions that guarantee a minimum standard of life, to the constitutional entrenchment of ambitious individual rights to socio-economic benefits. Students will explore these options on the basis of selected academic writings, socio-economic data from national sources and international organizations, court decisions, and constitutional texts from a variety of systems including Ecuador, South Africa, India, Egypt, Germany and the United States. Particular emphasis will be placed on the role that constitutional law can play in socio-economic development and the distribution of limited resources between competing societal needs. This will include the difficult question of judicial enforcement and the implications of constitutionally entrenched rights for the separation of powers in democratic systems of government.

MINI 5040 Legal Scholarship Workshop (1)
This "workshop" will feature presentations by four or five visiting authors of their works-in-progress on regulation of economic activity, broadly construed. Students formally enrolled in the workshop will meet with one or more of the faculty conveners the week before each author's presentation to discuss the paper. Students will prepare brief (one-page) response papers for each paper for discussion in the prior meeting; those response papers will be shared with the authors. In addition, students will be expected to attend two additional approved lectures at the law school or elsewhere on campus and submit a brief (one-page) response paper. The workshop is designed for students who are interested in legal scholarship in general and for those with particular interest in issues related to regulation, economic regulation, and international coordination of economic policies. The author presentations will be open to students who are not formally enrolled in the workshop. The faculty conveners are: Adam Feibelman (Tulane, Law) Blair Druhan Bullock (Tulane, Law), and Steve Sheffrin (Tulane, Murphy Institute). 1 credit, pass/fail.

MINI 5041 Legal Scholars Wkshp, Advanced (1)
Continuation of Legal Scholarship Workshop.

MINI 5110 Freight Forwarders & NVOCCs (1)
This course will examine the role of intermediaries with respect to the negotiation and conclusion, or "fixing" of contracts for the carriage of goods by sea. The course will specifically examine the procedure for negotiating contracts including charter parties, the applicable chartering terms, the relationship between the intermediaries and the merchants, charterers, carriers and owners, and the relevancy of agency law. The course will explore multimodal transportation and liability regimes in EU and US. The course will be taught by Andrei Kharchanka, Manager of Risk, Claims and Litigation for BBC Chartering GmbH of Leer, Germany. BBC specializes in project cargo and is the world's largest operator of heavy lift multipurpose vessels.

MINI 5120 Adm: Charter Parties (1)
In this course, the student will become familiar with the different types of charter parties utilized by the shipping industry for chartering both cargoes and vessels. The main focus of the course will be on the duties of the owners and charterers under time and voyage charter parties, and the legal basis for disputes under both U.S. and English law. The course will be taught by Jason P. Waguespack (L'91) of the firm Galloway, Johnson, Tompkins, Burr & Smith.

MINI 5300 Corporate Governance: Hot Topics in Corporate & Personal Governance (1)
This mini-course carries one semester hour of credit and meets for six two-hour sessions. It is graded on the "P, D, F" basis. It considers selected topics in corporate governance and cases in which governance failures contribute to business failures. Because a significant portion of the course is current events, which are not predictable, newspapers are part of the assigned reading. Please choose either The New York Times or The Wall Street Journal. Editorial content will not be assigned. The course outline may change with little or no notice. Adjunct Professor Fishman is of counsel to Fishman Haygood, LLP, a New Orleans boutique law firm. Adjunct Professor Gershanik is a partner of Fishman Haygood, LLP. A student's background in corporation and securities law will be useful, but not prerequisite. The course is most appropriate for 3Ls, but 2Ls are also welcomed.

Prerequisite(s): 2LAW 2070.

MINI 5490 EU Competition (Antitrust) Law (1)
The course will consider a critical area of European Union business law: competition/antitrust law. It begins with a sketch of European Union law with specific reference to how the Union regulates trade, corporate establishment and the institutions that enforce these policies. It then turns to the two relevant European Union treaty articles: Article 101, which governs multi-firm conduct (agreements between business entities), and Article 102, which observes single firm conduct (abuse of dominant position). It is not necessary to have taken either Antitrust or European Business Law to enroll in the course.

MINI 5620 Human Rights Discourse (1)
This course will explore key themes of human rights protection through the lens of U.S. and foreign court decisions.

MINI 6040 Anti-Racist Lawyering (1)
Amidst the twin pandemics of corona virus and longstanding structural racism, this mini course will immerse students in readings, analysis and conversation about how law is frequently used to perpetuate anti-black racial harms and hierarchies and how students might use their legal education to disrupt those hierarchies. In a series of workshops, leading scholars, practitioners, organizers, and community members will address both historical civil rights barriers as well as current proposals for eliminating structural racism across the criminal justice, voting, education, housing, health/environmental and other sectors. Students will be assigned a series of prompts for preparation of reflection papers and essays.

MINI 6080 Roman Law (1)
Peace, liberty guaranteed by clear-cut rules, social interaction guided by value-laden principles-it is by these ethical and rational contents, deeply grounded and diligently elaborated in its religious, philosophical, and political history, that Roman Law has become part of the common heritage of the world's jurisprudence. As the course will illustrate in telling detail and general overview, Roman Law is in fact inspired from its beginning by the humanly valid idea that human life has to realize and to reconcile two seemingly contradictory ends, individual freedom an the reliable cooperativeness. Notably, slavery, omnipresent in its day, was branded by Roman lawyers an institution against human nature, thus paving the way for its abolition in modern times.

MINI 6150 Int'l Anti-Corruption (1)
This course will cover the basics of international anti-corruption laws such as the U.S. Foreign Corrupt Practices Act, the U.K. Bribery Act, international conventions against corruption, and similar anti-bribery laws of other countries. These anti-corruption laws generally prohibit direct and indirect corrupt payments to foreign officials. Enforcement has increased significantly in the last few years and will continue to be a major factor to any organization operating globally. The course will use recent SEC and DOJ investigations (such as the case against former U.S. congressman from New Orleans, William Jefferson) to illustrate the basics of these anti-corruption laws. The course will also cover other areas in the international trade regulatory regime such as export controls, anti-boycott, anti-money laundering, and fraud prevention. Other areas addressed by the course include the scope of international anti-corruption laws, identifying a government official, identifying red flags in business partners, conducting due diligence, exceptions to the laws, assessing third party risk, and other areas that play an integral role in counseling clients doing business abroad. We will review the elements of a comprehensive corporate compliance program and mechanisms used to implement compliance procedures and internal controls in an organization. The course will also address the cultural challenges presented by certain countries and industries. Students will be expected to participate in case studies and exercises designed to apply legal principals to situations that arise in the practice of law.

MINI 6180 Real Estate Contracts (1)
This course will examine the negotiation of a number of real estate contracts and the skills and methods of lawyers who handle transactions. The contracts include a purchase agreement, a construction loan commitment, purchase and remediation agreements for a brownfield site, a workout (loan modification) agreement and a management agreement for a senior living facility. The course materials will include a case study for each transaction and a form of the agreement, with an indication of the matters that most concern the party that receives the initial draft. The course will take up the rules of law that motivate and constrain the contents of particular agreements.

MINI 6181 Real Estate Contracts II (1)
This course will examine the negotiation of a number of real estate contracts and the skills and methods of lawyers who handle transactions. The contracts include an office lease, a shopping center lease for a small tenant, a reciprocal easement agreement for a shopping center, an LLC agreement between a developer-manager and high net worth investors, an owner-architect contract and an owner-contractor agreement. The properties will include an office building, a shopping center, a warehouse and one to be determined. The course materials will include a case study for each transaction, a form of the agreement, and the response of the party that receives the first draft. The course will take up the rules of law that motivate and constrain the contents of particular agreements.

MINI 6190 Representing Physicians (1)
This course will be begin with an overview of general issues in healthcare law but will focus primarily on practical legal issues physicians face in the current healthcare world and how lawyers can be prepared to counsel the physicians facing those issues. This mini-course will address issues as diverse as anti-trust and ERISA to medical staff and peer review, from the viewpoint of a practitioner who specializes in representing physicians. Tulane medical students will also attend several of the classes, and there will also be several attorney and physician guest instructors.

MINI 6250 Corp Law & Hostile Acquisition (1)
This is an advanced corporate law course focusing on state corporate law, corporate governance, the fiduciary duties of directors and the rights of stockholders in the context of hostile acquisitions. This course will emphasize the practical aspects of corporate law and will cover hostile acquisitions from a bidder's perspective (which will include takeover approaches, takeover negotiations, takeover techniques, and the structuring and pricing of offers), hostile acquisitions from a target's perspective (which will include advanced preparation, structural changes to reduce vulnerability, and responding to acquisition offers), proxy con-tests and stockholder activism. Business Enterprises is a prerequisite for 2L students and a pre-requisite or co-requisite for 3L students. The course will be taught by Michael Maimone who is an experienced corporate attorney and litigator who practices primarily in Delaware and New York.

MINI 6370 Political Investgns & Impeachm (1)
This course looks at issues at the intersection of politics and law that arise in investigations of public officials, including in impeachment proceedings. Topics will include criminal investigations, congressional inquiries, the role of defense counsel, and standards and processes for impeachment and removal of a U.S. president and other high-level government officers. Both the legal framework and practical political considerations will be considered. This course will be taught by Ross Garber, chair of the Government Investigations and White Collar Crime Group of Shipman & Goodwin LLP (Washington, D.C.), whose practice concentrates on representing government officials in investigations and who has served as lead defense counsel to three U.S. governors facing impeachment.

MINI 6450 Intro to Chinese Maritime Law (1)
This introductory course aims to convey to the student the primary knowledge of the shipping law and practice of the Mainland of China. The key sectors which are to be covered include Chinese legal system, setting up in China, contracting with Chinese entities, carriage of goods by sea, shipping contracts, ship and ship-related rights, marine casualties, marine insurance, agency, dispute resolution and maritime procedural law. This course intends to present the unique features of Chinese shipping law and tries to prepare the students for recognizing and dealing with uncomplicated legal issues in relation to Chinese shipping industry.

MINI 6480 Climate Change: Underlying Drivers & Potential Solutions (1)
In Climate Change: Underlying Drivers and Potential Solutions, students will explore major sources of greenhouse gas (GHG) emissions, understand drivers to reduce GHG emissions (including voluntary and mandatory mechanisms), assess the effectiveness of various GHG reduction efforts, evaluate available GHG reduction technologies, and review various U.S. government initiatives to accelerate GHG reduction efforts.

Prerequisite(s): 4LAW 6040, 4990, 6080 or minimum score of PASS in 'Law Graduate Student'.

MINI 6490 Transnational Litigation (1)
The rapidly growing number of disputes involving foreign parties and transactions present distinct problems that do not arise in purely domestic litigation or arbitration. The course will address these problems and the emerging solutions as developed by American courts, and it will compare these developments with approaches that prevail in other legal systems. Areas that will be covered include the extraterritorial application of U.S. laws, taking evidence abroad, personal jurisdiction over foreign defendants, and the enforcement of foreign judgments.

MINI 6620 Space Law: Jurisd Int Treat (1)
This course focuses on the question of what rules apply in outer space and examines the five current international treaties that govern outer space: the Outer Space Treaty, the Rescue Agreement, the Liability Convention, the Registration Convention, and the Moon Agreement. Comparisons to issues of jurisdiction in admiralty law will be made throughout the course, though no prior knowledge of admiralty law is required. This course is taught by Jeanne Amy from the Department of Justice's Aviation, Space, and Admiralty Division.

MINI 6630 Space Law: Property, Tort, and the Environment (1)
This minicourse examines three interrelated areas to consider in space: delict (tort), property, and the environment. In terms of tort law and space, undertaking outer space activities is inherently a risky business. Things blow up, fall down, smash into one another – bottom line, things can go very wrong. And when they do, someone will be liable. How tort law principles apply in outer space will be the first area of focus for the mini course. Property rights, the second area of focus, also are important in space. While existing treaties provide that States cannot take ownership of celestial bodies, there is room for interpretation as to whether a private person (or institution) might acquire such ownership. Moreover, there are property rights already in outer space given the existence of man-made objects, such as satellites, spacecraft, etc. How property law impacts space law is the second topic for our discussion. Finally, we will examine space and the environment. There are environmental impacts of outer space activity not only in space, but also on Earth, including pollution created during launch operations, importing new microbes onto Earth during space activity, and objects falling into Earth's atmosphere from space. Issues of the environment within outer space will also be discussed in the context of space debris, satellites, space stations, the future of possible space hotels, and more. The course will be taught by Professor Wian Erlank of North-West University in South Africa and will be graded in a Pass/C/Fail basis

MINI 6650 Public Co Reporting Practicum (1)
This course is designed to provide a hands-on and practical introduction to disclosure issues and practices of publicly traded companies. The course will address disclosure issues and topics under the federal securities laws and the various rules and regulations thereunder. The course will also cover select corporate governance issues, such as director independence, committee composition and duties, shareholder approval of certain matters, and other exchange listing requirements (NYSE and/or NASDAQ rules). This is an advanced course that is designed to teach students how to approach and solve problems relating to public company disclosure issues, focusing on the structure and content of disclosure and available resources. The course will be designed to simulate the issues and tasks that an attorney would perform in representing a public company in practice. It is primarily designed for students who intend to practice corporate or securities law and represent companies in connection with public filings with the Securities and Exchange Commission and the sale of securities.

MINI 6660 Plea Bargaining (1)
Only about 2% of all federal criminal defendants go to trial, and only about 6% of state criminal defendants do so. Yet the vast majority of the training received by prosecutors and defense attorneys, both in law school and after, focuses on trials. This mini-course will instead address the mechanism(s) by which most criminal cases are actually resolved, (with a particular emphasis on the federal courts) and will attempt to provide future criminal lawyers with some of the tools needed to achieve just and fair resolutions in those cases. For the last class, students will be put into pairs (prosecutor-defense attorney), and required to conduct plea negotiations in a hypothetical case, and ultimately reach a resolution that does not involve a trial. The roles of the participants will then be reversed, and the exercise will be conducted again.

Law Non-Classroom Courses (NCLS)

NCLS 9010 Law Review (0-2)
Founded in 1916 as the Southern Law Quarterly, the Tulane Law Review is published five times annually and is managed and edited by students of the Tulane University Law School. The Review is recognized as a preeminent forum for scholarly publication in the areas of Civil Law, Comparative Law, and Admiralty Law. The Review has a significant international circulation and is on a select list of minimum holdings for courts and law libraries in the United Kingdom. The Review maintains a wide European readership. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9020 Moot Court (0-2)
Tulane Moot Court is one of the largest student-run organizations at Tulane University Law School and among the oldest programs of its kind in the nation. The Tulane Moot Court program was founded in 1929 by a small group of Tulane Law students, including the legendary U.S. Fifth Circuit Judge John Minor Wisdom. Alumni include state and federal judges, members of Congress, U.S. Ambassadors, and state governors. Tulane Moot Court is comprised of four Interschool teams: Mock Trial, Appellate, Alternative Dispute Resolution, and Willem C. Vis International Arbitration. The Appellate team consists of four sub-teams: International Criminal Court, John R. Brown Appellate Admiralty, Pace Environmental Appellate, and Black Law Students Association (BLSA) Appellate. Throughout the year, all of these teams earn academic credit by competing in a number of national and international moot court competitions. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9030 Maritime Law Journal (0-2)
The Tulane Maritime Law Journal is a biannual, student-edited law journal that includes scholarly works written by academics, practitioners, and students concerning current topics in Admiralty and Maritime Law. In addition, the Journal publishes annual sections in Recent Developments and International Law for the United States and the international community, as well as periodic symposia on relevant topical areas in the field and quantum and collision surveys every other year. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9040 Environmental Law Journl (0-2)
The Tulane Environmental Law Journal is a biannual legal periodical produced and edited by students of Tulane Law School with the support of the faculty and administration of Tulane Law School. The Journal contains timely articles written by professors and practitioners, as well as commentary on recent cases written by journal members. Featured scholarly articles rigorously analyze a broad range of environmental issues affecting individuals, communities, and the nation at large. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9050 Law & Sexuality Journal (0-2)
First published in 1991, the Tulane Journal of Law & Sexuality is the first student-edited law review in the country devoted solely to covering legal issues of interest to the lesbian, gay, bisexual, and transgender community on a wide variety of subjects, including constitutional, employment, family, health, insurance, and military law. The Journal also publishes the winning article of the annual National LGBT Bar Association Michael Greenberg Student Writing Competition. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9060 Jrnl Int'l & Comparative Law (0-2)
The Tulane Journal of International and Comparative Law was founded at Tulane University Law School in New Orleans, Louisiana as an outgrowth of that institution's historical tradition as a signpost in the academic world for international and comparative law. Published biannually, the Journal is dedicated to discussing and debating all facets of international law, from human rights to transnational commerce to the historical evolution of current global law. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9070 Tech & Intell Property Journal (0-2)
The Tulane Journal of Technology & Intellectual Property (JTIP) is a student-edited, subscription-based, scholarly publication of Tulane University Law School. JTIP examines legal issues relating to technology, including topics such as patents, copyrights, trademarks, trade secrets, antitrust, information privacy, computer law, constitutional law, contracts, torts, and all other policy implications of law and technology in our society. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9080 Sports Law Journal (0-2)
The Sports Lawyers Journal is a national legal journal edited by Tulane law students and published by the Sports Lawyers Association (SLA). Every member of the SLA, currently nearly 1,500 practicing lawyers, professors, law students, and other professionals, receives the publication annually. Since the Journal is composed of articles authored by American, Canadian, and European law students, it provides a unique view of sports issues and an unparalleled opportunity for students to have their works published and read. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9100 Directed Research (1-3)
Directed Research is a way for students to receive one, two, or three hours of credit for research papers completed under the supervision of a member of the full-time faculty. The faculty member must approve the topic and scope of the paper and determine the number of pages required for the credit granted. Students may receive a maximum of three credits during their entire degree program. Course may be repeated 3 times for credit.

Course Limit: 3

NCLS 9110 Seminar Work (1)
Out of class work component for 3 credit law seminar courses Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Uptown campus.

Enrollment limited to students in the Law department.

Maximum Hours: 99

NCLS 9300 Senior Fellow (2-4)
Legal Research and Writing Senior Fellowship.

Maximum Hours: 4

NCLS 9400 Law Externships (0-6)
The Externship courses provide legal education and skills development in real-life settings. Students work and learn in a variety of workplaces: public interest or nonprofit organizations; courts or government offices at the federal, state or local level; and corporate counsel offices. The Externship courses allow students to gain expertise in professional skills and problem-solving; study professionalism and the lawyers' ethical requirements; examine lawyers' roles in the delivery of justice and ensuring justice for all; develop specific lawyering skills or learn a specific area of law; explore career interests in a variety of legal fields and build a professional network; and provide service to the community and to the public at large. Course may be repeated up to unlimited credit hours.

Maximum Hours: 18

NCLS 9410 Advanced Summer Externship (3)
Upper-class summer externship.

Maximum Hours: 6

Law Special Courses (LAWS)

LAWS 6000 Mindfulness for Lawyers (0)
The 30-minute sessions are designed to help you reduce stress, increase concentration, and thrive during exam period.

LAWS 6010 Pretrial Civil Lit Bootcamp (1)
This course is designed to teach students the fundamental skills necessary to represent clients in civil discovery and motion practice before trial. The course concentrates on developing skills in client communication, drafting pleadings, preparing and responding to written discovery, arguing pretrial motions, and preparing for and taking the depositions of both fact and expert witnesses. Throughout the individual lessons, the faculty spends time discussing case development, the burden of proof at trial, and the witnesses and exhibits that an attorney will need to obtain in preparation for representing their client before a jury. The faculty also discusses related issues including insurance coverage and its effect on the attorney-client relationship and execution of a potential judgment. The course's explicit focus on pretrial practice reflects the availability of further education in trial skills through Tulane's Trial Advocacy program and Tulane's clinical programs.

LAWS 6020 Pretrial Criminal Lit Bootcamp (1)
This course hopes to teach students three critical skills required for pretrial advocacy in criminal litigation: information gathering; drafting motions; and arguing motions. The course will focus on the five matters (and related motions) most commonly encountered in the interval between arrest and trial: (1) bail; (2) discovery; (3) "similar acts"/FRE 404B evidence; (4) motions to dismiss; and (5) motions to suppress evidence. Students in the course will be divided into two groups – a prosecution track, and a defense track – and will be expected to learn what information is necessary for each motion; to research and write each motion; and then to argue their motion (or opposition) each day. In addition, students will be expected to learn to formulate a theory of the case, either prosecution, or defense, and then to make strategic decisions consistent with that theory as they move through the pretrial process. The course is designed to occupy the territory between classroom theory and trial practice. Training in the latter area is readily available through Tulane's Trial Advocacy program, Tulane's Criminal Law Clinic, and Tulane's supervised externships at public defenders' and prosecutors' offices.

LAWS 6030 Transactional Bootcamp (1)
This course will consist of a series of counseling, negotiation, due diligence, and drafting exercises structured around a basic corporate transaction (e.g., an asset purchase). The course will introduce students to fundamental deal skills, such as structuring the timetable for a transaction, eliciting and drafting the operative business terms, identifying legal and business risks and negotiating corresponding risk-shifting and risk-reduction provisions, and reviewing and drafting the ancillary documents necessary to consummate the transaction.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2070.

LAWS 6040 Business Literacy (1)
This one-credit course is designed to introduce students to a range of basic business concepts that lawyers will encounter in commercial or transactional practice. Students will be grouped into 6 teams, each of which will act as a consultant in connection with a proposed sale of a publicly traded company (the "Company"). With the assistance of one or more Senior Advisor, each team will participate in a series of exercises designed to analyze different aspects of the proposed sale, including an understanding of the industry, the value chain in the Company's market, the value of a business combination with the Company in advancing the long-term objectives of different bidders, the fair value of the Company under different valuation methodologies, the options available to a finance a business combination with the Company, and the risks posed to individual bidders by a business combination with the Company. As a final project, each team will make an oral presentation to the CEO and board of a specific bidder regarding the Company's strengths and weaknesses and the opportunities and challenges posed by a business combination with the Company.

LAWS 6060 Trademark Prosecution (1)
TRADEMARK Prosecution Boot Camp This 1-credit graded course will provide students the opportunity to engage in educational simulated hands-on trademark prosecution tasks, including researching trademark availability, preparing freedom-to-use and registrability opinions, preparing trademark applications, preparing use affidavits, evaluating and responding to USPTO office actions, and responding to oppositions. The course, taught by Prof. Joel Feldman, will simulate the lifecycle of a trademark application, from clearance through publication for opposition

LAWS 6500 Semester Abroad Australia (0-14)
Law study abroad in Australia.

LAWS 6510 Semester Abroad - Argentina (0-14)
Law study abroad in Argentina.

LAWS 6520 Semester Abroad Hong Kong (0-14)
Law study abroad in Hong Kong.

LAWS 6540 Semester Abroad Copenhagen (0-14)
Law study abroad in Denmark.

LAWS 6550 Semester Abroad France (0-14)
Law study abroad in France.

LAWS 6570 Semester Abroad Germany (0-14)
Law study abroad in Germany.

LAWS 6580 Semester Abroad Israel (0-14)
Law study abroad in Israel.

LAWS 6590 Semester Abroad Japan (0-14)
Law study abroad in Japan.

LAWS 6600 Semester Abroad Amsterdam (0-14)
Law study abroad in Amsterdam.

LAWS 6610 Semester Abroad Netherlands (0-14)
Law study abroad in The Netherlands.

LAWS 6620 Semester Abroad - Barcelona (0-14)
Law study abroad in Spain.

LAWS 6630 Semester Abroad - Colombia (0-14)
Law study abroad in Colombia.

LAWS 6640 Semester Abroad China (0-14)
Law study abroad in China.

LAWS 6650 Semester Abroad Switzerland (0-14)
Law study abroad in Switzerland.

LAWS 6651 Semester Abroad Sweden (0-14)
Law study abroad in Sweden.

LAWS 6660 Semester Abroad Italy (0-14)

LAWS 6670 Semester Abroad Denmark (0-14)

LAWS 6680 Semester Abroad Mexico (0-14)

LAWS 6690 Semester Abroad Spain (0-14)

LAWS 7990 Law Research (0)
Special research topics for visiting scholars. Course may be repeated unlimited times for credit.

Course Limit: 99

LAWS 9220 Law Transfer Elective (1-20)
Law transfer coursework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAWS 9230 Law Transfer Elective (1-20)
Law transfer coursework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAWS 9240 Law Transfer Elective (1-20)
Law transfer coursework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LAWS 9250 Law Transfer Elective (1-20)
Law transfer coursework.

LAWS 9400 Law Externship Seminar (1)
One-credit, graded co-requisite seminar component for the Law externships.

Course Limit: 1

LAWS 9500 Law ESL Program (0)
English as a second language for Law students.

LAWS 9600 Law Study Abroad (0-14)
Law Exchange Student Study Abroad.

LAWS 9990 Dissertation Research (0)
Research topics for Law SJD students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Law Summer Program in Germany (LGER)

LGER 1000 Law - Summer In Germany (0)
Law summer abroad in Berlin, Germany.

LGER 4500 Intercultural Mediation (1)
The Berlin Summer Program in Intercultural Negotiation and Mediation is a joint venture between Tulane Law School and Humboldt University in Berlin/Germany. 2024 marks the 26th consecutive year that the Program is being offered. The curriculum consists of lectures, Q+A sessions and role-play exercises. An experienced team of academic experts and practitioners from the United States, Germany and Israel provides a thorough introduction to the theory and practice of successful mediation including the challenges that arise in intercultural settings. A special unit will focus on the negotiation and mediation of political disputes. Successful participants receive one credit of experiential learning (at Tulane) and a certificate that documents successful participation in the Program. Participants will move between general lectures and exercises in small groups. The language of instruction is English. The main reading is Stulberg/Love, The Middle Voice (Carolina Academic Press). Additional readings, presentation slides and fact patterns will be provided via Canvas (for TLS students) or email (non-TLS students).

LGER 4510 Intercultural Negotiation (1)
The Berlin Summer Program in Intercultural Negotiation and Mediation is a joint venture between Tulane Law School and Humboldt University in Berlin/Germany. 2024 marks the 26th consecutive year that the Program is being offered. Segment 1 (Negotiation) consists of lectures, Q+A sessions and role-play exercises. An experienced team of academic experts and practitioners from the United States, Germany and Israel provides a thorough introduction to the theory and practice of successful negotiation including the challenges that arise in intercultural settings. A special unit will focus on the negotiation of political disputes. Successful participants receive one credit of experiential learning (at Tulane) and a certificate that documents their successful participation in this segment of the Program. Participants will move between general lectures and exercises in small groups. The language of instruction is English. The main reading for this course is Fisher/Ury, Getting to Yes (Penguin). Additional readings, presentation slides and fact patterns will be provided via Canvas (for TLS students) or email (non-TLS students).

LGER 4610 Int'l Negotiation & Mediation (3)
The Berlin Summer Program in Intercultural Negotiation and Mediation is a joint venture between Tulane Law School in New Orleans and Humboldt University in Berlin. 2020 marks the 22nd consecutive year that the program is being offered. The four-week curriculum consists of lectures, Q+A sessions and role-play exercises that cover both theory and practice of negotiation and mediation. An experienced team of academic experts and practitioners from the United States, Germany and Israel provides a sound introduction to the principles and techniques of ADR and highlights the special challenges of conflict resolution in an intercultural setting. A special unit will focus on online negotiation. Optional components feature the mediation of political conflicts (post-conflict/peace negotiations and conflicts over employment and pension rights) as well as virtual excursions to Germany and the European Union. Successful participants receive three credits of experiential learning as well as certificates in negotiation and mediation. The entire Program is conducted online via Zoom (Mondays, Wednesdays and Fridays). Participants will move from common events (general lectures) to small groups (exercises). The language of instruction is English.

Law Upperclass Electives (2) (2LAW)

2LAW 2070 Business Enterprises (4)
This four-credit course will cover the legal architecture of certain business enterprises (including partnerships, corporations, and limited liability companies), how business enterprises are financed, how control and managerial authority are allocated within a business enterprise, and the scope of the fiduciary duties owed to a business enterprise and its owners in routine and fundamental transactions. This course will also cover aspects of federal securities law affecting the governance of business enterprises, including antifraud rules and insider trading.

2LAW 2110 Civil Law Property II (3)
This course covers institutions of property law not covered in the first-year Civil Law Property course. It includes analysis of the notion, function, and structure of real rights in civil law jurisdictions; actions for the protection of the ownership and possession of movables and immovables; boundary actions; dismemberments of ownership, such as personal servitudes (usufruct, habitation, rights of use), predial servitudes, and building restrictions in subdivision developments.

2LAW 2300 Con Crim Pro:Investigatn (3)
This is a constitutional law course focusing on those aspects of the Bill of Rights that apply to the rights of suspects and defendants in the investigative phases of the criminal justice system. Specifically, we will be studying United States Supreme Court case law interpreting the Fourth, Fifth and Sixth Amendments. The course is recommended for the Juvenile Law Clinic and is one of the recommended courses for the Criminal Litigation Clinic.

2LAW 2400 Evidence (3)
The focus of this course is on the law and policy considerations surrounding the proof of facts (and law) in judicial proceedings. We will be studying the Federal Rules of Evidence, as most states have adopted these rules wholesale or in large part. We will cover issues of relevance and of reliability, the two main concerns of the Rules.

2LAW 2530 Income Taxation (3)
Practicing lawyers, regardless of their area of expertise, need a basic understanding of federal income tax because this tax affects so much of modern American life. This course covers the fundamentals of federal income taxation of individuals. It provides a basic understanding of the structure and vocabulary of the tax statute and of the relationship of the statute to regulations, other administrative pronouncements, and case law. The course introduces students to key concepts and issues in individual federal taxation such as the taxable unit, rate structure, the definition of income, capital recovery, the difference between a deduction and a credit, and the treatment of capital gains. Through the use of the problem method, the course develops the critical skills necessary to read and analyze any statutory language.

2LAW 2750 Obligations II (3)
This is a continuation course building upon the general principles developed in Obligations I. Its focus is a detailed study of sale and (to a lesser extent) lease, the most important nominate contracts in the Civil Code. Where appropriate, comparisons are made between the UCC and the French and Louisiana Civil Codes.

2LAW 2800 Legal Profession (3)
This course introduces students to the roles of lawyers in society, the nature and structure of the legal profession, the rules of ethics, fundamental concerns and dilemmas of lawyers engaged in the practice of law. The course seeks to make students aware of their ethical responsibilities, both as members of society and members of the legal profession. This course must be taken prior to both as members of society and members of the legal graduation

2LAW 2870 Real Estate Transactions & Finance, Common, and Civil Law (2)
This course covers issues of substantive and procedural law in their relationship to real estate transactions, and drafting, financing, and other problems encountered in sophisticated transactions.

Law Upperclass Electives (3) (3LAW)

3LAW 3110 Civil Lit:Strategy&Pract (2)
This course will provide the student with a realistic understanding and appreciation of handling litigation matters in private or corporate practice and the type of work and situations they can expect to deal with on a daily basis. The course will provide a practical application of how to take a lawsuit from the initial client contact through trial and appeal. Students will discuss and prepare pleadings, including Complaints/Petitions, Discovery Requests and Responses, Motions, and Judgments, and will be provided with a practical understanding of what is expected of them by judges and how the rules of civil procedure are applied in the real world. The course will be taught by Robert L. Redfearn, Jr. a partner with Simon, Peragine, Smith & Redfearn, L.L.P. Because of the substantial overlap in content, students enrolled in Civil Litigation: Strategy & Practical Skills may not enroll in the Pre-trial Civil Litigation Winter Intersession.

3LAW 3130 Coml Law-Civil Sec Rghts (3)
This is a course in credit transactions under the civil law of Louisiana. Topics include suretyship and secured transactions as to movables and immovables. Article 9 of the Louisiana version of the Uniform Commercial Code is considered, together with mortgages on immovables, and codal and statutory privileges. Problems of ranking or priorities are studied.

3LAW 3150 Mergers & Acquisitions: Intro to Deal Process, Corporate Associate Roles & Essential Drafting Skills (2)
This course will provide students with an immersive learning experience by teaching them the essential skills need when performing the role of a corporate associate on a merger transaction. Students will be provided with an in depth look at how transactions are initiated, effectuated and completed. Practical skills that will be taught include how to draft and edit key transaction documents such as non-disclosure agreements, letters of intent, purchase and sale agreements and related disclosure schedules, due diligence memos and closing documentation. Students will be assigned to work in groups for certain exercises. They will receive instruction how to draft contract clauses and feedback on their work throughout the course. Students will also participate in negotiating exercises (representing hypothetical buyers and sellers) where they will learn to advocate for their client's positions in a persuasive but non-confrontational fashion. In class lectures will primarily provide the students with practical information from the real world of M&A transactions.

Prerequisite(s): 2LAW 2070 or minimum score of PASS in 'Law Graduate Student'.

3LAW 3200 Contract Drafting (2,3)
This course introduces students to the principles, processes and techniques for drafting business contracts. Students will learn how transactional lawyers translate a business deal into contract provisions. Students will draft commercial agreements with a focus on managing risk, minimizing ambiguity, drafting with clarity, using contemporary commercial drafting techniques, and solving problems through effective drafting. Students will also learn to read, review and analyze contracts with an eye toward both legal and business risk issues. The course is presented through a combination of lecture, drafting and editing assignments, and in-class exercises. Students draft sample contract provisions, draft contracts from scratch, analyze term sheets, and review and revise contracts. Grades will be based upon drafting and editing assignments, participation in in-class exercises, and good faith completion of ungraded assignments.

3LAW 3210 Coml Law-Secured Trans (3)
This course deals in depth with the creation and perfection of security interests in personal property, priority of claims, and remedies upon debtors' default under Article 9 of the Uniform Commercial Code. In addition to full coverage of Article 9, the potential risks of the secured creditor under the Federal Bankruptcy Code are considered. Substantial consideration is given to the policies and commercial equities which underlie doctrine in this area of law.

3LAW 3280 Com'L Law-Bankruptcy I (3)
After a brief study of individual debt collection under state law, this course will focus on federal bankruptcy law. It will provide an overview of fundamental aspects of consumer and business bankruptcy law and practice. It will also explore a number of current and ongoing policy debates related to bankruptcy law. Thus, the course should be of interest to students who expect to be involved in the practice of bankruptcy law as well as any students who wish to explore broader themes related to economics, financial markets, politics, legislative process, and public policy.

3LAW 3350 Common Law Trusts & Ests (3)
This course examines the law governing the transmission of property at the owner's death. Topics emphasized are intestate succession; the substantive and formal requirements for the validity of will; interpretation of wills; the creation of private trusts; the nature of the beneficiary's interest in a trust.

3LAW 3370 Comparative Law in Action (1,2)
This course highlights the fact that large areas of national law are influenced (and sometimes even driven) by developments outside our country's borders, and that 'local' legal practice will often require lawyers to engage with foreign and/or international law – or to apply comparative legal techniques – in their daily work. The focus is very much on the practical application of foreign/comparative/international law in areas such as contract law, torts, constitutional law, human rights protection, public international law, environmental law, development, employment law, criminal law, or economic regulation. The course is based on a background hypothetical involving a U.S. company which seeks to expand its operations – both in terms of production, distribution and administration – to various foreign markets across the globe and/or import to and sell foreign goods in the U.S. Week by week, different legal questions and difficulties arise. These will touch on, e.g., contractual issues, products liability, employment law, environmental regulation, taxation, health and safety (consumer protection), or conflicts of law. International treaties such as TRIPS might also come into play. In one of the two weekly classes the instructor will set out the (new) facts and discuss the core aspects of the relevant area of law. Students will then be asked to research the issues raised in the hypothetical (individually or in groups) and to present in the second weekly meeting their substantive findings as well as any practical difficulties they encountered in the course of their work (language barriers, access to foreign legal materials, or possible non-legal trade-offs between the advantages and problems that foreign jurisdictions might offer or pose in a particular field). The assignment will always require the production of a concise legal memorandum that sets out the issues and possible solutions, and suggests a way forward for the client company. Students should expect a few surprises (such as sudden changes of the situation 24 hours prior to the deadline for completion of the memorandum) and be prepared to present their work in a professional format (both orally and in writing). Successful completion of the course will require submission of the entire portfolio of assignments. Assessment is based on a three-hour final exam. The course will start off with an introduction to comparative methodology, research methods, and an explanation of the background hypothetical, cover 5 distinct problems in selected areas of the law, and close with a final debriefing/review. Students will receive a course package with selected texts about comparative methodology and, in preparation for each problem, substantive background reading that covers the relevant legal topic. The weekly handouts that set out the (developing) narrative of the hypothetical and research assignments may contain additional specific materials such as model contracts, newspaper clippings, or traditional references to cases, statutes, international treaties and legal articles or book chapters.

3LAW 3380 Community Property (2)
This course is a comparative study of marital property regimes that involve the distinction between the separate and community property of spouses. The course examines the law of the eight community property states and Wisconsin, which has a version of community property based on the Uniform Marital Property Act. Special attention will be given to Louisiana law.

3LAW 3400 Conflict of Laws (3)
This course explores how courts in the United States determine the governing rules and doctrines in cases that implicate the laws of more than one jurisdiction. Students will learn the various approaches courts take to resolving conflicts of law when they arise, including the historical and theoretical foundations for those approaches.

3LAW 3450 Family Law: Civil & Common (3)
This course is a study of the formation, rights and obligations in formal and informal family relationships, and the breakdown of marriage and its incidents such as nullity of marriage, divorce, division of property, support, and custody. The course will treat the family law of both the civil law and common law jurisdictions of the United States.

3LAW 3460 Employment Law (3)
The employment relationship serves an important role in structuring the lives of most adults in the United States. Employment provides wages, and often, a slew of benefits including health care and retirement pensions. It also provides a sense of stability and routine, and can even serve as the foundation of our identities. Legal disputes about the employment relationship occupy a significant segment of the legal market and consume a significant proportion of legal resources. This course offers students an overview of the important legal issues that are raised in the context of the employment relationship. It examines the law governing the employment relationship, including the establishment and termination of that relationship. The course will discuss employment issues, such as contractual employment agreements, wrongful discharge, regulation of wage and hour laws (FLSA), leave (e.g., FMLA), safety (OSHA and workers comp), unemployment insurance, privacy and freedom of speech, intellectual property issues (such as R&D ownership, trade secrets and noncompetition clauses), the developing concept of unjust discharge, and regulations providing protection of retirement benefits. Throughout the course, students will be able to deepen their study of contract law, torts, and statutory and regulatory processes through the context of the law of the work. The course does not cover either Employment Discrimination or Labor Law, both of which are offered as separate courses.

3LAW 3490 E-Discovery (2)
Modern discovery increasingly concerns the production and retrieval of information that is electronically stored in computer systems, email, text messages, social media, cloud applications, and varying other methods. This course will focus on the new issues, rules, and practices involving the application of e-discovery, digital evidence, and computer forensics. It will explore not only the application of the federal rules of civil procedure and evidence to electronic discovery but also the appropriate handling and treatment of electronically stored information in the litigation process. The course is taught by the Hon. Karen Wells Roby, Chief Magistrate Judge, U.S. District Court for the Eastern District of Louisiana, and Lynn M. Luker, Of Counsel at Stanley, Reuter, Ross, Thornton & Alford.

3LAW 3495 Info Technology for Lawyers (2)
The trial lawyer's craft lies in marshaling the evidence that enables the parties to weigh the risks and benefits of litigation and the court and jury to determine the facts and resolve disputes. Evidence is information; and, apart from testimony, nearly all information is created, collected, communicated and stored electronically. Thus, the ability to identify, preserve, interpret, asses, authenticate and challenge electronically stored information (ESI) is crucial advocacy skill. Students will explore information technology (IT) and digital evidence through the lens of trial practice. You will learn the language of IT and acquire hands-on-trading in the tools of ESI and computer forensics. We will explore information management and storage and the Maria forms ESI occupies as it bears on emerging standards of lawyer competency. You will cover challenges of acquisition, authenticity and admissibility unique to modern digital evidence. This course will be taught by Craig Ball, a trial attorney and consultant in computer forensics and e-discovery.

3LAW 3500 Federal Courts (3)
Federal courts occupy a strategic place at the crossroads of the foundational constitutional principles of separation of powers, federalism, and individual rights. This course examines the constitutional and statutory power of federal courts from that vantage point. Topics planned for the course include case-or- controversy and justiciability limitations on the federal judicial power (with an emphasis on standing doctrine), congressional power to control the jurisdiction of the Supreme Court and lower federal courts, the role of state courts in the enforcement of federal rights, state sovereign immunity under the Eleventh Amendment, and abstention doctrine.

3LAW 3530 Dignity and Belonging (3)
There are about 12 million people around the world who are de jure stateless or who are at risk of being stateless. A stateless person is defined as one "who is not considered as a national by any State under the operation of its laws." One of the consequences of statelessness is the lack of a place to belong and the loss of protection that comes with belonging. In a world of states where everyone is supposed to belong to one or another nation-state, the stateless becomes the "extra," the surplus product of the international order of states. This seminar focuses on the condition of the statelessness to explore the general issue of what it means to belong and the consequences of being denied the opportunity (or the right) to so belong. Using interdisciplinary material (law, political theory, geography and sociology) the seminar will provide the opportunity: to examine the conditions that lead to statelessness, to assess the existing national and international responses that are meant to deal with statelessness, and to explore alternative ways in which belonging could be conceived so that incidences of statelessness are minimized. The seminar will explore the dignity that membership provides through a close study of its opposite, the indignity of displacement and statelessness.

3LAW 3560 Gift & Estate Tax Planning (3)
The course focuses on techniques for the transmission of wealth to a person's successors with emphasis on methods of minimizing federal estate, gift, and generation-skipping taxes under the Internal Revenue Code. Appropriate consideration is also given to the federal income tax consequences of wealth transfer transactions. Both inter vivos and testamentary planning techniques are covered, as is the use of trusts to meet estate-planning objectives. Other topics include the valuation of property included in the transfer tax base, transfers to minors, life insurance planning, planning for jointly-held property and community property, charitable gifts and bequests, retirement benefits planning, and deductions (particularly the marital deduction) from transfer taxes. The basic course in income tax is not required, but is a desirable preparation. The course is taught by Kenneth Weiss, a board certified specialist in both taxation and estate planning.

3LAW 3640 Louisiana Civil Procedure (2)
The objective of this course is to provide a basic and practical knowledge of the Louisiana Code of Civil Procedure necessary to successfully pass the Louisiana Civil Procedure section of the Louisiana State Bar Exam, as well as to draft pleadings and litigate in Louisiana state trial and appellate courts. This course will emphasize practical skills training, in conjunction with theory, and when possible use examples of pleadings, memoranda, briefs and jurisprudential authorities that focus on Louisiana Civil Procedure Law. When practical, students will be exposed to the application of certain provisions of the Code through experiential learning, by viewing one or two rule days at Civil District Court for the Parish of Orleans. Upon completion of this course, students will have a thorough working knowledge of Louisiana Civil Procedure, as well as be trained to handle all aspects of civil litigation. This course will be taught by the Hon. Regina Bartholomew Woods, Louisiana Fourth Circuit Court of Appeal. (2 Credits)

3LAW 3650 Legl Aspect Int'l Monetary Sys (2)
This seminar will explore current issues in international monetary law and related legal topics. It will focus primarily on the International Monetary Fund and its evolving role in international monetary law, global governance domestic law reform and economic development. Among other things, the seminar will cover the history of the Fund, it internal governance, its surveillance of member states' obligations under the Fund's articles, its lending facilities and practices, and the technical assistance it provides sovereign states. Particular attention will be given to legal and practical issues related to the Fund's role in addressing the ongoing economic and financial fallout from the Covid pandemic and from Russia's attach on Ukraine.

3LAW 3680 Solo & Small Firm Practice (2)
Solo and small firm practice is the most common organizational form in the legal profession today. This course will focus on the essential elements of forming and operating a small firm or solo law practice. Although many of the topics covered in this course could be translated into law practice skills in general, the course will give particular emphasis to those issues that are frequently encountered by solo and small firm practitioners, including setting up a law practice; developing business; hiring, managing, and effectively using support staff; financial planning, billing, and fee management; issues of ethics and professionalism; leveling the playing field through practice skills and management; and many others. Students will be graded on a P/C/F basis and will be assessed on quality of their involvement and participation in both individual and group exercises. Students will also be evaluated on the quality of their critiques of fellow students' performance. There will not be a final exam in this course. Attendance and participation are required. The course is primarily geared toward 3L students who will be given preference. 2L students may be accepted, with permission of the professor, provided they have taken or are enrolled in legal ethics.

Prerequisite(s): 2LAW 2800.

3LAW 3690 Successions Donations Trusts (4)
A course in the Louisiana civil law governing the transfer of property by inheritance, testament or gift during life. Topics include rules of inheritance, rights of surviving spouses, acceptance and administration of successions; collation and partition; the making of wills, kinds of legacies, and forced heirship limitations on gratuitous dispositions. The course also considers the Louisiana Trust Code's provisions concerning the creation, modification, and termination of trusts; limitations on dispositive provisions; and the powers and responsibilities of trustees.

3LAW 3770 Oil and Gas (2)
This course covers the law relating to oil and gas exploration, development, and production. The class will largely focus on issues related to oil and gas leases but will also cover the nature and classification of other mineral rights and related issues. The course will include common law doctrines as well as certain Louisiana law concepts. The course will be taught by Aimee Hebert, a partner in the law firm Kelly, Hart & Pitre.

3LAW 3830 Protect of Cultural Property (3)
Notwithstanding the critical role cultural heritage plays in forming our national and ethnic identities, and in inspiring us as civilizations, protecting it has never been a legal priority. Through an examination of the legal history of cultural property, this seminar will attempt to explain why that has been the case, and what is now being done to change that historical trajectory. The seminar will focus on the relevant international conventions, and on significant actions by the European Union and Arab League, along with those federal laws of the United States that seek to preserve and protect different forms of cultural property. In addition, selected state and local laws and cases will be addressed, as part of a discussion of the efforts (and accompanying litigation) that have been made in New Orleans to protect the city's unique art, architecture, and traditions. Each student will be required to select a paper topic, one that directly relates to a cultural property issue arising from his or her location - e.g., a student located in New York City will be required to write about a "New York" cultural property issue. In addition to writing the paper required for 3 credits, students will be required to give a 15 minute in-class presentation regarding their paper. The course will be co-taught by Prof. Herbert Larson and Ms. Terressa Davis, who is the executive director of the Antiquities Coalition.

3LAW 3900 Empirical Legal Methodologies (2)
Statistics are playing an increasing role in court decisions, public policy regulations, and legal scholarship. This course provides and understanding of the most common statistical methods and examples of the use of those methods by courts, administrative agencies, and scholars. Students are not expected to come to class with any knowledge of these methods or mathematic expertise, but will leave with the understanding of them and their role in legal analysis.

3LAW 3920 Tax - Adv Corporate Tax (2,3)
The course will use a transactional approach to examine the corporate tax law issues associated with business operations and acquisitions. Major topics include spin-offs, taxable acquisitions, reorganizations, consolidated returns, tax attributes, contributions, distributions, redemptions, and liquidations. Some partnership, international, and tax procedure issues will also be discussed. There will be assigned readings for each class (generally cases, rulings, articles, and brief passages from the treatises). Class will consist of a short lecture followed by a discussion of problems. Students will be evaluated on the basis of class participation (in the form of a half-page to full-page memorandum on an assigned issue with a brief oral explanation to the class), two short writing assignments, and a final writing assignment. This course will be taught by Joseph Henderson, Senior Vice President and General Tax Counsel, Entergy Corporation.

3LAW 3960 Taxation of Business Entities (3)
The course covers federal income taxation of C corporations, S corporations, partnerships, and limited liability companies (“LLCs”) and the holders of ownership interests in such entities, including the federal income tax consequences of operations; contributions of capital to the entity; distributions by the entity; and acquisitions, dispositions, and rearrangements of the entity. The course also will address choice of entity considerations under the new tax law. Prerequisite or Co-requisite: Federal Income Taxation.

Law Upperclass Electives (4) (4LAW)

4LAW 4010 Deposition Practice & Procedure (2)
This is a skills course focused on depositions. While the course centers on basic and advanced skills in preparing for, taking, and defending depositions, its focus is broader. It begins by placing depositions in the context of formal pretrial discovery and ends with the use of depositions in pre-trial motions, negotiation and at trial. Skills exercises will include both oral and written advocacy skills relevant to this important portion of civil litigation. While most civil cases filed in federal or state court are resolved before final adjudication, all practicing attorneys will have to take depositions in order to learn what evidence they must meet at trial, or alternatively use case evaluation for settlement negotiations or mediation. The information obtained in a deposition will allow an attorney to intelligently evaluate the case and competently advise their clients. The course begins with the role of depositions in the larger discovery process, preparation, developing a theme, and the mechanics of the deposition process and procedure, including questioning techniques. More advanced topics will include the expert deposition, use of expert depositions to make effective Daubert challenges, taking and defending corporate depositions, and the use of depositions in pretrial practice including Daubert challenges and summary judgment motions.

4LAW 4040 Advanced Persuasive Writing (2)
This course combines theory and practicality to cover advanced strategies in persuasive writing and build upon the instruction provided in Legal Research and Writing. The theoretical aspect of the course will focus on principles of persuasion drawn from several disciplines, such as classical rhetoric, cognitive psychology, linguistics, and literary theory. Topics studied may include the rhetorical foundations of legal persuasion and credibility; the role of stock structures, visual imagery, and literary or cultural allusions in legal analysis and argument; leveraging storytelling and narrative coherence; and using document design and other visual techniques persuasively. The practical aspect of the course will involve the application of the covered principles to litigation-oriented documents. Students will analyze the persuasiveness of various examples of attorney communications, such as briefs, letters, and judicial opinions, and create their own versions of these documents that incorporate the principles we discuss. Thus, students will learn a number of strategies and techniques, and practice implementing them, to become more persuasive writers. The course will involve a combination of lecture, discussion, in-class exercises and workshops, and individual student-teacher conferences outside of class. Grades will be based on several writing and editing assignments of various length, as well as students’ participation in class discussions and fulfillment of course requirements. There will be no final exam.

4LAW 4060 Administrative Law (3)
The course explores the history, present status and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered include: delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rulemaking and adjudication. (3 credits)

4LAW 4070 Art/Culture Law (2-3)
This course will look at all of the main issues surrounding art, cultural heritage, and current contemporary user-generated culture. We will look at Holocaust-era related art crimes; the life of the artist and legal issues; museums, dealers, and collectors; First Amendment issues related to art; moral rights; indigenous cultures and cultural preservation; who owns the past within an international context; and the creation of user-generated culture in our current Internet world. This class focuses on visual arts, but in many cases applies to all cultural works, particularly in our multi-media world. The seminar will produce a collection of essays that will be published as a book, (Il)Legal Art: A Handbook. Students will each write a chapter for the book. Because of the nature of the course, students must be good a deadlines and working with others. We will potentially be working with local artists as part of the experience. Students will be graded on their paper, but also should make a commitment to make revisions to their post-graded paper as part of the book as we get further in the process of publication, even if this occurs after graduation. This may be up to a year or more in the future. While this latter time commitment is not great, it still is an integral part of the experience. IP Survey is a required pre-requisite. If you have not taken IP Survey, but feel that you have other qualifications that might benefit the class, please indicate this on your seminar application. This seminar may be taken to satisfy the upper-class writing requirement.

4LAW 4080 Advanced Appellate Advocacy (2)
The course is designed to further develop the skills learned in Legal Research and Writing and to provide 2Ls and 3Ls with the opportunity to draft an appellate brief and present an oral argument. The course focuses on appellate theory, standard of review, advanced appellate brief writing, and the art of appellate oral argument. Students will be assigned to act as either Appellants or Appellees and will write a brief from a shortened record. While focusing on the Federal Rules of Appellate Procedure, the course will also survey certain differences in Louisiana state appellate practice. Students will also prepare, practice and deliver a full oral argument. This course will be co-taught by James Garner, a co-managing member of Sher Garner Cahill Richter Klein & Hilber, L.L.C.; the Hon. Scott Cichton, Associate Justice of the Supreme Court of Louisiana; and Stuart Kottle, an associate with Sher Garner Cahill Richter Klein & Hilbert, L.L.C.

4LAW 4090 Arbitration Law (3)
Arbitration is an increasingly popular method of resolving civil disputes, including employment, securities regulation, construction, and insurance disputes. Although arbitration is the result of an agreement between the parties, a developing legal regime governs the use of arbitration and the enforcement of arbitration awards. Federal and state laws such as the Federal Arbitration Act govern what disputes are covered by an arbitration agreement, when arbitration is prohibited, and whether a court can review the award. This course provides an overview of those laws and the court decisions interpreting them so that the students understand an area of law that they are likely to encounter early on in their varied careers.

4LAW 4100 Written Discovery (2)
This experiential course will focus on the knowledge and skills required to manage and execute written discovery. Effective discovery requires identifying and understanding the legal principles and detailed facts of a client's case; crafting a theme and trial plan; and using this information to conduct discovery in a manner that maximizes a case's strengths and accommodates its weaknesses. Students will participate in exercises designed to simulate the experience of an attorney charged with responsibility for written discovery. Topics will include preliminary cases assessment; articulation of a case's themes; initial disclosures; discovery conferences and scheduling orders; drafting and responding to requests for production, interrogatories, and requests for admission; privilege and work production protects; protective orders and common interest agreement; written expert discovery; meet-and-confer letter; and motions to compel. The course will be taught by Eva Dossier a member of the firm Stanley, Reuter, Ross, Thornton & Alford, L.L.C.

4LAW 4120 Complex Litigation (2)
This is an advanced civil procedure course focusing on a number of important aspects of civil procedure which are only superficially considered in the first year. It is useful for anyone interested in litigation or practice involving multi-party transactions such as antitrust, securities, product liability, mass torts, consumer litigation and employment rights. The procedures considered include: joinder of parties and structure of law suits in complicated multi-party suits; duplicative litigation and use of stay orders, injunctions, consolidation, and transfer to the Multi District Panel; res judicata; class actions; discovery and trial in complex cases; settlement, and attorneys' fees.

4LAW 4140 Law and Time (2)
What is the relationship of how disciplines think about time and how understands time? Why are copyrights for the life of the author plus seventy years? Why are stature of limitations 2, 3, 4 years? time rewards. Time punishes. Time acts as a barrier for redress. Time signals an equitable solution. Lawyers are paid by their time. Think of industrial time, biological time, and legal time. What does law's relationship to time tell us about the laws themselves? how do we understand time and the law? This seminar will investigate the concept of time across disciplines, and then students will choose a part of the law to investigate and apply concepts of time, whether the area of law is overtly about time or an example of law that is missing a time component.

4LAW 4160 Con Crim Pro:Adjudication (3)
The course will examine constitutional procedural and litigation issues from the commencement of a criminal case through conviction (or acquittal), appeal, and post-conviction relief options. Students will be asked to think critically about the goals of criminal procedure and about whether our legal system effectively serves those goals. The course primarily addresses Sixth Amendment issues.

4LAW 4200 Animal Law (2)
This survey course will provide an overview of the evolution of animal law and the breadth of issues encompassed by this rapidly developing field of law. At the same time, the course will afford the opportunity for in-depth deliberation of the salient issues in current animal law litigation, including in Louisiana. Because animal law necessarily implicates virtually every field of law, including constitutional law, property law, criminal law, and torts, students must develop and apply their knowledge of these other fields in class discussions. Students will also be expected to understand and apply basic principles of administrative law introduced in the course.

4LAW 4270 Business Planning (2,3)
What do transactional lawyers do and how do they do it? The course focuses on the lawyer's role as an advisor to a privately-owned start-up company and its owners. We will explore how legal issues and business objectives overlap, the role played by the transactional lawyer in the transaction and soft skills such as client relations/communications and co-worker relationships. This course will examine the life cycle of a hypothetical company, focusing on sample transactions from three major stages of the company's life cycle: choice of entity, formation and obtaining capital; ongoing operations; and exiting or sale of the company. Much of the class work will involve working in teams simulating an actual transactional practice. Using hypothetical business scenarios and actual deal documents, students will represent the company, its owners, or third parties and will analyze, structure and negotiate selected deal components, and, on a limited basis, draft portions of the relevant deal documents. This capstone course is designed to broaden the student's knowledge in a number of substantive areas, help students learn to focus on a client's business objectives rather than just addressing legal issues, and to begin the process of bridging the gap between law school and practice. The course will be taught by John Herbert, outside general counsel of a Houston-based energy company and formerly a division general counsel of a Fortune 30 energy corporation. Business Enterprises is a prerequisite. Grades will be based on periodic written team and individual exercises, a personal journal, and a final written project. There will be no final exam.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2070.

4LAW 4280 Antitrust (3)
This course will examine the basic antitrust statutes, Sections 1 and 2 of the Sherman Act, Sections 3 and 7 of the Clayton Act, Section 5 of the Federal Trade Commission Act, and the Robinson Patman Act. The course will focus on the objectives of antitrust law, the concepts of market power and market definition, monopolization, horizontal and vertical restraints, mergers, the use of the per se rule and the rule of reason, price discrimination, and commercial bribery. Professor Feldman plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Note: Antitrust may not be offered during the 2019-2020 academic year.

4LAW 4285 Antitrust in College Sports (2)
This course examines a number of the key legal issues facing college athletics today, including the battle over athlete compensation and the rapid development of name, image, and likeness rights for college athletes. This course focuses on the ways antitrust and labor laws have shaped many aspects of college sports and continue to play a significant role in the development and future of the National Collegiate Athletic Association (NCAA) and college athletics. The course will examine the impact of antitrust and labor law on television contracts, college athlete compensation, coaching salaries, eligibility restrictions, and a number of other facets of the collegiate model. The course will also feature a number of guest lectures from lawyers, executives, and administrators in the college sports industry. There are no prerequisites for this course. Students who have taken or plan to take Sports Law: Antitrust & Labor may enroll in this course. This course does not count toward the Sports Law certificate. The course will be graded on the basis of a take-home examination.

4LAW 4360 Civil Law Seminar (2-3)
This Seminar covers selected civil law institutions with emphasis on the laws of property, obligations, community property, and successions. It also covers the subjects of civilian methodology, techniques of codification, and the modern history of the civil law. The Seminar is designed to sum up student experience in the civilian tradition. Louisiana law is studied in comparison with the common law of sister states and the laws of European countries. Doctrinal study is applied to the resolution of legal issues in contemporary practice. There is no final examination. Students are graded in light of class participation and their ability to produce an original research paper on a civil law topic. Students are required to have taken at least one civil law course (e.g., Property, Obligations I or II).

4LAW 4380 Civil Law Torts:Selected Issue (2)
This course will focus primarily on Louisiana's unique tort law, utilizing the Louisiana Civil Code, current Louisiana cases and statutes. Some of these concepts will be compared to common law torts. Subjects likely to be covered during the semester are duty-risk, intentional torts, damages, defenses, wrongful death, contribution and indemnification, vicarious liability, absolute liability, strict liability, products liability, liability of owners/lessors and occupiers of land, and professional malpractice (medical and legal) and prescription. (2 Credits)

4LAW 4450 Commercial Law: Business Reorganizations and Bankruptcy Procedure (3)
Through a lens examining the philosophy, principles, and policies underlying business reorganizations, this course will provide a practical look at the path a financially distressed enterprise can take, from filing to confirmation of a plan of reorganization under chapter 11, conversion to chapter 7, or dismissal. The following topics, among others, will be covered: good-faith filing and venue; retention and compensation of professionals; the extent of the court's equitable powers; use, sale, and lease of the debtor's property; successor liability; post-petition financing; the absolute priority rule; involuntary imposition of a reorganization upon creditors and shareholders; claims allowance; and the role of debtors, professionals, creditors, officers, directors, and trustees in the context of corporate restructuring. Grades will be basis on draft pleadings and mock arguments for hypothetical clients at each stage. This course will be taught by the Hon. Meredith Grabill (U.S. Bankruptcy Judge, U.S. Bankruptcy Court for the Eastern District of Louisiana) and Mark Mintz (Jones Walker LLP).

Corequisite(s): 3LAW 3280.

4LAW 4460 Env'L Law:Comparative (3)
'This course treats the rising phenomenon of environmental law around the world, not through international accords (the subject of other courses) but through national approaches to common issues including: impact assessment, judicial review, land use, toxins and wildlife species. The class will be graded on the basis of student participation (including TWEN), and on selected research projects leading to discussions and papers at the end of the course. Introductory in nature, prior or concurrent classes in the field are useful but not required. (3 Credits)

4LAW 4540 Compar Constitutionl Law (2)
This course provides a comparative survey of influential contemporary constitutions including those of the United Kingdom, France, Germany, and South Africa. Following an introduction to comparative methodology and the functions of comparative law, especially in the legislative and judicial spheres, the class focuses on a shortlist of specific topics. These include the legislative process, bicameralism, the separation of powers, electoral systems, federalism, judicial review, and the protection of human rights. The concept of transnational constitutionalism, the potential and pitfalls of constitutional legal transplants, and the drafting of new constitutions in post-conflict societies such as Iraq, Tunisia or Kenya will also be considered. Students are invited to engage with foreign approaches to these issues through the lens of US case law and constitutional doctrine. The course will be based on a study pack of selected legal materials from the systems under review. Knowledge of foreign languages is not required.

4LAW 4550 Con Law:14th Amendment (3)
This course is designed to cover issues of individual rights under the Fourteenth Amendment that are given only brief treatment in the introductory first-year course. Subjects include equal protection, substantive due process, state action, and Congress's power to enforce the Fourteenth Amendment's guarantees.

4LAW 4560 Comparative Law Seminar: Citizen Access and Judicial Review Environmental Decisions Around the World (1)
This one-credit Seminar provides a unique view of two phenomena that have arisen at the same time around the globe: environmental protection and judicial review. We do this through a single book, Taking Back Eden, that describes cases from eight countries as different as the Philippines, Chile and Japan. The second part of the course consists of cases that you will identify, research and present orally to the class. There is no paper required. Grading will be pass-C-fail. The seminar counts as the graduate seminar required for students seeking the LLM in Energy & Environmental Law. Accordingly preference will be granted for students in the LLM program.

4LAW 4590 Constitutional Law Seminar (2-3)
Decisions of the Supreme Court such as Brown v. Board of Education and Roe v. Wade have inspired extensive debate among academic scholars as to the role of the Supreme Court in our system of government and the proper way to interpret the Constitution. This seminar will provide an in-depth examination of the most important issues in constitutional theory. The main topics to be addressed will be the idea of constitutionalism in the U.S., the justification of judicial review in a representative democracy, and the various theories of constitutional interpretation proposed by scholars. The readings for the course will be extensive, and will represent the wide diversity of opinion present in contemporary theoretical debates.

4LAW 4700 Copyright Law (3)
This course will take an in-depth look at copyright law. Building upon the IP Survey, which is a prerequisite, the course will focus on the advanced and contemporary topics in copyright law, both in a domestic and international context.

4LAW 4701 Copyright & Social Media (3)
The Copyright and Social Media course will cover the key advanced topics in copyright and social media. The course will be hands-on looking at questions that arise in the current climate, working with real-world problems. Students will be writing short papers on assigned topics. This course does not fulfill the writing requirement. Prerequisite: IP Survey.

4LAW 4740 Corporate Finance (3)
This course provides both an introduction to financial economics – e.g., how companies are valued, how investment decisions are made – and advanced coverage of corporation and contract law related to the financing of modern business enterprises. The course will survey the rights and protections that exist for financial stakeholders in the corporate enterprise, including debtholders, preferred shareholders, holders of warrants and rights. Business Enterprises is a pre-requisite or permission of instructor required. Mergers & Acquisitions is also highly recommended.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2070.

4LAW 4770 Corporate Dealmaking (2)
This course will emphasize the practical aspects of advising the public corporation's board of directors in the deal making context of takeovers, proxy contests, shareholder activism, and mergers and acquisitions. The course will introduce students to the laws, theories, and corporate governance systems that underpin the board's decision-making process, as well as the roles and perspectives of other players, including corporate officers, investors, investment bankers, and regulators. Each topic will be addressed in a policy class taught by faculty and a practice class led by distinguished legal practitioners. Grades will be based on attendance, biweekly written analyses of a hypothetical transaction, and a final reflection paper. Business Enterprises is a prerequisite for 2L students and a prerequisite or co-requisite for 3L students. Some course content may overlap with that taught in Mergers & Acquisitions and the Corporate Governance mini-course.

4LAW 4810 Criminal Law, Federal (3)
This course explores major jurisdictional, procedural and substantive issues involved in the enforcement of federal criminal law. Included among the crimes on which the course focuses are mail and wire fraud, drug offenses, banking offenses and money laundering, perjury and obstruction of justice, and RICO. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 4840 Criminal Practice, Adv (2)
This course explores the various stages of the criminal justice process, e.g. arrest, first appearance, bail hearing, charging process (district attorney, grand jury), arraignment, pre-trial discovery, plea negotiations, and post-trial motions.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2300*.
* May be taken concurrently.

4LAW 4860 Criminal Law, International (3)
The course attempts to examine the political and jurisprudential theories which underlie the rapidly-developing system of international criminal law, together with the actual structure of the system which now exists. The course will address both the "core crimes" of international criminal law, i.e., war crimes, crimes against humanity, genocide, and aggression, as well as those crimes that have become truly international in nature, such as drug trafficking, money laundering, and terrorism. During the semester, the course will cover both threshold issues, e.g., what is "international" criminal law, and general concepts, such as sovereignty and jurisdiction in international criminal matters. In addition, international enforcement and penal mechanisms will be studied, all within the context of those entities that create, implement or enforce international criminal laws, such as the United Nations, the European Union, and the federal courts of the United States. With regard to each such entity, consideration will be given to the political and economic implications of the international aspect of the system, and to the procedural problems created by its trans-national nature. Public International Law is recommended. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 4870 Cybercrimes (3)
It is a given that law will lag behind the technology of the society in which both are situated. In no field is that more true than cyber crime. As computers moved out of research laboratories and into the houses and pockets of billions of people, that also moved into the hands of persons willing to exploit their unique features for criminal purposes. The speed, anonymity, and networking capabilities of computers, when coupled with the borderless nature of the Internet, make computers the most potent tool for crime ever invented. This course will examine, on a very basic level, the technological structure and operation of computers, the Internet, and the "dark web." It will show how these can be used to commit a wide variety of crimes. Among the offenses that will be studied in depth are: cyber hacking and cyber extortion/blackmail; sex trafficking, pornography, and child pornography; money laundering, and money laundering via cryptocurrencies; and cyber fraud and cyber theft, including theft of data. The substantive law that attempts to combat these offenses, both federal and state, will be reviewed, with particular emphases on the need to further develop that law in light of its manifest inadequacies. Procedural issues unique to cyber crimes, including 4th Amendment issues, will also be considered. The course will conclude by looking at computers as weapons of war, which has been described as the "ultimate crime." The principles of jus in bello will be reviewed in light of the crime of aggression, as adopted by the International Criminal Court (and defined by the Kampala Review Conference). These classes will focus on cyber aggression by states - which occurs on a daily basis in numerous forms - and its status as a crime under international law.

4LAW 4890 Election Law (2)
Election law is a fascinating topic not only in politically charged times; the rules surrounding elections determine the way constitutional principles play out in practice at any point in time and thus lie at the very heart of democracy. In combination with a few other key variables, such as the structure of the executive (presidential or parliamentary) and the vertical distribution of power (unitary or federal), election systems can shape the exercise and coherence of party influence over government, the stability of the executive, the breadth and legitimacy of representation, the capacity of a system to manage internal conflict, the extent of public participation, and the overall responsiveness of government. Several factors – in particular overall system design, state funding and private campaign financing, districting, or general party influence – impact on elections. The course covers these and many other core issues in the context of different voting systems and their respective political and constitutional dynamics. Most of the course deals with the United States; the increasing influence of proportional representation and variants of majoritarian election systems both in the U.S. and around the world, however, also invites some comparison with approaches found in the United Kingdom, France, Germany and South Africa. Due to overlap in content students may not enroll in both the Election Law and the Law of Democracy course.

4LAW 4910 Employment Discrimination (3)
This course concentrates on analyzing the statutory, constitutional, administrative, and judicial responses to discrimination on the basis of race, age, sex, religion, national origin, alienage and sexual orientation by private and public employers.

4LAW 4930 Env Law: Historic Preservation (2)
This seminar will present a national, state and local perspective on historic preservation in a broad sense, including protection of the urban environment and of archaeological, cultural and other historic resources. It will examine laws dealing directly and indirectly with preservation, and the institutions that implement them. The city of New Orleans provides rich material for this examination. Students will be required to research selected topics and to present their findings orally to the class and in a substantial final paper. Grade will be based on research paper, oral presentation of paper topic, class participation and attendance. (3 Credits)

4LAW 4940 Internet Law (3)
This is a survey course in Internet law. It provides an introduction to how privacy, contracts, intellectual property, intermediary liability, jurisdiction, trespass, free speech, taxation, antitrust, and other legal doctrines may apply to activity on the Internet. Topics covered may vary based on recent events, with a focus on e-commerce, social media, and platforms.

4LAW 4950 Entertainment Law (2)
This course will cover legal issues in representing clients within the entertainment industry, highlighting business and economic considerations. The focus will be on the nature of relationships and transactions, including implications on intellectual property rights arising from contractual and other legal matters, which arise among various players from the music, film, visual and performing arts sectors. These players will include recording artists, songwriters, producers, managers/agents, record labels, publishers, filmmakers, screenwriters, graphics artists, studios, etc. Emphasis will be placed on analyzing the initial development and evolution of these dynamic relationships as they are intertwined within a pragmatic fact-pattern involving common issues arising from entertainment legal matters. Throughout the course, consideration will be given to various revenue streams flowing from intellectual property through channels of commerce, such as tangible record sales, digital sales, performance rights, and licensing, including synchronization licensing for music placements against film. This course is taught by Ashlye M. Keaton, Esq.

4LAW 4960 Energy Regulation (3)
This course will begin with an overview of the global energy situation in terms of supply and demand as well as balanced projections for the coming decades both here and abroad. It then will proceed to examine the primary sources of energy along with the multi-faceted role of electricity as the central source of secondary energy in our economy. This portion of the course will cover in some detail how these energy sources are used and regulated from economic, reliability, and environmental perspectives. There will therefore be a review of legal and regulatory principles governing fossil fuel extraction and use, the coal industry, nuclear power, a range of renewable energy sources, and finally the regulation of electricity generation, transmission, and distribution. The course will conclude with a brief review of the growing role of conservation and climate change in energy markets here and to some extent abroad. There will be an essay-based final examination and class participation will certainly be encouraged.

4LAW 4990 Env Law: Pollution Control (3)
This course introduces the basic pollution control statutes, the Clean Water Act, the Clean Air Act and hazardous waste laws. It examines and contrasts their objectives, their regulatory schemes and their relative successes. Special emphasis is given to comparing and critiquing the major regulatory approaches to pollution control: command and control regulation according to health-based or technology-based standards and economic incentive schemes, as well as statutory interpretation. Professor will invoke the rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5030 Env Law-International (3)
This course examines the basic international legal setting for the protection and management of the environment. It discusses how international law is made and applied, the role of international environmental regimes or institutions, transboundary liability and compensation, enforcement strategies and compliance control mechanisms. Major themes of the course include human rights and the environment, free trade and environmental protection, the financing of global environmental protection measures, the protection of biodiversity, North-South issues generally, as well as various regulatory regimes for the protection of the global commons and internationally sensitive natural resources, including the Climate Change Convention. Public International Law is highly recommended. Professor Handl plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5040 Env Law-Coastal Law (2,3)
This seminar provides an examination of the factual, legal, and policy framework that has developed regarding issues of coastal land-loss, with a focus primarily on the quickly disappearing wetlands in Louisiana, but also with an examination of similar land-loss issues in other communities. The seminar will examine the background of the importance of wetlands, the crisis of coastal land loss, the causes of that loss, and the legal and policy responses in the search for remedies for wetland and coastal harm. The seminar will be co-taught by Christopher Dalbom (Senior Research Fellow and Assistant Director of the Institute on Water Resources Law and Policy at Tulane Law School) and Bessie Antin Daschbach and Tad Bartlett (both members of Jones, Swanson, Huddell & Garrison LLC).

4LAW 5090 Env Law: Water Law (2)
This course will cover the role and influence of the legal system on the use, allocation, and stewardship of water resources in the United States and Louisiana. Since the field of water resources management is rapidly evolving to accommodate storm protection, ecosystem restoration and sea level rise an understanding of the policies that underlay our current laws and the factors that are influencing current policy and law-making will be an important part of the course's focus. Course materials will include law cases and related materials which must be read before class. The course will be lecture oriented with occasional guest lecturers with specific experience in development of water resources law and policy. Students will be asked to participate in one group project in which they will be asked to develop, present and defend a position paper on some aspect of the water resources management challenges arising in coastal Louisiana.

4LAW 5110 EU: Constitutional Law (1,3)
This course covers the legal and political development of the European Union. It highlights the gradual functional and organizational changes that have taken place in this system over the past six decades and deals with its present-day constitutional structures including: Parliament, the Commission, the Council, the European Court of Justice, and the European Central Bank. Emphasis will also be placed on human rights protection and judicial review in the European context, the concept of a European constitution, the ongoing expansion process, Brexit, and challenges connected to the concept of a common European currency. The course also focuses on the tensions between an increasingly influential supranational Union and its 27 sovereign Member States, and will introduce the most important principles of business-related EU law such as the free movement of goods, workers, services and capital. Students are invited to draw comparisons between the European Union and the United States throughout the course.

4LAW 5120 Feminist Legal Theory (2)
Feminist legal theory can pose a significant epistemological challenge to traditional schools of jurisprudence, questioning some of the very premises of what constitutes justice and equality in a liberal democracy. At the same time, it seeks to explore how gender shapes the law and how the law shapes gender. This course will examine the principle tenets, methodologies, and controversies in feminist legal theory including the meaning of equality, the intersection of race and law, the public/private divide, concepts of objectivity and neutrality, and how law reproduces hierarchies while also having the ability to participate in significant social change. We will look at how feminist theory has used, incorporated, modified and critiqued other schools of jurisprudence and theoretical paradigms including Marxism, critical legal studies, critical race theory, and postmodernism. We will also analyze debates between feminist theorists regarding essentialism, women's sexual agency, and how feminist theory itself is a product of a particular society. The goal of the course is to think broadly and critically regarding the interaction of law, society, and gender while exploring the potential and limitations of our legal system.

4LAW 5140 Financial Institutions (3)
The financial system is the infrastructure on which all economic activity takes place with enormous political and distributive stakes. The law of financial institutions is thus of central concern to students of diverse interests: aspiring private practitioners, regulators, and public interest lawyers concerned with social justice. A decade now since the Global Financial Crisis, the legal reforms put into place are profoundly trans-forming all three areas and their interrelationships. We will study these transformations, focusing on the law of commercial banks and the Federal Reserve (Part 1); broker-dealers, hedge funds, and registered investment companies (Part 2); and central clearing counterparties (Part 3).

4LAW 5160 Fair Housing & Litigation (3)
With U.S. HUD suspending and reissuing a number of regulations governing proof standards and its affirmative duty to promote housing choice and opportunity, a study of fair housing law and litigation is particularly timely. This course will examine Title VIII of the Civil Rights Act of 1968, as amended in 1988; classes protected; transactions covered (rental, sales, lending, insurance); and the fair housing obligations of states, municipalities, and public and affordable housing programs. Stu-dents will be challenged to consider the strengths and weaknesses of litigation as a tool for creating an equal housing market and eradicating residential segregation. This course will incorporate doctrine, theory, and practice and will be assessed using a mid-term exam and several writing assignments.

4LAW 5170 Energy & Env'l LLM Seminar (1)
This seminar explores current issues in Environmental and Energy law through faculty and LLM candidate presentations and discussion. This seminar is open to graduate Energy & Environment students only.

4LAW 5180 Con Law:Freedom Speech/Press (3)
This course focuses on the Supreme Court's opinions on freedoms of speech and press issues in First Amendment jurisprudence. The topics of study may include: advocacy of illegal action, defamation, commercial speech, obscenity, offensive speech, hate speech, symbolic speech, regulation of the public forum, prior restraint, and other topics. The First Amendment topic of freedom of religion is the subject of a separate course, entitled The Constitution & Religion.

4LAW 5200 Foreign Affairs & National Sec (3)
The focus of the course will be on the U.S. constitutional structure and how that affects the role the United States plays in the international domain. We will inquire into how the Constitution enables and constrains the manner in which the United States government participates in lawmaking internationally and how that in turn affects private rights within the United States. An international lawyer working in this country will surely need to be familiar with constitutional and other legal constraints that govern our relationship with the outside world. And a domestic lawyer to be effective in this day of global interdependence will need to be familiar with the international process that continuously shapes the nature of the constitutional order in this country and our very understanding of the Constitution itself. Some of the areas that will be covered in the course are: foreign relations and the separation of powers doctrine; the scope of and limitation on the treaty power; presidential power to conclude international agreements outside Article II treaty power; constitutional and domestic status of customary international law; foreign sovereign immunity and the act of state doctrine; congressional and presidential war-making powers; constitutional rights and the war on terrorism; extraterritorial application of the U.S. Constitution and U.S. laws; and the power of states in relation to foreign affairs.

4LAW 5280 Health Care Law & Regul (2)
The course begins with an overview of the U.S. health care industry and then addresses the law that affects major portions of that industry and those it serves. Relationships among individual health care providers (e.g., physicians), institutional providers (e.g., hospitals, nursing homes, clinics), and patients of those providers are explored, as are various statutory entitlements (e.g., Medicare, Medicaid, EMTALA), medical malpractice concepts, preemption effects of ERISA, patient privacy/consent issues including HIPAA mandates, and the policing of fraud and abuse. The class will examine the health law that resulted from the health reform legislation signed in 2010 and modern changes to health law resulting from the COVID-19 pandemic. Finally, the course will review how the antitrust laws impact the structure and conduct of health care providers.

4LAW 5320 Laws of War (2-3)
This course provides students with an overview of the laws of war which, for the purposes of this course, will include the various areas of international law applicable to situations of armed conflict. It will largely cover: a) the jus ad bellum, or the law on the use of force; and b) the jus in bello, or international humanitarian law (IHL), also referred to as the law of armed conflict (LOAC). For the jus in bello, this includes: the classification of armed conflicts; duties and responsibilities of parties to an armed conflict; the principles of humanity/necessity, distinction, proportionality, and precautions; and other IHL rules. It will also look at contemporary issues in IHL such as cyber warfare and autonomous weapons, as well as gaps and challenges in IHL including compliance and enforcement. In addition to the jus ad bellum and the jus in bello, the course will cover the interrelationships between IHL and international human rights law (IHRL), international criminal law (ICL), and the rules on state responsibility in war.

4LAW 5340 Immigration Law (3)
The course examines the immigration and naturalization processes of the United States with a focus on practical application, procedures, and statutory construction. Topics will include citizenship and naturalization, the admission and removal of immigrants and nonimmigrants, and the issues of undocumented immigration and national security. We will also address the intersection of immigration with other practice areas including employment, criminal, and family law.

4LAW 5370 Privacy in the Digital Age (2)
Information Privacy is a course that explores privacy law with a special focus on its history, technological advancements, and the tort aspects of privacy in the United States, including misappropriation, intrusion, publication of private facts, and false light. Students will be expected to come to class having done the readings and ready for discussion. Professor Gajda plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

Prerequisite(s): 1LAW 1510 or minimum score of PASS in 'Law Graduate Student'.

4LAW 5380 Insurance Law (2)
Insurance plays a critical role in all areas of law practice. This course will introduce you to the basic concepts and terminology; survey numerous types of insurance such as general liability, property, life, automobile, construction, professional liability, employment, environmental, homeowners, product liability, including litigation issues such as the duty to defend, the duty to indemnify, subrogation, fraud, bad faith, defenses, damages, procedure; and address governmental regulation.

4LAW 5410 Intellectual Property (3)
This survey course introduces students to the basic state and federal laws relating to inventions and cultural works. The class will cover topics that include patents, trademarks, copyright, right of publicity, and trade secrets. The course will look at the moral, cultural, economic and theoretical underpinnings to our current controversies in intellectual property law. This course is a prerequisite for nearly every advanced course in Intellectual Property.

4LAW 5450 Int'l Business Transactions (3)
The objective of this course is to provide students with an introduction to a number of areas of international business law and to provide an opportunity to study some of those areas in more detail. The course looks at the supranational and U.S.-domestic law that serves as backdrop to any international business transaction connected to this country. It focuses particularly on how to finance both sales and direct investment and how to structure direct investment of various tangible and intangible assets. The course is focused on the law as it affects individual business entities rather than on the relationships between States. However, this course does deal with the way that certain treaties have an impact on domestic law in relevant areas, such as international dispute settlement. This course also covers the World Trade Organization treaties to a limited extent as relevant to international business transactions.

4LAW 5470 Int'l Human Rights Law (3)
In this course we will explore the place of human rights in United States and international law. More broadly, we will closely examine and evaluate the entire human rights "regime," that is to say the norms, principles, rules, and decision-making institutions that occupy and organize this issue area within the broad sphere of international relations. The course is designed to provide students with a confident grasp of: the substantive norms of human rights; the philosophic basis for the concept of rights and the leading points of controversy about the existence or character of certain rights that appear in conventional enumerations; the diverse procedures available at the global, regional, and national level for defense and promotion of human rights; the subtle and not-so-subtle ways in which ideological and material interests influence the definition and enforcement of rights; the ways in which policy makers attempt to reconcile the demand for human rights enforcement with more traditional foreign policy objectives.

4LAW 5490 International Law-Public (3,4)
This is the basic introductory course in international law and as such focuses initially on how international law is made and applied as well the various theoretical justifications for and explanation of international law and international institutions. The course then explores other issues such as the proper subjects of international law—states, international organizations, individuals, etc; allocation of legal authority among states; the forums for and the methods of international dispute resolutions, etc. Special attention is paid to the use of force in international relations and the UN-based collective security system. Using the United States as an example, the course will also explore the interrelationship of domestic law and international law—the domestic effect of treaties and customary international law, the role of federalism in the adoption and enforcement of international obligations, and the role of municipal courts in the enforcement of international obligations.

4LAW 5540 Int'l Commercial Arbitration (3)
This offering is intended to introduce students to the problems of dispute resolution in the international transactional context. Most international commercial disputes and contract claims are resolved through arbitration. The course will address the primary substantive law issues in the field, consider in detail comparative and transborder aspects of the subject area, and provide students with a simulation exercise in a contemporary practice problem.

4LAW 5550 Int'l Sale of Goods (3)
This course will address the United Nations Convention on Contracts for the International Sale of Goods (the "Vienna Convention"). The rules of the Convention, to which more than eighty States adhere (including the U.S.), govern a great number of export/import transactions involving American parties. The course is designed to familiarize students with these rules and their application to specific aspects of international sales contracts, such as contract formation, remedies and allocation of risk. The discussion also will address the broader ramifications of the Vienna Convention. Topics of this nature include an assessment of fundamental problems, such as uniform interpretation, that are inherent in every effort to unify or harmonize legal rules. The course will also familiarize students with INCOTERMS 2010 that govern the transportation and insurance aspects of sales transactions and UCP 600 that provides the standard mechanisms for international payments, including letters of credit and documentary collections. Professor Davies plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5570 Int'l Institutions (3)
This seminar examines international institutions – both formal organizations and informal arrangements – as increasingly important elements of a rapidly changing international governance system. These institutions range from traditional treaty-based organizations, such as the United Nations and its subsidiary organs, to understandings among states lacking formal structural organization which govern some aspects of international economic relations, human rights and arms control. Apart from the topics of formation, membership and participation, as well as of (applicable) privileges and immunities, the seminar will pay special attention to international institutions' role in developing international law. It will also canvass the extent to which international institutions are accountable pursuant to international law. The seminar will thus highlight political-legal phenomena of the transition to an international legal order in which international institutions have taken on indispensable governance functions that both compliment and threaten states' traditional, dominant position in the international legal system. Professor Handl plans to invoke a rule penalizing students for failure to be prepared and/or excessive absenteeism.

4LAW 5580 Int'l Trade Finance & Banking (3)
Analyzes competing trade and industrial policies, GATT-WTO, NAFTA, unfair trade practices, dumping and subsidy controversies, trade imbalance problems, foreign investment, safeguards, expropriation and remedies, international banking and lending, debt overloads, IMF policies, global financial crisis, remedies, and adjustment mechanisms.

4LAW 5600 Intro to Law of the US (1,2)
This course is designed to help international law students pursuing an LL.M. in the United States prepare for the demands of graduate education in an American law school. Because of its location in a state with a civil law heritage (which is unique in the United States), Tulane has long been known for its expertise in comparative and international law. This expertise allows the school and its faculty to better understand and meet the needs of students who come from a wide variety of legal systems. By utilizing tenured faculty, and by focusing on the basic principles of the American Legal system, with particular emphasis on constitutional law, the orientation program ensures that international students are given the best possible grounding for their subsequent studies. Classes meet four days a week, for 220 class minutes per day, in the three weeks before regular fall classes begin. The specific courses taught are as follows: Constitutional Law, Criminal Law, the U.S. Legal system, Constitutional Criminal Procedure, and Civil Procedure. Students who pass the written examination at the end of the course will earn two credits for their work, based upon American Bar Association guidelines. In addition to regular classes, students are offered free tutoring in English, with particular emphasis on legal terms and phrases, a speaker series, and an introduction to legal education in the U.S. Students will also be invited to attend a variety of social events and dinners, and will be given the opportunity to visit local courts and observe judicial proceedings.

4LAW 5700 Law of Democracy (3)
This constitutional law course concerns voting rights and elections, topics not covered in upper-level classes on the Fourteenth Amendment and First Amendment. We will address a variety of topics related to the proper legal functioning of our democratic system, including the law of voter participation, reapportionment and redistricting, election administration, racial discrimination and the Voting Rights Act, racial gerrymandering, and direct democracy. Campaign finance will be covered if there is time.

Prerequisite(s): 1LAW 1080 or minimum score of PASS in 'Law Graduate Student'.

4LAW 5710 Labor Law (3)
After a brief introduction to the history and evolution of the labor movement and labor legislation, the course covers in depth the legal framework dealing with union organization and collective bargaining. The material is considered from the beginning of the relationship between the employer and union, the organizational phase, through collective bargaining and enforcement of the contract once it is in place. Professor Friedman plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5730 Law of The Sea (3)
This course reviews the public order of the oceans, i.e., the basic principles of international law, both customary and treaty-based, that apply to maritime spaces, such as the territorial sea, the high seas, continental shelf, seabed, and ocean floor. The course analyzes the allocation of jurisdictional powers among individual states and the international community at large over the various maritime zones involved; the use and management of ocean resources, such as regional and global fisheries regimes and seabed mining; marine environmental protection and pollution control; military uses of the ocean; and freedom of navigation. Special consideration will be given to enforcement issues related to drug trafficking and violations of marine environmental protection or fisheries regulations.

4LAW 5770 Law and Literature Sem (2,3)
This interdisciplinary seminar will use various works from the canon of Western literature-Homer, Shakespeare, Kafka, and others-as well as American film to explore jurisprudential concerns such as the distinction between justice and revenge, law and illegality, and the limits and purposes of punishment. We will explore the differences and similarities between legal and literary narrative, the origin and nature of law, how law reflects (and whether it should reflect) community norms and moral views. Students will be required to prepare a research paper which they may use to satisfy the upper-class writing requirement, make one or more class presentations, and participate in class discussion. Reading assignments will consist of literary works and commentaries of these works.

4LAW 5831 Law, Finance & Technology (2-3)
This seminar explores the legal issues raised by the integration of emerging technologies in finance and the regulatory regimes applied to fintech platforms. The class will explore several major themes and current trends governing the complex interrelationship between law and technology. Grades will be based on the following: (a) Class Participation, Proposal, First Draft and Presentation: 40%; (b) Final Seminar Paper: 60%. This course will satisfy the upper-class writing requirement. Corequisite(s): NCLS 9110.

4LAW 5840 Cause Lawyering (2)
This course examines the use of law to advance social, economic, or political goals. After a brief exploration of the theoretical framework and historical background of "cause lawyering," students will consider the role of law and lawyering in various change-seeking applications, such as social movements and impact litigation, and in various practice settings. Throughout the semester, students will meet with practitioners involved in prominent cases or organizations to discuss their objectives, strategies, and challenges—and whether they achieved their goals. Students will prepare for those meetings by reading relevant material and generating specific questions for the speakers. Grades will be based on several short papers, a final paper, and class participation. This course is not subject to a curve and includes an option for students to satisfy the upper-level writing requirement.

4LAW 5880 Modern European Legal History (3)
This course traces the history of private law in Europe from approximately 1750 to 1950. It will begin with the pre-codified law and custom found in the European ius commune, the legal situation during the Ancien Régime of France, revolutionary age leading out to the first great codifications, and proceed to the rise of the historical school and Romanist legal science in Germany, the national debates over codification in Germany, the nature and background of the German Civil Code, the Austrian, Swiss, Spanish and Italian codification experience, and the diffusion of European codifications in countries of Latin America and Asia. Readings will be assigned for discussion and participation in class. Professor Palmer plans to invoke a rule penalizing students for failure to be prepared and/or excessive absenteeism.

4LAW 5910 Legal Reasoning, Research & Writing for LLM Students (2-3)
This course is an introduction to the legal methodologies of practicing attorneys in the United States. Because the course is limited to foreign students seeking their LLM, it emphasizes the development of legal reasoning and writing skills in an adversarial legal system, while simultaneously acquainting students with the legal resources readily available to attorneys in the United States, such as Westlaw, and Lexis. The first half of the course is devoted to short writing projects, e.g., motions, and memoranda, as might be created and used by a U.S. law firm. The second portion of the course, which immediately follows the first, is devoted to the creation of a brief on a current issue. In addition, the students are required to orally argue at least three times. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5950 Legal Research, Adv (3)
Building on the research techniques presented in Legal Research and Writing, Advanced Legal Research focuses on the effective use of electronic and print legal research tools and examines existing electronic sources for both legal and non-legal information of interest to lawyers. After reviewing research concepts taught during Tulane's first year Research and Writing course, this advanced course will provide coverage of selected additional research subjects, including statutory research, legislative history, administrative and regulatory research, practice aids, research strategies, and various specialized areas, including an introduction to treaty research and international/ foreign research sources. The course also offers advanced training on comprehensive proprietary online research systems such as Westlaw and LexisNexis and introduces specialized proprietary online systems such as Bloomberg Law and BNA. It will focus on using the Internet to locate legal and non-legal resources, covering such topics as search engines, legal portal sites, websites for federal and state law, government information, and no/low cost information sources (commercial and noncommercial). This course will not be subject to the curve. The professor plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 1LAW 1410.

4LAW 5960 Litigating Com'l Fraud Sem (2)
The subject of this seminar is commercial fraud. The goal is to provide students with a comprehensive understanding of what parties should consider, what they should anticipate, and how they might respond in litigating and arbitrating commercial fraud cases. The topics to be covered include (1) the Racketeer Influenced and Corrupt Organizations (RICO) Act, (2) the federal securities laws, and (3) various state law claims. Class will focus on the problems confronted daily by the practicing attorney.

4LAW 5970 Mixed Jurisdictions Seminar (2,3)
This seminar will focus principally upon the so-called 'classical' Mixed Jurisdictions of which there are about 15 or so in the world. Prominent among these are South Africa, Scotland, Quebec, Puerto Rico, Israel, The Philippines and Louisiana. There is debate about the countries belonging to this group and our research interest may extend beyond this circle in order to deal with classification issues. Each student in the seminar will select a topic dealing with some aspect of the Mixed Jurisdictions and write a research paper that will be presented and discussed in class. A paper topic may relate to any micro or macro aspect of such systems and should make use of the comparative method. Before topics are chosen, the opening classes will discuss the defining characteristics and traits of the mixed jurisdictions and students will be introduced to the literature on the subject. The principal text in the course will be V.V. Palmer (ed), Mixed Jurisdictions Worldwide: The Third Legal Family (2001).

4LAW 6000 Marine Pollution (2)
This course will cover U.S. legislation, administrative regulations, state legislation, and case law in the area of marine pollution. This course counts as credit for both the Environmental and Maritime certificates.

4LAW 6020 Media Law (3)
In modern times, media is more ubiquitous than ever and the law is developing quickly in response. This class will examine the law that impacts media in its broadest sense—everything from a student's social media posts to a Pulitzer Prize-winning journalist's news story in The New York Times—and explore how those laws have developed over time. Topics will include access and who gets what from government when government is determined to keep things out of public hands; defamation protections that appear to be changing rapidly from New York Times v. Sullivan days; invasion of privacy and what deeply personal information journalists or Twitter posters are allowed to reveal; special rules for the internet; media liability for emotional harm and fakery; FCC regulations; and more.

4LAW 6040 Mergers & Acquisitions (3)
This is an advanced corporate law course covering federal law aspects of tender offers, mergers (including forward and reverse triangular), leveraged buyouts, asset purchases, and other acquisition techniques, as well as selected defensive tactics (poison pills, recapitalization, white knights, etc.), due diligence, and drafting merger and acquisition deal documents. Business Enterprises is a pre-requisite or permission of instructor required.

4LAW 6050 Native American Law (2)

4LAW 6080 Env Law: Natural Resources (3)
This course is one of the two foundation courses in environmental law and presents a survey of programs that govern the use and protection of natural resource systems, including energy, mining, timber, grazing, transportation and water resource development. Special attention is given to the National Environmental Policy Act, and to management statutes for public lands, forests, parks, refuges, wilderness areas, and endangered species.

4LAW 6100 Negotiation and Mediation (3)
The purpose of this course is to expose students to the process of negotiation as a pervasive lawyering activity; to increase awareness of the technical, interdisciplinary, and ethical dimensions of that process; to introduce the concept of the lawyer's role as problem-solver; to enable students to experiment with and consider thoughtfully the various theories, forms, and techniques of negotiation and mediation advocacy; and to provide students an opportunity to assess their own capabilities within those contexts. 75% of the course will focus on negotiation and 25% on mediation advocacy. (Please note that the mediation advocacy portion of the course is not training students to be mediators but rather to enhance their understanding of the lawyer's role in a mediation.) A number of negotiation exercises are completed outside of class at times that are mutually agreed upon by the negotiators. Flexibility by students in this regard is expected. Students will be graded on a "Pass/C/Fail" basis. There is no curve in this course. The professors plan to invoke a rule penalizing students for lack of preparedness and/or excessive absenteeism. Students who have taken Intercultural Negotiation & Mediation in Berlin may not take Negotiation & Mediation Advocacy due to course overlap.

Prerequisite(s): 2LAW 2070.

4LAW 6110 EU: Energy & Environmental Law (3)
This course presents an introduction to the basic history and legal framework of the European Union (EU) and then concentrates on several key areas of practice. While the course will touch on the role of key EU institutions in the integration process, a central area of emphasis will be EU law in the fields of energy -- principally electricity, gas, and nuclear -- and the environment. Throughout the course, recurring overall themes will be sovereignty, federalism, subsidiarity and power sharing.

4LAW 6160 Patent Prosecution (3)
This course concentrates on U.S. patent laws, U.S. patent regulations, and procedures involved in obtaining patents from the U.S. Patent and Trademark Office. Students will learn how to write patent claims, patent applications, and responses to office actions from the USPTO. Some aspects of foreign and international law will be discussed. The grade will be based on several written assignments and a final exam.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 4LAW 5410*.
* May be taken concurrently.

4LAW 6180 Patent Law (3)
This is a 3-credit course that covers patent law in greater depth than the intellectual property survey course. Topics to be covered include: patentability requirements, infringement, defenses, remedies, litigation, appellate issues, administrative revocation, and special topics. A technical background is NOT required for this course.

Corequisite(s): 4LAW 5410.

4LAW 6210 Law & Entrepreneurship (2)
This course focuses on questions that arise in new social ventures, start-ups, non-profits and other early-stage projects. This will be a hands-on course where students will be introduced to the practice of IP and entrepreneurship through a variety of means, including a standard casebook, guest attorneys and entrepreneurs, and individualized research assignments. This course is recommended for students interested in the following areas: business, IP, non-profits, and solo practice. The grade is based project based work (individual research assignments each week) that will be graded. Students turn in a portfolio of their work at the end of the course which will be graded on completeness and thoroughness. This is a rigorous class that takes dedication. Students are expected to dedicate 3 hours preparation per class (6 hours a week) to the individual research assignments. Attendance is also key.

4LAW 6220 Client Interview & Counseling (2)
The course will focus on the legal principles and skills involved in interviewing clients and witnesses and counseling clients in the course of litigation, dispute resolution, and decision making. Establishing an effective lawyer-client relationship requires gathering information relevant to client decisions and assisting clients in analyzing the legal and non-legal consequences of various options in order to make the decision most likely to achieve client objectives. Additional topics include addressing political polarization and cultural differences; interviewing and counseling clients experiencing trauma or disability; and representing children, criminal defendants, and organizational clients. Students will be assessed based on in-class role plays, recorded interviewing and counseling simulations, written plans, and self-evaluations.

4LAW 6230 Property Theory Seminar (2-3)
This seminar provides a forum in which students can deepen their understanding of what property is, debate the merits of property law, and contemplate future issues that property law will face. In doing so, this seminar strives to enhance students' analytical, research, writing, and presenting skills. The seminar is divided into three main parts. The first part focuses on developing a greater understanding of how the law views property. We will read fundamental property scholarship that has helped developed the modern concepts of what property is and how ownership is established and protected. The second part applies the traditional theories of property rights in more modern context. Through a variety of readings, the class will contemplate whether property rights should extend to things like the body, outer space, and virtual worlds. The third part allows students to develop their own thoughts on property rights through the writing and presenting of a seminar paper.

4LAW 6270 Compar Private Law (3)
This course will compare common and civil law approaches to the law of property, contracts, and torts. The common law originated in England and is judge made. The civil law developed from Roman law and, in most jurisdictions today, it is codified. We will look at how England, the United States, France, and Germany deal with some concrete legal problems, and ask whether the differences are due to history, codification, culture or to the problems themselves. The topics chosen will be familiar to the students from their first year. NOTE: Students who previously completed Professor Palmer's European Legal Systems course may not enroll in this course.

4LAW 6280 Criminal Justice Seminar (2,3)
This seminar provides students to learn and engage with the rules of professional conduct and the law as it relates to the differing roles of the prosecutor and the criminal defense lawyer. Students will gain knowledge of constitutional rights and principles that affect the conduct of counsel and the intersection of the law with the rules that govern lawyers. On a fundamental level, students will gain an understanding of the historical and public policy considerations underlying the law and rules governing the conduct of prosecutors and defense lawyers.

4LAW 6290 Products Liability (3)
The course focuses upon the founding and evolution of American products liability law, including the latest formulation in the third Restatement of Torts as well as state "reform" statutes. Emphasis is placed upon the inter-relationship between con-tract and tor remedies; the rise of the doctrine of strict liability; and the theory of enterprise liability. Professor Palmer will invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 6320 Prof Responsibility Sem (2)
This course will explore the role of lawyers' ethics in the American legal system and the conceptual models that currently frame the ethical rules and regulate lawyer behavior. It also will explore those areas in which ethical regulation deviates from practice, and further examine through the use of practical in-class exercises how ethical rules can be developed to improve advocacy and truth-finding in the legal process. The grade will be based on a non-anonymous paper. Professor Stanley plans to invoke a rule penalizing students for lack of preparation or excessive absences. Note: This course does not satisfy the requirement to take Legal Profession. The grade will be based on a non-anonymous paper. Professor plans to invoke a rule penalizing students for lack of preparation or excessive absences. This course does not satisfy the requirement to take Legal Profession. This seminar may be taken to satisfy the upper-class writing requirement with permission of the Professor and meeting all of the requirements; the course does not automatically satisfy the upper-level writing requirement.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2800.

4LAW 6330 Military Law (2,3)
This course will be an overview of military and military-related law as practiced in the United States. The course will be divided into three thematic blocks: 1) the military justice system as it applies to service members, 2) the military legal system as it interacts with veterans, civilians, and civilian institutions, and 3) the military legal system as it acts internationally.

4LAW 6350 Race Relations Seminar (2,3)

4LAW 6360 Critical Race Theory Seminar (2)
This seminar will explore the relationship between critical understandings of the significance of race and legal interpretation. Of particular importance will be the examination of how societal values and customs, expressed in legal rules purporting to address racial issues, inhibit critical approaches to the concerns of justice for the disadvantaged groups. Students must take any one of the following courses as a co-requisite for this seminar: Constitutional Law: 14th Amendment, Gender Law & Public Policy, Law & Sexuality Seminar, or Constitutional Law, Legal History, and Race Relations Seminar. This seminar may be taken to satisfy the upper-class writing requirement.

Prerequisite(s): 4LAW 4550*, 5920*, MINI 5510*, 4LAW 6450*, 6450*, 1LAW 1080* or 4LAW 6350*.
* May be taken concurrently.

4LAW 6400 Intro Int'l & Comp Energy Law (3)
International energy law is an important part of the required knowledge base of an "energy lawyer". There is no single body of law or a treaty on "energy law" or "international energy law". Instead, it is a combination of various rules of international, regional and national laws. After providing insights into what "energy law" is and who are the main players in the field, this course will cover the entire energy value chain and introduce students to legal and contractual issues relating to each segment. The course covers all forms of energy from oil and gas to reviewable energy. It also provides an overview of typical national policies and policy drivers for various energy activities.

4LAW 6420 Roman Law (3)

4LAW 6430 Scientif Evid+Expert Sem (2-3)

4LAW 6450 Sexuality and The Law Seminar (2-3)
This course examines the impact of legal regulation in the United States on such areas as sexuality and sexual preference as intimate association, marriage, family structure, workplace discrimination, and civil rights. It also covers law relevant to transgender persons, intersex persons, and queer sexualities. No attendance policy; however participation aspect of the grade may suffer due to poor attendance. This seminar may be taken to satisfy the upper-class writing requirement.

4LAW 6460 Securities Regulation (3)
This course provides a broad overview of U.S. Federal securities law, including statutes and regulations governing the underwriting and offering process, exemptions from registration, the operation of securities markets, and the activities of securities intermediaries, such as stock exchanges and broker-dealers. The course focuses on theoretical issues, such as the philosophy of regulating disclosure; the classification of professional and retail investors; the allocation of authority among the SEC, self-regulatory organizations and other federal and state regulators with respect to financial instruments; and the scope of and limitations on private securities litigation and the SEC's enforcement authority. Business Enterprises is required.

4LAW 6500 Negotiating M&A Transactions (2)
This course is designed to give students an introduction to the real world experience of the deal making process, from the first contact between the parties to drafting and negotiating the documents that govern transformational corporate transactions. Over the course of the semester, we will break down the main agreements involved in a hypothetical deal with a view to developing a fundamental understanding of how those components interact with the overall business arrangement and deal dynamics. You will analyze and learn to understand how the key provisions of these transaction agreements are negotiated with the goal of maximizing value for the client and appropriately allocating risk among the parties to a deal. We will also discuss the less tangible aspects of deal making that take place outside of the four corners of the transaction agreements but are no less important. Specifically, we plan to discuss the economic and personal motivations of the various parties involved and the psychology and group dynamics of a deal process. As the deal world is an ever changing environment, we'll look to bring current real world examples into the classroom. Students will participate out-of-class group and individual practice assignments, including drafting (or "marking up") transaction documents and negotiating key issues in the context of a prepared fact pattern. Students will also participate in an off-campus mock negotiation of a deal term sheet at Jones Walker, LLP's office downtown. The course is taught by Britton Seal and Daniella Silberstein, who are both partners in the Corporate Practice Group at Jones Walker LLP in New Orleans. Because of the substantial overlap in content, students enrolled in Negotiating M&A Agreements may not enroll in the Transactional Winter Intersession.

4LAW 6520 Sports Law: Antitrust & Labor (3)
This course examines how the antitrust and labor laws apply to the unique relationships in the sports industry. The course focuses on the ways the antitrust and labor laws have shaped virtually every aspect of professional and amateur sports – ranging from salary caps and age restrictions to television deals and team relocations.

4LAW 6540 Sports Law: Int'l & IP (3)
This course examines the application of a variety of different areas of law—including intellectual property, contracts, torts, and constitutional law— to the sports industry. The course emphasizes intellectual property law and issues relating to the ownership of "data" produced by sports leagues, teams, and athletes. In particular, the course focuses on right of publicity and trademark law. This course will also examine a variety of legal issues that arise in collegiate, amateur, and international sports.

4LAW 6620 Sust Energy Law & Policy (2)
This course focuses on environmental sustainability in the energy sector from a legal perspective. Given that we all share the common problem, and try to come up with the best possible solution to answer the challenge of combatting climate change, understanding different tools adopted in different jurisdictions is central in developing — and improving — the policies and implementing measures given the diversity of experiences across the globe. Therefore, the course adopts a comparative approach to examine different regulatory alternatives that can be introduced to reduce the harmful greenhouse gas emissions in particular in the energy supply side in order to enable a more sustainable energy future. While the emphasis will be placed on the power sector given its overall contribution to the greenhouse gas emissions, building, transport and end-use sectors are also examined to a lesser extent.

4LAW 6660 Tax: Partnerships (3)
The course explores the federal income tax concepts of "pass through" or conduit taxation. Partnership tax topics include choice of entity decisions, partnership formations, asset contributions, liability assumption, distributions, operations, transfer of partners' interests, special allocations of tax attributes, partnership interests received for services, special basis adjustments, and analysis of the entity and aggregate approaches found in the law. Also included is an introduction to the study of the law of S-Corporations and how it compares to the taxation of partnerships. (3 Credits)

4LAW 6680 Tax Policy Seminar (2)
The Tax Policy Seminar takes a multidisciplinary approach to tax policy. It explores the political economy of tax policy from different perspectives: efficiency vs. equity; tradeoffs in taxation, key elements and weaknesses of U.S. tax law; the philosophical and psychological foundations of taxation; historical and comparative perspectives on taxation; taxation of income from owning capital; recent proposals to tax the very wealthy.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2530.

4LAW 6690 Tax: Corporate Tax (3)
The course provides a basic overview of regular "C" corporations. Using a transactional approach, the course traces the life of a corporation from formation through distributions to liquidation. Income Tax is a prerequisite for this class.

4LAW 6710 Tax:Research In Taxation (2-3)
Tax research consists of the examination of tax questions through the following process: (1) identification of pertinent issues; (2) determination of proper authorities; (3) evaluation of the strength of the authorities; and (4) application of these authorities to the specific fact situation. Through the use of a series of assigned research projects, students will be given an opportunity to survey significant areas of the Internal Revenue Code, gain an awareness of developing tax issues, and develop a capability in tax research. Based on the cases presented, the student will be asked to analyze the facts, identify the tax issues, locate appropriate authorities, evaluate those authorities, develop conclusions and recommendations, and communicate the findings in the form of an opinion letter, a protest, or a memorandum. A final research paper on a tax topic chosen by each student will be combined with the assigned research projects and credit for class attendance to determine the final grade. Each weekly class session is dedicated to tax research techniques and a survey lecture of the general area of tax law covered by the specific case then under consideration. The course is a Business School course, cross-listed with the Law School. Income Tax is a prerequisite.

4LAW 6730 Tax: State & Local Tax (2)
This course explores the state and local taxation of entities and individuals, focusing on multi-state taxation and overall tax planning strategies to minimize or eliminate multi-state tax liability. In this course, we will examine the concept of "nexus" (when a taxpayer or transaction is subject to the taxing jurisdiction of a state or locality), both as it has been understood historically, and in light of technological advances that have made remote business operations increasingly practical. We will also address the unique state and local tax issues created by the growth of "e-commerce" and the financial impact on state and local tax jurisdictions administering tax laws developed in the context of local business operations. Finally, we will discuss and analyze business activity taxes and sales and use taxation in detail, and will also cover very generally franchise, capital stock and gross receipts taxes, and property taxation, as time permits. Students will have an opportunity to practice handling or deciding a current significant SALT issue in a "moot court" exercise. The course will be taught by Jaye A. Calhoun, a member of the Business Tax Section of Kean Miller, L.L.P.

4LAW 6790 Intl Energy Investment Protect (3)
International investment protection is particularly important for energy activities. This is true for all segments of the energy value chain from upstream to downstream energy. It is a national and an international issue. Looking at various treaties and agreements as well as real disputes from around the world, this course covers all the main elements of energy investment protection. The objective of the course is to introduce the students to various investment protection methods. The classes examine both treaty and contract based investment protection. It will also cover both investment treaties and Host Government Contracts and Inter-Governmental Agreements used for upstream, pipeline and downstream investments. In addition to the theoretical and more abstract parts, the course will also use several case studies as learning material. The students will be exposed to real contracts and real treaties. This course could meet the upper-class writing requirement.

4LAW 6820 Trademark Law (2-3)
This course picks up where IP Survey left off. Advanced topics in trademark are covered, along with key concepts related to the use of those trademarks in advertising law. Topics include foreign trademarks, false advertising, deception, omissions and disclosures in advertising, brand protection, and many others. IP survey is required for all participants (no waiver). Students who previously took copyright/ trademark may enroll in trademark and advertising law.

4LAW 6840 Transnational Litigation (3)
The rapidly growing number of disputes involving foreign parties and transactions present distinct problems that do not arise in purely domestic litigation or arbitration. The course will address these problems and the emerging solutions as developed by American courts, and it will compare these developments with approaches that prevail in other legal systems. Areas that will be covered include the extraterritorial application of U.S. laws, taking evidence abroad, personal jurisdiction over foreign defendants, and the enforcement of foreign judgments.

4LAW 6860 Environmental Litigation (2)
This is a theory and practice course covering the major components of an environmental case up to trial including: substantive and procedural law, investigations, claims/defenses, discovery and depositions, experts and science, and motions . Grading will be based on written and oral exercises; no examination. It is taught by William Goodell a sole practitioner specializing in environmental and toxic damage litigation. Mr. Goodell is principal of the Goodell Law Firm, was formerly Louisiana Assistant Attorney General for Environmental Enforcement, and also taught the Environmental Trial Advocacy and Deepwater Horizon Seminar courses at Tulane. This course is the former Toxic Tort Litigation Practice.

4LAW 6930 WTO Seminar (2)
This seminar explores the fundamentals of international trade practice in the World Trade Organization (WTO). After reviewing the economic foundations for international trade and the historical underpinnings of the WTO system, our primary focus will be on the texts of the WTO agreements and the international legal practice surrounding the WTO dispute settlement system. This course is taught by Edward T. Hayes, a partner at Leake & Andersson, LLP. This seminar may be taken to satisfy the upper-class writing requirement with permission of the Professor and meeting all of the requirements; the course does not automatically satisfy the upper-level writing requirement.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 4LAW 5490*.
* May be taken concurrently.

4LAW 6940 Law and Gender (3)
Using gender as a paradigm for thinking about law, this course examines sex-based discrimination from a variety of perspectives in substantive areas of law that influence the lives of women and men. It covers issues of formal equality in employment, equal opportunity in education, substantive equality through affirmative action and pay equity, pregnancy, parenting, sexual orientation, sexual harassment, family law, domestic violence, pornography, prostitution, rape, and reproductive choice among others.

4LAW 7000 Race and International Law Seminar (2-3)
The Race and International Law Seminar provides a forum for studying race and racial hierarchies in international law, and the use of international law to produce, reproduce, and justify those hierarchies. Throughout the semester, the seminar will discuss the theoretical underpinnings of early postcolonial critiques and what connections they have to critical race theory approaches to international law.

4LAW 7020 Race Internl Law Seminar (2,3)

4LAW 7030 Criminal Ethics Advocacy Sem (2)
This seminar allows students to learn and engage with the rules of professional conduct and the law as it relates to the differing roles of the prosecutor and the criminal defense lawyer. Students will gain knowledge of constitutional rights and principles that affect the conduct of counsel and the intersection of that law with the rules that govern lawyers. On a fundamental level, students will gain an understanding of the historical and public policy considerations underlying the law and rules governing the conduct of prosecutors and defense lawyers.

4LAW 7040 Energy Law (2,3)
This course will begin with an overview of global energy systems and introduce global energy value chains for the dominant energy paradigms and their reach into the real economy. It will then introduce the legal regime governing the extraction of raw materials needed for energy value chains. It will do so by focusing on the exploration, development and production of oil and gas resources in the U.S. covering core aspects of the oil and gas lease (property), joint operating agreements (contracts), and conservation (environmental regulation) and will place the U.S. experience in an international context. The next portion of the course will introduce the regulation of electricity generation, transmission, and distribution. It will focus in particular on the challenges for energy regulation by an increased focus on renewables in the U.S. energy mix. It will again place these developments in a global perspective. The course will use simulations as a means to introduce the many complexities of energy law in a realistic fashion.

4LAW 7050 International Trade Law (2,3)
The course is a survey course covering the law relating to international trade in goods, covering both private commercial transactions relating to trade in goods and the international legal instruments and organizations regulating international trade. The course will deal with international sales and payments and also longer-term “framework” agreements relating to marketing and licensing and the issues that they raise, such as antitrust regulation and parallel importing. It will also deal with trade regulation by GATT, the WTO, and regional trade agreements between countries, and will show how the private commercial relationships between parties are related to the public law relationships between countries in relation to trade. The course will consider only trade in goods. It will not consider trade in services or foreign direct investment or taxation as it relates to the planning of import/export transactions.

4LAW 7060 Corporate Governance, Accountability & Control Seminar (2)
This course will consider the mechanisms of control over the modern business corporation in American society. What are the roles played by directors, shareholders, regulators, and other groups? Who should owe fiduciary duties to the corporation, what are the content of those duties, and how should they be enforced? How should boards of directors manage the claims of various constituencies affected by corporations?

Prerequisite(s): 2LAW 2070.

4LAW 7070 Introduction to Medical Malpractice (2)
The seminar will provide students with an in-depth examination into the legal arena of medical malpractice with a concentration on the policies behind the various State statutes governing these claims. We will pay special attention to the caps on damages in each State, if the cap changed in each State, and which States have abolished a cap; the burden of proof; pertinent cases; large jury verdicts; States where a pre-litigation panel is required; collateral source; and other interesting aspects of medical malpractice claims which may be governed by various States. While there will be some focus on medical malpractice laws in Louisiana specifically, the seminar will mostly be a survey of medical malpractice in other States, with a small section dedicated to medical malpractice internationally, for comparison. We will also have a brief introduction of the history of medical malpractice lawsuits.

4LAW 7100 Legal History of Reproductive Justice Seminar (2)
This course examines the legal history of reproductive justice in the United States from the colonial era to the present. It traces ideas about gender, family, sexuality, bodily autonomy, and consent as they have developed over time, using the theory of "preservation through transformation" to analyze change and continuity. The class will situate the development of various reproductive justice doctrines in political, social, and economic context and examine the impact of shifting ideologies about sex, gender, and race on these doctrines. The course will take an interdisciplinary approach, examining the intersections of reproductive justice with, inter alia, race, class, labor, immigration, environmental justice, and international law. This is a reading-heavy course that requires significant preparation and class participation. Assignments will include weekly discussion questions, a paper draft, and a 35-page final paper.

4LAW 8090 Asylum Law (2)
The course will examine U.S. asylum law in three parts. First, students will understand how the legal framework for today's asylum law has been built on treaty law, domestic implementing legislation, agency regulation, judicial interpretation, and subregulatory activity. Second, the course will examine the judicial interpretation phase that was for decades the principal way that U.S. asylum law developed, sometimes as a means of immigration control and sometimes as a means of innovation in refugee protection. Third, the course will examine the shift to procedural limitations and access to asylum that have become more decisive of the extent to which the United States fulfills both its protection and control imperatives. The course will focus on the dramatic policy shifts that have come with changes of Administrations, especially in an era of more pronounced exercises of executive authority than legislative. It will also focus on the allocation of authority among the executive, legislative, and judicial branches of government, with the aim of providing students with lessons that will have value in areas of practice or thought beyond immigration and asylum.

4LAW 8100 Elder Law (3)
The course is specifically designed to provide students with a uniquely focused perspective from which to gain a deep understanding of the varied legal issues that arise at the intersection of law and aging. More specifically, "Elder Law" is the legal practice of counseling and representing older persons and their representatives about the legal aspects of health and long-term care planning, public benefits, surrogate decision-making, older persons' legal capacity, the conservation, disposition and administration of older persons' estates, and the implementation of their decisions concerning such matters. Additional issues covered include retirement planning, discrimination in employment, elder abuse, and assisted suicide. This course will inform the growing number of students who may work with or represent the elderly, family members of the elderly, legal service agencies or legislative advocacy groups.

4LAW 8110 Advanced Corporate Tax Practice I (1)
This course examines the tax law relevant to capital formation, dividends, redemptions, and liquidations. The exercises are designed to 1) improve students' ability to interpret a statute and apply it to the facts, 2) gain confidence in the application of major corporate tax doctrines, 3) improve writing skills, and 4) learn the tax law applicable to common corporate transactions. Several problems and a short writing assignment are designed to allow students to practice boiling down complex issues into a concise summary suitable for their deal team colleagues, clients, the IRS, or a judge. Grades are based on the daily problem assignments, a short (three to five page) writing assignment, and a short take-home exam.

Prerequisite(s): 2LAW 2530.
Corequisite(s): 3LAW 3960.

4LAW 8130 Plea Bargaining (1)
Only about 2% of all federal criminal defendants go to trial, and only about 6% of state criminal defendants do so. Yet the vast majority of the training received by prosecutors and defense attorneys, both in law school and after, focuses on trials. This mini-course will instead address the mechanism(s) by which most criminal cases are actually resolved, (with a particular emphasis on the federal courts) and will attempt to provide future criminal lawyers with some of the tools needed to achieve just and fair resolutions in those cases. For the last class, students will be put into pairs (prosecutor-defense attorney), and required to conduct plea negotiations in a hypothetical case, and ultimately reach a resolution that does not involve a trial. The roles of the participants will then be reversed, and the exercise will be conducted again.

4LAW 8145 Advanced Corporate Tax I (1)
This course will prepare students to be productive members of a deal team. Combined, they cover the commonly encountered major corporate transactions, such as stock issuances, distributions, redemptions, and liquidations. The exercises are designed to improve a student's confidence in interpreting a statute and applying it to the facts. Several writing assignments and problems are designed to allow the students to practice boiling down complex issues into a concise summary for their deal team colleagues, clients, the IRS, or a judge.

Prerequisite(s): 2LAW 2530 and 3LAW 3960*.
* May be taken concurrently.

4LAW 8150 Advanced Corporate Tax II (1)
This course examines the tax law relevant to taxable acquisitions, spin-offs, reorganizations, the carryover of corporate attributes in connection with acquisitions, and anti-abuse provisions. The exercises are designed to 1) improve students' ability to interpret a statute and apply it to the facts, 2) gain confidence in the application of major corporate tax doctrines, 3) improve writing skills, and 4) learn the tax law applicable to common corporate transactions. Several problems and a short writing assignment are designed to allow the students to practice boiling down complex issues into a concise summary suitable for their deal team colleagues, clients, the IRS, or a judge. Grades are based on the daily problem assignments, a short (three to five page) writing assignment, and a short take-home exam.

Prerequisite(s): 2LAW 2530 or 3LAW 3960.

4LAW 9510 Representing Physicians (2)
This course will begin with an overview of general issues in healthcare law but will focus primarily on practical legal issues physicians face in the current healthcare world and how lawyers can be prepared to counsel the physicians facing those issues. This course will address issues as diverse as anti-trust and ERISA to medical staff and peer review, from the viewpoint of a practitioner who specializes in representing physicians. Tulane medical students will also attend several of the classes. The course is taught by Richard Levenstein, a Shareholder at Nason Yeager. There will also be several attorney and physician guest instructors.

Legal Studies in Business (LGST)

LGST 3010 Legal, Ethical and Regulatory Environment of Business (3)
LGST 3010 examines the legal, ethical and regulatory issues that affect business decision-making. The course covers ethical decision-making, including the concepts of professionalism, integrity-based management, compliance-based management and corporate social responsibility. LGST 3010 then focuses on the legal, ethical and regulatory issues associated with the legal system; the litigation process; alternative dispute resolution techniques; business torts based on negligence; intent and strict liability, including fraud, product liability, misrepresentations, and misleading advertising; contracts; consumer protection issues; business crimes; labor and employment law; laws surrounding equal opportunity; and property law, including patents, copyrights, trade secrets, trade names, and trademarks. Sophomore Standing or Above.

Prerequisite(s): ECON 1010 and (ENGL 1010 or 1011).

LGST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. One of the following courses must be taken concurrently: LGST 4040, 4100, 4110, 4120, 4140, 4150, 4160, 4170, 4175, 4180, 4210, 4220, MGMT 4170, 4910, 4990, 5000, MGMT 4170, MKTG 4275, TAXN 4100. Course may be repeated. Junior Standing or Above.

Prerequisite(s): (LGST 3010) and (LGST 4040*, 4100*, 4110*, 4120*, 4140*, 4150*, 4160*, 4170*, 4175*, 4180*, 4185*, 4210*, 4220*, MGMT 4170*, MKTG 4275* or TAXN 4100*).
* May be taken concurrently.

Maximum Hours: 99

LGST 4040 Preventing Discrimination in Business (3)
The course examines the effect of legal and regulatory requirements on business decisions regarding issues of race and inclusion. The course will focus on the legal requirements as well as ethical implications of business decisions regarding racial and discriminatory issues in a variety of business endeavors including profit and non-profit businesses, higher education, insurance, real estate, banking and finance, advertising and marketing, entertainment, sports and healthcare. This course satisfies the University's race and inclusion requirements.

Prerequisite(s): LGST 3010.

LGST 4100 Business Law (3)
LGST 4100 examines the fundamental legal element of almost every business transaction – a contract. The course focuses on how businesspeople form and perform contracts under the Uniform Commercial Code. In addition, the course examines negotiable instruments and how they function in the banking system. LGST 4100 then focuses on the general rights of creditors and how bankruptcy affects creditor rights. The course also includes material on the structure of business organizations, including mergers and consolidations, and the use of agents in a business setting. The course concludes with a variety of specialized topics including property law, landlord-tenant law, insurance law, estate law and professional liability law. This course is required for Legal Studies in Business majors.

Prerequisite(s): LGST 3010.

LGST 4110 Legal Writing & Research (3)
LGST 4110develops fundamental legal writing skills and acquaints the student with the essential resources of computerized legal databases. Students learn the techniques of legal problem-solving and practice how to research and draft legal memoranda and briefs through a series of progressively more complex written assignments. This course is required for Legal Studies in Business majors.

Prerequisite(s): LGST 3010*.
* May be taken concurrently.

LGST 4120 International Business Law (3)
LGST 4120 introduces students to relevant features of the various legal systems currently governing the conduct of international business – national, regional and worldwide. The course covers the legal issues associated with international trade, licensing and investment. Subjects include the legal risks of international business, international public law, international organizations and private dispute settlement procedures. Also discussed are the risks associated with importing and exporting, foreign licensing and franchising, and foreign investment, as well as environmental regulations. This course also presents policy problems and operational concerns that arise as a result of conflicting laws, gaps in laws, and developing international standards.
Prerequisite(s): LGST 3010.

LGST 4140 Insurance & Risk Management (3)
LGST 4140 helps students navigate the ever-changing landscape of identifying and analyzing risk. Students learn how to manage risk through insurance and finance techniques that are integral to a firm's overall risk management plan. Insurance topics include property insurance, commercial liability insurance, health insurance, life insurance and automobile insurance. This class also shows students how risk management impacts critical financial decisions through methods such as loss control, risk retention and risk transfer. An added focus on speculative risk management, in addition to current insurance coverage, makes this class essential for managers who need to understand risk.

Prerequisite(s): LGST 3010 and FINE 3010.

LGST 4150 Real Estate Law (3)
LGST 4150 examines the fundamentals of real estate financing and development from a legal and managerial perspective. The course develops the student's skills in using legal concepts in a real estate transactional setting. The main topics covered include the following: land acquisition, subdivision, construction, permanent loans, joint ventures, management (leasing, environmental), limited partnerships, disposition of real property (sale of a mortgaged property, foreclosures, wraparound mortgages, sale-leasebacks) and recent legal developments.

Prerequisite(s): LGST 3010.

LGST 4160 Law of E-Commerce (3)
This course looks at how courts, legislatures and regulators confront the significant issues of the internet world. Billions of people are now active on social media, and firms such as Google, Facebook, Amazon and Alibaba are among the world's most valuable and influential. The legal interfaces between the physical world and the digital world are therefore increasingly important. In particular, exploitation of personal information online by governments, digital platforms and bad actors is becoming a constant source of significant controversies. The course topics include dispute resolution, cyber torts, crimes, intellectual property issues, risk management, information security and privacy issues.

Prerequisite(s): LGST 3010.

LGST 4170 Employment Law (1-3)
LGST 4170 examines legal issues associated with the hiring process, such as recruitment; background checks; eligibility; hiring and promoting; and managing a diverse workforce, including affirmative action, harassment and accommodations. The course also covers conditions of employment such as pay, benefits, terms of employment, and so forth; managing performance; and terminating an employee, including terminating union, non-union and public sector employees.

Prerequisite(s): LGST 3010.

LGST 4175 White Collar Crime (3)
LGST 4175 examines white-collar crime, which is a significant problem in the business world. Major corporations and financial institutions fail because of unlawful activities, resulting in substantial financial losses to Federal, state and local governments, as well as to private organizations and individuals. Whether students plan to pursue careers in business or law, they will need to be familiar with at least the basics of white-collar criminal law. This course covers a variety of subjects, including substantive criminal law, inchoate offenses, the attorney-client privilege, business ethics and corporate criminal liability, as well as many specific offenses such as fraud, obstruction of justice, bribery, environmental crime, computer crimes, currency crimes, insider trading and RICO.

Prerequisite(s): LGST 3010.

LGST 4180 Sports & Entertnmt Law (3)
LGST 4180 introduces students to the legal principles applicable to the sports and entertainment industries. The first part of the course focuses on entertainment law, and the second half explores sports law. The primary areas of the law that students examine are those relating to contracts, torts, intellectual property, agency, antitrust, labor and employment, as well as the business forms used in the sports and entertainment industries. The course also delves into policy problems and operational concerns that arise as the result of conflicting laws, as well as gaps in the laws applicable to these two industries.

Prerequisite(s): LGST 3010.

LGST 4185 White Collar Crime II (3)
This course builds on concepts introduced in White Collar Crime I (LGST 4175-01), although that course is not a prerequisite. As discussed in White Collar Crime I, white collar crime is a significant problem in the business world. Whether you plan to pursue a career in business or in law, you should be familiar with concepts such as corporate criminal liability and the reasons why otherwise successful business people commit crimes. This course analyzes these important concepts by focusing on high-profile and noteworthy white collar crime cases. Many of these cases went to trial. Others ended in guilty pleas or dismissals but nevertheless involved extensive litigation. After analyzing these cases, you will have a better understanding of the issues prevalent in white collar prosecutions.

Prerequisite(s): LGST 3010.

LGST 4200 LSAT Review (1)
The Law School Admissions Test Review (LSAT) course prepares students for the LSAT, including familiarizing students with the LSAT's format and structure and developing test-taking strategies. The course is one credit hour taken on an S/U basis, and the course does not count toward the student's degree requirements. Junior Standing or Above.

LGST 4210 Mock Trial (1.5)
LGST 4210 and LGST 4220 comprise a year-long course that examines procedural and evidentiary issues involved in case analysis and trial preparation. The course covers ethical decision making, including the concepts of professionalism, negotiations, public speaking, and legal research and writing. The course then focuses on the ethical and legal issues associated with the legal system, specifically the litigation process and alternative dispute resolutions. The course will include simulation exercises involving trial preparation and trial procedures, including motion filing and oral arguments. Trial materials will include subject matter related to business torts based on negligence; intent and strict liability; fraud; products liability; misrepresentations and misleading advertising; contracts; consumer protection issues; business crimes; bankruptcy; labor and employment law; laws surrounding equal opportunity; and property law, including patents, copyrights, trade secrets, trade names, and trademarks. The course will culminate in student participation in the American Mock Trial Association competition where students will compete with other undergraduate institutions. Junior Standing or Above.

Prerequisite(s): LGST 3010.

LGST 4220 Mock Trial II (1.5)
LGST 4210 and LGST 4220 comprise a year-long course that examines procedural and evidentiary issues involved in case analysis and trial preparation. The course covers ethical decision making, including the concepts of professionalism, negotiations, public speaking, and legal research and writing. The course then focuses on the ethical and legal issues associated with the legal system, specifically the litigation process and alternative dispute resolutions. The course will include simulation exercises involving trial preparation and trial procedures, including motion filing and oral arguments. Trial materials will include subject matter related to business torts based on negligence; intent and strict liability; fraud; products liability; misrepresentations and misleading advertising; contracts; consumer protection issues; business crimes; bankruptcy; labor and employment law; laws surrounding equal opportunity; and property law, including patents, copyrights, trade secrets, trade names and trademarks. The course will culminate in student participation in the American Mock Trial Association competition where students will compete with other undergraduate institutions. Junior Standing or Above.

Prerequisite(s): LGST 3010 and 4210.

LGST 4410 Special Topics (1-3)

LGST 4550 Legal Studies Internship (1)
Freeman School majors may elect to do a business internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The internship must be related to one of the majors offered through the BSM program, and the internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval for the internship, the student must visit the Career Management Center for instructions. The final grade for the internship is given on an S/U basis upon submission of a paper/evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the “curricular practical training” option for students with F-1 visa status.

LGST 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 4893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 4894 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 4910 Independent Study (1-4)
Freeman School seniors demonstrating academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences, as needed, with the supervising faculty. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the legal studies in business major requirements for a BSM degree; the independent study counts as business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Course may be repeated up to unlimited credit hours.

Prerequisite(s): LGST 3010.

Maximum Hours: 99

LGST 4990 Legal Studies Honors Thesis (3)
This course is the traditional thesis option for the Legal Studies in Business area. Students enrolled in this course will begin their theses in the fall semester. They will conclude their theses in LGST 5000 in the spring semester. Senior Standing.

LGST 5000 Legal Studies Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): LGST 4990.

LGST 5380 Business Study Abroad - LGST (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 5390 Business Study Abroad - LGST (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LGST 6000 Essentials of Business Law (2)
This course introduces the basic concepts of contracts, labor laws, discrimination, torts, partnerships, corporations, securities, and bankruptcy and gives students an understanding of the relationships between parties in a typical business setting. Tax consequences relative to various entities used in business transactions are also examined.

LGST 7210 Business Law (3)
This course provides an overview of the laws that affect private business relationships, including contracts, torts, sales, negotiable instruments, secured transactions, principle-agency relationships, types of business organizations, antitrust, securities regulation, labor laws, administrative laws, and bankruptcy.

LGST 7920 Independent Study (1-3)
Independent study: Business Law.

Less Commonly Taught Languages (LCTL)

LCTL 1010 Arabic I (3)

LCTL 1020 Arabic II (2)

LCTL 1210 Hungarian (2)
Introduction to essential skills in Hungarian

LCTL 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LCTL 1510 Swahili (2)

LCTL 1610 Spec Language offerings (2)
To be offered as demand arises and resources permit. Currently includes elementary Hindi and intermediate Swahili.

LCTL 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LCTL 5190 Semester Abroad (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LCTL 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LCTL 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Linguistics (LING)

LING 1000 Linguistics: An Introduction (3)
Linguistics is the study of language; this includes human language (spoken, written, and signed) as well as machine languages and animal communication. This course provides a broad overview of language as a symbolic system of communication as well as the basic methods of linguistic analysis.

LING 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

LING 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

LING 2940 Transfer Coursework (0-20)

Maximum Hours: 99

LING 3000 Tunica La's Sleeping Language (3)
Tulane has been collaborating with the Tunica tribe of Louisiana to bring back their language, the last speaker, Sesostrie Youchigant having died over fifty years ago. This course addresses the processes of language death, as well as methods and initiatives for language revitalization. Students will learn effective second language teaching methods and elementary Tunica. They will then apply what they have learned, serving as teaching assistants during the tribe's Language Summer Camp. The Tunica tribe will host the course in Marksville for the week of the Summer Camp. This course counts as a second tier service learning course.

Corequisite(s): LING 3890.
Course Limit: 3

LING 3010 Semantics (3)
What does the word cat mean? This course looks at three answers. One says that cat is just the set of all cats. Another says that cat refers to a prototypical cat, one described by the characteristics common to all the cats that you have ever seen. The third answer says that cat is the word that the brain associates with the cats that you saw when you were younger. Each of these answers assumes that the mind works in a certain way, so the right one tells us something about how the mind works in situations that have nothing to do with the meaning of cat

LING 3441 Lexicography (3)
Lexicography is the making of dictionaries. Dictionaries take many forms and fulfill many functions. Dictionaries have evolved new formats; professional lexicographers share word gleaning with internet users. Dictionaries may be monolingual, di-, tri-, or multi-lingual, etymological or encyclopedic, synchronic or diachronic, prescriptive or descriptive, terminological or generic. Dictionary construction requires a number of skills which co-vary with the type of dictionary to be produced. This course provides an overview of dictionaries, their forms, formats and histories, while fostering a basic skill set for harvesting words and compiling lexicons. Dictionaries provide a cognitive map to communities of speakers, both past and present. Notes: Writing Practica Option

LING 3700 Second Language Acquisition (3)
This course is intended to familiarize students with the field of Second Language Acquisition, including a history of the field's origins. Discussion of recent theories of second language acquisition and an overview of approaches to research methodology in this field.

LING 3810 Special Topics In Ling (3)
Special topics in linguistics. For description consult the director. Other departments offer courses with linguistic import as well. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 3811 Special Topics in Ling (3)
Special topics in linguistics. For description consult the director. Prerequisite(s): LING 1010.

Prerequisite(s): LING 1010.

LING 3820 Special Topics (3)
Special topics in linguistics. For description consult the director. Other departments offer courses with linguistic import as well. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 3821 Special Topics (3)
Special Topics in Linguistics Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 3822 Special Topics (3)
Special Topics in Linguistics Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 3823 Special Topics (3)
Special Topics in Linguistics

LING 3824 Special Topics (3)
Special Topics in Linguistics.

Prerequisite(s): LING 3822.

LING 3825 Special Topics (3)
Special Topics in Linguistics.

Prerequisite(s): LING 3823.

LING 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 3940 Transfer Coursework (3)

Maximum Hours: 99

LING 4110 Brain and Language (3)
The goal of this course is to learn how the brain is organized to produce and comprehend language and to understand linguistic disorders attendant on brain damage. There is an optional service learning component in which students can work with a speech therapist at a local health-care provider.

LING 4560 Internship (1-3)
Internships with Community Partners to develop language and linguistic resources. Experiences may include language teaching, materials development, web-design and curricular innovation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 4570 LX CPS Internship (3)
Internships with Community Partners to develop language and linguistic resources. Experiences may include language teaching, materials development, web-design and curricular innovation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 4700 Applied Second Language Acquisition (3)
This course reviews the fundamentals of Second Language Acquisition and focuses on applying theories and research to teaching second and foreign languages. Students will acquire concrete experience through the mandatory 20-hour Service Learning component that requires student to teach, tutor an/or be conversation partners with learners of English as a second language.

Corequisite(s): LING 4890.

LING 4720 Translation Studies Theory (3)
This course is an exploration of the development of the field of Translation, from Ancient Civilization through the twenty-first century, with a heavy emphasis on primary source commentaries on translation produced by translators over time. Students should expect to study the writings and historical context of such translators as Cicero (100-43 BCE), St. Jerome (4th century AD), Erasmus (1500s), Martin Luther (1520s-1530s), Etienne Dolet (1540s), Friedrich Schleiermacher (1813), Walter Benjamin (1923), Roman Jakobson (1959), Eugene Nida (1960s), Miguel Leon Portilla (20th century Mexico), Jacques Derrida (responding to Jakobson), Lawrence Venuti (1990s), and Dennis Tedlock (1990s) and complete a comparative analysis of multiple versions of a translation of a text of their choosing.

LING 4810 Special Topics In Linguistics (3)
Special topics in linguistics. For description consult the director.

LING 4850 Proseminar In Linguistics (3)
This course will examine a topic within linguistics, integrating the various levels of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students will be asked to apply linguistic theory to data within their field of concentration, synthesizing materials from primary and secondary sources.

LING 4880 Writing Practicum: LING 4910 (1)
Writing practicum.

LING 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): LING 4700.

Maximum Hours: 99

LING 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 4910 Independent Study (1-3)
Independent study in Linguistics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 4990 Honors Thesis (3)
Honors Thesis.

LING 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): LING 4990.

LING 5380 Junior Year Abroad (1-20)

Maximum Hours: 99

LING 5390 Junior Year Abroad (1-20)

Maximum Hours: 99

LING 6700 Applied Second Language Acquisition (3)
This course reviews the fundamentals of Second Language Acquisition and focuses on applying theories and research to teaching second and foreign languages. Students will be introduced to research methods in the field and will acquire concrete experience with an associated practicum.

LING 6720 Translation Studies Theory (3)
This course is an exploration of the development of the field of Translation, from Ancient Civilization through the twenty-first century, with a heavy emphasis on primary source commentaries on translation produced by translators over time. The course intends to prepare the advanced graduate student for undertaking independent research in the field of translation studies by familiarizing him/her with the issues in the field of translation from Ancient to Modern times.

LING 6810 Special Topics (3)
Special topics in linguistics. For description consult the director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 6820 Special Topics (3)
Special topics in linguistics. For description consult the director. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

LING 6823 Special Topics (3)
Special topics in linguistics. For description consult the director.

LING 6910 Independent Study (1-3)
Independent study in Linguistics.

Maximum Hours: 99

LING 7010 Semantics (3)
What does the word cat mean? This course looks at three answers. One says that cat is just the set of all cats. Another says that cat refers to a prototypical cat, one described by the characteristics common to all the cats that you have ever seen. The third answer says that cat is the word that the brain associates with the cats that you saw when you were younger. Each of these answers assumes that the mind works in a certain way, so the right one tells us something about how the mind works in situations that have nothing to do with the meaning of cat.

LING 7960 Independent Study (3)
Independent study in Linguistics.

LING 9980 Master's Research (0)
Master's Research. Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Linguistics department.

Maximum Hours: 99

LING 9990 Dissertation Research (0)
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Management (MGMT)

MGMT 3010 Organizational Behavior (3)
MGMT 3010 applies concepts from a variety of disciplines including, but not limited to, psychology and sociology to organizational problems that managers face. Topics such as organizational climate, leadership, communication, job design, attitudes, motivation, group dynamics and decision-making are covered in a lecture, discussion and problem-solving framework. This course includes a writing intensive component. Sophomore standing or above.

Prerequisite(s): ECON 1010 and 1020 and (ENGL 1010 or 1011).

MGMT 3200 Fundamentals in Entrepreneurship (3)
This course provides students interested in a career in entrepreneurship – from conducting analysis for a VC firm, to working for a startup accelerator or incubator, to launching your own venture – with the skills needed to pursue an attractive path for business school graduates, especially here in New Orleans given the vibrant local ecosystem. This class will give you insights into the benefits and drawbacks of a career in entrepreneurship, and it will equip you with many of the tools and practices needed to pursue opportunities in this field. Important topics include: 1) How to evaluate business models from the perspective of a variety of key stakeholders; 2) How to best approach valuation and conduct due diligence on new ventures, based on the latest guidance from leading venture capital funds; and 3) How to seek equity funding and the mechanics of new venture finance. Throughout the course, you will read about, discuss and meet entrepreneurs; read the latest writings by leading investors and learn from local angel investors firsthand; and analyze a variety of perspectives on how startups factor into national and international economic and policy discussions, as you explore the role of entrepreneurship in society. Sophomore Standing or Above.

MGMT 3380 Business Ethics (3)
This course considers the ethical responsibilities of managers and corporations. Specific objectives of the course include fostering an understanding of the ethical responsibilities in becoming a manager; improving individual and group skills in identifying and analyzing ethical issues in the contexts they arise; developing action plans based upon those analyses; and providing a safe setting in which to critically examine the assumptions and values people bring to complex business decisions that raise ethical issues. Class sessions will entail case discussions, exercises and presentations of theoretical frameworks for interpreting business ethics.

Prerequisite(s): MGMT 3010.

MGMT 4001 Entrepreneurial Hospitality (3)
Entrepreneurial Hospitality exists at the intersection of the analytical and the creative. This course combines the two by challenging students to identify a market deficiency within the service industry and create a new hypothetical business to fulfill or enhance the guest experience. Students will combine traditional business strategy, along with the methods and mindsets of design thinking, to prototype three parts of a service business – value proposition and offer, revenue model, and sales channel. This course is not for the passive student. Lectures are purposefully kept short, giving students ample time for in-class activities including, primary and secondary market research, trend identification, brainstorming sessions, business model construction, prototyping, customer journey mapping, brand identity creation, forecasting sales, and crafting a final pitch deck. Entrepreneurial Hospitality encourages students to get out of the classroom and co-create the curriculum under the guidance of their instructor, a resident in-class mentor, and a host of industry professionals to take a deep dive into those areas of the service industry which interest them most.

Prerequisite(s): MGMT 3010.

MGMT 4010 Strategic Management (3)
In this course, students will integrate the knowledge and skills acquired from the BSM core curriculum to identify and diagnose the strategic issues that companies face in complex and competitive environments. Strategic Management encompasses a series of interrelated steps by which managers conduct analyses at the industry, business and corporate levels; decide on strategies to enhance firm competitiveness; put those strategies into action; and constantly evaluate and modify those strategies, as needed. This case-based course helps students develop skills in conducting industry analyses, identifying the firm's resources and capabilities and addressing problems in strategy implementation. In MGMT 4010, students assume the role of the practicing general manager and develop a capacity to propose and implement sound, realistic and specific solutions for the firm's strategic problems. Junior standing or above, with priority given to Graduating Seniors.

Prerequisite(s): ACCN 3010, FINE 3010 and LGST 3010 and (MCOM 3010 or 3200) and MGMT 3010, MGSC 3010 and MKTG 3010.

MGMT 4050 Entrepreneurial Hospitality (3)
Entrepreneurial Hospitality exists at the intersection of the analytical and the creative. This course combines the two by challenging students to identify a market deficiency within the service industry and create a new hypothetical business to fulfill or enhance the guest experience. Students will combine traditional business strategy, along with the methods and mindsets of design thinking, to prototype three parts of a service business – value proposition and offer, revenue model, and sales channel. This course is not for the passive student. Lectures are purposefully kept short, giving students ample time for in-class activities including, primary and secondary market research, trend identification, brainstorming sessions, business model construction, prototyping, customer journey mapping, brand identity creation, forecasting sales, and crafting a final pitch deck. Entrepreneurial Hospitality encourages students to get out of the classroom and co-create the curriculum under the guidance of their instructor, a resident in-class mentor, and a host of industry professionals to take a deep dive into those areas of the service industry which interest them most.

Prerequisite(s): MGMT 3010.

MGMT 4100 Entrepreneurial Mgmt (3)
This course considers the ethical responsibilities of managers and corporations. Specific objectives of the course include fostering an understanding of the ethical responsibilities in becoming a manager; improving individual and group skills in identifying and analyzing ethical issues in the contexts in which they arise; developing action plans based upon those analyses, and providing a safe setting in which to critically examine the assumptions and values people bring to complex business decisions that raise ethical issues. Class sessions will entail case discussions, exercises and presentations of theoretical frameworks for interpreting business ethics. Sophomore Standing or above.

Prerequisite(s): MGMT 3010.

MGMT 4110 Cases In Entrepreneurshp (3)
MGMT 4110 reviews thirteen actual business cases. A visiting CEO (or other top executive) and the professor teach each case jointly. The class explores problems and opportunities encountered in the search, evaluation and acquisition of new, as well as ongoing, ventures. Students will further develop analytical skills in finance, accounting, business analysis, management and marketing that they have acquired in other courses. Brainstorming sessions will challenge and improve innovative thinking while assignments and presentations hone business communication skills. Discussion of entrepreneurship, family business and small business management gives the student an overview of the alternatives to traditional corporate employment. Most importantly, students interact with top-level executives who are role models from whom they can learn how to be successful entrepreneurs. Sophomore standing or above.

MGMT 4120 Corporate and Cooperative Strategy (3)
MGMT 4120 teaches students to analyze firms that manage multiple businesses. The primary goal is to understand how different businesses create value at the corporate level and for customers over and above the market. This case-based approach followed in the course emphasizes the analysis of the drivers of value creation and value destruction in a multi-business firm. Using the frameworks learned in the class, students will examine the scope of diversified firms and analyze different ways firms leverage to expand their corporate scope, including mergers and acquisitions, alliances and informal inter-organizational networks. By analyzing the past decisions of diversified firms through extensive group discussions and individual assignments, students will learn to make corporate-level decisions related to 1) what business a firm should own, 2) how it should enter those businesses, and 3) how these businesses together create value for the firm and its customers. The course also includes a group project. Junior standing or above.

Prerequisite(s): ACCN 3010, FINE 3010 and LGST 3010 and (MCOM 3010 or 3200) and MGMT 3010, MGSC 3010 and MKTG 3010.

MGMT 4130 Dimensions in Human Resources Management (3)
MGMT 4130 introduces the major strategies and procedures for effectively managing human resources. Through readings, cases and a series of experiential exercises, students learn about the legal environment of human resource management, analyzing jobs and work, staffing, performance management, training, compensation and workplace safety. Junior Standing or above.

Prerequisite(s): (MATH 1140 or 1230) and MGMT 3010 and PSYC 1000.

MGMT 4150 Environment, Society, and Capitalism (3)
This course takes a strategic planning perspective to investigate environmental management issues in the context of assessing and responding to competitive and social forces. This course examines a serious challenge to corporations competing in the global economy: How to maximize profitability and production in such a way that will allow the planet to support operations indefinitely. Emphasis will be on the company's ability to use both traditional management concepts and new sustainability practices to build and sustain a competitive advantage. Students will learn how an enterprise can meet sustainability goals while still fulfilling its financial and market objectives. Junior Standing or Above.

MGMT 4160 Leadership (3)
The purpose of this course is three-fold. First, students will develop a general understanding of leadership theories and an understanding of their own leadership traits. Second, students will use theories to help analyze real-world cases involving both successful and unsuccessful examples of leadership. Finally, students will practice their own leadership skills as they lead their teams in a variety of exercises and projects. Junior Standing or Above.

Prerequisite(s): MGMT 3010.

MGMT 4170 Negotiations (3)
This course addresses the theoretical foundations and practical skills used in resolving differences and negotiating mutually satisfying outcomes. Students develop skills through simulated negotiations in a variety of contexts. Class topics include the nature of negotiations, different negotiating styles, distributive versus integrative bargaining, conflict and intercultural bargaining. Self-reflection and giving and receiving feedback are key aspects in developing negotiation skills. Junior Standing or Above.

Prerequisite(s): MGMT 3010.

MGMT 4180 Management of Technology and Innovation (3)
Technology, innovation and entrepreneurship are among the most frequently used terms in today's business environment. We are bombarded by products and technologies that are changing the ways we live and work, but how do we analyze the processes that bring them to market? What exactly is technology? What forces shape its evolution? What roles do strategic alliances, standards and intellectual property play in forecasting? How should we create product development teams? How should we create organizations that foster innovation? What is the role of creativity in the development of new technologies? These are some of the topics that are covered in this course. Junior Standing or Above.

Prerequisite(s): ACCN 3010, FINE 3010 and LGST 3010 and (MCOM 3010 or 3200) and MGMT 3010, MGSC 3010 and MKTG 3010.

MGMT 4190 Managing Hospitality Organizations (3)
Managing Hospitality Organizations provides students with a comprehensive understanding of the principles, theories, and practices involved in managing operations within the hospitality and service industry. Students will explore the diverse facets of hospitality management, including hotel operations, restaurant management, event planning, customer service, and strategic decision-making. Through a combination of theoretical knowledge, real-world case studies, and hands-on exercises, students will develop the skills and competencies necessary to excel in the dynamic and ever-evolving field of hospitality management. The course will employ various assessment methods to evaluate students' understanding and application of hospitality management concepts. These may include individual and group projects, case studies, presentations, guest speaker sessions, practical exercises, and examinations that assess students' ability to analyze, strategize, and solve real-world challenges in hospitality management. By the end of this course, students will possess a strong foundation in hospitality management, enabling them to pursue careers in a wide range of hospitality-related roles. They will be equipped with the knowledge and skills necessary to lead teams, provide exceptional customer service, manage operations effectively, and contribute to the success of hospitality organizations in a globalized and competitive marketplace.

Prerequisite(s): MGMT 3010.

MGMT 4200 Student Venture Accelerator 1 (3)
In this course, students will develop an understanding of the resources, strategies and management skills required to launch a new business -- and some students will have the opportunity to create viable ventures that they can pursue through Student Venture Accelerator 2 in a subsequent semester. Working out of the Lepage Center's Student Venture Incubator, students will have the opportunity to take an idea from its earliest inception to analyze potential product-market fit. Throughout this course, student teams will work on their new ventures by developing a business model and business strategy; creating financial, marketing, sales and hiring analyses; developing founding documents and policies; setting up charts of accounts; and developing a new venture pitch.

MGMT 4210 Student Venture Accelerator 2 (3)
In this course, students will deepen their understanding of the resources, strategies and management skills required to launch a new business — with a goal of creating a profitable venture that they can pursue well beyond the end of the course. Working out of the Lepage Center's Student Venture Incubator, students will have the opportunity to take an idea to fruition by undertaking customer interviews to test their ideas, determine product-market fit and obtain their first paying customers. Throughout this course, student teams will work on their new ventures by improving the business model and business strategy; developing financial, marketing, sales and hiring plans; finalizing founding documents and policies; refining charts of accounts; and preparing for a board meeting simulation. To support the launch of each new venture, the professor, a team of mentors that includes entrepreneurs/executives-in-residence, and the Lepage Center's expert network will provide coaching, referrals and guidance that will be customized to the unique challenges facing each startup.

Prerequisite(s): MGMT 4200.

MGMT 4300 Social Venturing for a Sustainable Future (3)
This course introduces undergraduate students to the topic of social entrepreneurship, broadly defined as developing innovative, sustainable solutions to address persistent social problems. Drawing from a wide range of academic fields (business management, public administration, economics, psychology, political science, sociology, etc.) and through a team-based, experiential learning approach, students will learn many of the concepts and tools associated with social venturing (e.g., the impact business model canvas, theories of change, logic models, social impact measurement techniques) and actively apply them in one of the social problem domains identified by the United Nations Sustainable Development Goals (UNSDGs), such as Extreme Poverty, Affordable and Clean Energy, Responsible Consumption and Production, etc. Furthermore, by actively developing a potential solution to that social problem, students will explore, discuss, and live the unique challenges and opportunities associated with social venturing.

Prerequisite(s): MGMT 3200 or 4140.

MGMT 4310 Cases in Hospitality (3)
The hospitality sector has rapidly evolved in recent years, opening new space for discussions about the future of the industry. This "high touch" course combines case study pedagogical methodology with experiential learning to take students out of the classroom and into lobbies, kitchens, and C-suites of the hospitality profession. Cases in Hospitality offers students the unique opportunity to engage in real-time conversations with peers and experts from the Tulane community and beyond. Students will support their coursework by applying their knowledge and experiences to various areas of the industry, examining the innovations and accommodations which occurred throughout periods of disruption and strategizing future directions. By participating in relevant and engaging discussions, students will discover a variety of perspectives and build connections with their fellow participants from across the industry. Throughout the duration of the course, student teams will engage in a real-time consulting project with an industry participant. With an underlying mandate for value creation, students will gain inside access to what companies are facing on the ground, providing invaluable experience for future industry leaders.

Prerequisite(s): MGMT 3010.

MGMT 4550 Management Internship (1)
Freeman School majors may elect to do a business internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The internship must be related to one of the majors offered through the BSM program, and it must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the internship, the student must visit the Career Management Center for instructions. The final grade for the Internship is given on a Satisfactory/Unsatisfactory (S/U) basis when the student submits a paper/evaluation to the supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the "curricular practical training" option for students with F-1 visa status.

Prerequisite(s): ACCN 2010, 3010, FINE 3010, LGST 3010, MCOM 3010, MGMT 3010, MGSC 3010 and MKTG 3010.

MGMT 4600 Strategic Consulting (3)
A strategic management consultant provides strategic guidance, tactical advice and implementation support to senior managers in industry and government. Students in this course will learn to make value propositions that reflect their clients' goals and maximize their clients' competitive potential. Topics include industry analysis, consulting skills development, consultant-client relationships, stages of consulting (contracting, data collection and diagnosis, feedback and the decision to act, developing client commitment, implementation, results and accountability), ethics in consulting, and differences between internal and external consulting. Students will learn to understand resistance and manage meetings; they will study project management and the management of consulting firms. Senior Standing.

Prerequisite(s): ACCN 3010, FINE 3010 and LGST 3010 and (MCOM 3010 or 3200) and MGMT 3010, 4010*, MGSC 3010 and MKTG 3010.
* May be taken concurrently.

MGMT 4610 Management of New Ventures (3)
MGMT 4610 focuses on entrepreneurs concerned with the relentless pursuit of opportunities in the marketplace. This highly experiential and team-based course provides students with the opportunity to practice the basic tools of business discovery and validation, both as an instrument for new venture formation and as a core capability for addressing challenges in competitive landscapes. It also reviews the key conceptual and theoretical antecedents that underpin opportunity recognition. By the conclusion of this class, students should have a clear idea of how to take an entrepreneurial idea and engage in a series of iterative tests to determine its potential and viability in the market. Senior Standing.

MGMT 4620 Special Consideration in Nonprofit Organization Management (3)
The nonprofit sector employs one in ten working Americans. Approximately 1.56 million nonprofit organizations (NPOs) contributed nearly $1 trillion to the U.S. economy – 5.4% of GDP – in 2015. Because NPOs differ from for-profit companies, leading and managing their change-oriented (vs. profit-oriented) mission requires special operational and managerial considerations. This course provides theoretical and practical perspectives to expose students to key issues and challenges shaping the sector. Junior Standing or Above.

Prerequisite(s): LGST 3010, MGMT 3010 and MKTG 3010.

MGMT 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours. Junior Standing or Above.

Maximum Hours: 99

MGMT 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours. Junior Standing or Above.

Maximum Hours: 99

MGMT 4895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

MGMT 4896 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours. Junior Standing or Above.

Maximum Hours: 99

MGMT 4900 Strategy Integration Capstone (1)
MGMT 4900 students will integrate the knowledge, skills and concepts acquired from the core classes and majors in the Bachelor of Science of Management degree. Students will examine the problem of making strategic business decisions from functional area perspectives and a total organizational perspective. The professor will organize the class into teams, and the highlight of the course will be a final BSM Case Competition involving all students who are taking the Capstone course. The course requirements include an individual written case analysis and a team case analysis and presentation. The professor will also grade students on class attendance and participation, and on their abilities to work effectively and contribute as team members. In this course, students will be required to take a comprehensive exam known as the ETS® Major Field Test for the Bachelor's Degree in Business, and this exam is part of the course grade. The exam contains 120 multiple-choice questions designed to measure a student's subject knowledge and ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels. The test covers the following areas (coverage): Accounting (~15%), Economics (~13 %), Management (~15%), Quantitative Business Analysis (~11%), Information Systems (~10%), Finance (~13%), Marketing (~13%), Legal and Social Environment (~10%) and International Issues (overlapping and drawn from other content areas previously listed). Prerequisites: All 3000-level BSM core courses, enrollment limited to students with senior standing, with priority given to graduating seniors.

Prerequisite(s): ACCN 3010, FINE 3010, LGST 3010, MCOM 3010, MGMT 3010, 4010*, MGSC 3010 and MKTG 3010.
* May be taken concurrently.

MGMT 4910 Independent Studies (1-3)
Freeman School seniors who demonstrate academic excellence are allowed to pursue an Independent Study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences with the supervising faculty, as needed. An Independent Study requires the approval of the supervising instructor and the Associate Dean for Undergraduate Education. The credit does not apply towards the management major requirements for a BSM degree; the independent study counts as business elective credit only. Interested students should contact the Office of Undergraduate Education at the Freeman School. Prerequisites: Minimum cumulative GPA of 3.333 or higher; Senior Standing or Above.

Maximum Hours: 99

MGMT 4920 BSM Capstone (3)
In MGMT 4920, students will integrate the knowledge, skills, and concepts acquired from all core business classes in the Bachelor of Science of Management degree. Students will examine business problems and decision making from functional area perspectives and total organizational perspective. The course will use a team approach and culminate in a final BSM Case Competition involving all students who are taking the Capstone course. The course requirements include individual written case analyses and team case analyses and presentations. In this course, students will be required to take a comprehensive exam known as the ETS® Major Field Test for the Bachelor's Degree in Business, and this exam is part of the course grade. The exam is designed to measure a student's subject knowledge and ability to apply facts, concepts, theories, and analytical methods. Some questions are grouped in sets and based on diagrams, charts, and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels. The test covers the following areas (coverage): Accounting (~15%), Economics (~13 %), Management (~15%), Quantitative Business Analysis (~11%), Information Systems (~10%), Finance (~13%), Marketing (~13%), Legal and Social Environment (~10%) and International Issues (overlapping and drawn from other content areas previously listed).

Prerequisite(s): ACCN 3010, FINE 3010 and LGST 3010 and (MCOM 3010 or 3200) and MGMT 3010, 4010*, MGSC 3010 and MKTG 3010.
* May be taken concurrently.

MGMT 4990 Management Honors Thesis (3)
This course is for BSM students in the Tulane Honors Program. Students enrolled in this section will begin their Business Senior Honors Thesis. They will conclude their Business Senior Honors Thesis in MGMT 5000 in the spring semester. Senior Standing.

Prerequisite(s): MGMT 4010* and 4900*.
* May be taken concurrently.

MGMT 5000 Honors Thesis (3)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): MGMT 4010 and 4990.

MGMT 5380 Business Study Abroad - MGMT (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MGMT 5390 Business Study Abroad - MGMT (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MGMT 6000 Strategy (2)
This course introduces a toolkit of analytical approaches and theoretical concepts that can help managers better understand the nature of the competition that their company faces as well as inform their choice and execution of strategy. We will explore how firms achieve competitive advantage in a dynamic and complex environment. The course is organized around frameworks that will assist you in analyzing a wide range of strategic issues facing companies, including: 1) theories for in-depth industry and competitor analysis as well as for anticipating and predicting future industry developments, 2) an examination of the economic underpinnings of competitive advantage, and the conditions that allow firms to conceive, develop, and sustain advantageous strategic positions, and 3) an examination of both business strategy and corporate strategy issues and how to implement strategies. Strategies to achieve greater climate and social sustainability are also covered in this course.

MGMT 6010 Managing People (2)
This course is designed to teach students the vocabulary, framework, and critical thinking skills to help them understand and manage individuals' behavior in organizations. The content and process aspects of this course should be helpful to students as they plan their careers, manage relationships with others, and work to achieve goals in dynamic organizational settings. As the result of this course, students should 1) gain an understanding of key concepts and frameworks for understanding individuals and teams in organizations, 2) apply these frameworks to diagnose work situations, evaluate options, and propose solutions to organizational problems, and 3) effectively communicate observations about organizational behavior in both oral and written form. Topics such as workforce diversity and employee engagement are covered.

MGMT 6020 Business Negotiations (2)
Much managerial activity involves negotiating, and settling of disputes, and effective negotiation can improve outcomes for everyone involved. Ineffective negotiation, in contrast, usually leads to poor outcomes for everyone involved, and can lead to failures to agree even when agreement is possible. The course is designed to provide students with basic negotiating skills, as well as to provide specific tactics and the theoretical underpinnings for those tactics. The importance of planning is also emphasized, as well as how to avoid common mistakes in negotiations. Specifically, this course explores the behavioral processes inherent in virtually all types of negotiations, as well as the problems involved in cross-cultural negotiations. The course involves lectures concerning types of negotiations, and relevant tactics, while in-class negotiation exercises allow students to practice tactics, as well as receive feedback concerning how to improve.

MGMT 6030 Strategic Management (3)
This course is designed to present strategic management from the point of view of the practicing general manager. It focuses on specific knowledge and skills that are required to understand strategy and the process by which it is developed in business organizations. It also provides information on the situation and context in which strategy is formed and implemented.

MGMT 6040 Business Ethics & Leadership (3)
This course concerns the ethical foundations of leadership in business and society. Students will gain an understanding of various academic perspectives on leadership, real-world examples of effective and ineffective leadership, and insights into their own leadership capabilities. The emphasis on ethics will include some moral philosophy, but will also involve the application of common sense morality to business leadership. This means that active student participation is essential in this course. The classroom experience will include much conversation, debate, disagreement, and dissent in response to provocative case studies, class exercises, and group projects.

MGMT 6050 Consulting Practicum (3)
The Consulting Practicum course is a project-based action-learning semester-long course. In this course, you will put your problem-solving skills from different business disciplines covered in your MBA core coursework into action and synthesize knowledge from different business disciplines to develop strategies and solution approaches to a client company's business problem. Core course faculty from different business disciplines will oversee and advise small student teams as you put your knowledge and skills to work. The course will begin with an overview of the best practices in consulting and hands-on consulting skills as your team familiarizes themselves with the client company and its problem. Don't expect those to be problems with a clear solution or answer, but rather real and messy problems across a range of business disciplines. Your team will develop a report to your client and present project recommendations. This course is designed to provide you with client project experience you can readily leverage to succeed in your summer internship.

MGMT 6070 Strategic Consult Organization (3)
Strategic consulting aims to prepare students for internal and external management consulting positions. Topics include industry analysis, consulting skills development, consultant-client relationships, stages of consulting (contracting, data collection and diagnosis, feedback and the decision to act, developing client commitment, implementation, results, and accountability), ethics of consulting, differences between internal and external consulting, understanding resistance, managing meetings, project management, and management of consulting firms.

MGMT 6080 Managing People in Orgs (3)
This course provides students with knowledge of the elements of individual, group, and organizational influences on behavior in organizations and the impact that behavior has on individual, group, and firm outcomes. It covers a range of issues and challenges including creating an environment for success, managing diversity, managing performance, motivating workers, understanding group processes, and making decisions. In doing so, this course exposes students to current thinking, strategies, and evidence-based best practices by incorporating perspectives of leading practitioners, consultants, and researchers in the field.

MGMT 6090 Data-Driven Strategic Management (2)
Data literacy has become an essential skill for non-technical managers, and data-driven strategic decisions are becoming a key success factor for companies and organizations. Understanding how to apply the appropriate data sets and analytical methods can help you better formulate strategic decisions and communicate more effectively with other organizational members. In this course, you will explore various strategic management issues with the data-driven approach. You will gain hands-on experience in applying analytical methods such as prescriptive modeling, predictive modeling, machine learning, and artificial intelligence to address managerial problems such as innovation strategy, non-market strategy, and corporate social responsibility.

Prerequisite(s): MGMT 6000, MGSC 6010 and 6030.

MGMT 6160 New Venture Planning (3)
This course focuses on entrepreneurship, strategic management, and innovation. Working in teams, students work with actual start-up companies, learning to assess, plan, finance, launch, manage, and exit a scalable high-growth new venture.

MGMT 6250 Business Model Development (2)
This course is designed to expose students to the concepts integral to entrepreneurship, and the identification of entrepreneurial opportunities. Students will develop their knowledge about the role of entrepreneurship in both dynamic market economies and areas of social impact (i.e., social entrepreneurship), and the particular challenges that come with new venture creation in these different contexts. This course provides students with the opportunity to practice the basic tools of business discovery and validation, both as an instrument for new venture formation and as a core capability for addressing pressing social issues. It also reviews the key conceptual and theoretical antecedents that underpin opportunity recognition. By the conclusion of this class, students should have a clear idea of how to take an entrepreneurial idea and engage in a series of iterative tests to determine its potential and viability in the market through the formation of a tractable business model.

MGMT 6270 Internship Studies (1-3)
In this course, students will apply the intellectual capital obtained from coursework to a real business organization. The objectives of the course are to help the student integrate the concepts presented in separate functional area courses, to allow the student to experience how academic concepts are adapted to fit the realities of a particular business context, and to help the student understand how his or her academic training can help the organization. Note: MGMT 6270 does not count toward degree completion.

MGMT 7000 Leading for Success (2)
Leading for Success is an intensive, experiential-oriented course that is aimed at developing four fundamental leadership skills. No matter their general mental ability, experience, or drive, leaders at any level need the same four core skills to be effective. These skills are: -Self Awareness: Understanding your behavior's impact on organizational outcomes - Communication: Effectively communicating goals and inspiring trust - Influence: Being comfortable at persuading, promoting, and delegating - Learning agility: Knowing when to change course, and helping others to do so In this course, students will immerse themselves in development, adapt these skills to their own leadership contexts, participate with peers in learning, and share ideas on how to apply their leadership lessons to the workplace.

MGMT 7002 Mgmt Advanced Standing (1-45)

MGMT 7020 Impact Capstone (3)
The Impact Capstone is a project-based action-learning semester-long course. In this course, you will put your problem-solving skills from different business disciplines across your MBA core courses and MBA leadership module to work to make a difference in the realm of social and/or environmental issues that plague society today. Core course faculty will oversee and advise small student teams as they put their knowledge and skills to work with a local or regional partner. Projects can be of the following types: 1) Help a local or regional business become more sustainable; 2) Help a local or regional business to alleviate social inequities in the community; or 3) Work with a local non-profit or government organization on bigger questions of sustainability and resiliency in the face of climate change and how climate change impacts the local and regional business environment.

Prerequisite(s): MGMT 6050.

MGMT 7030 Environmental, Social, and Governance (ESG) in a Dynamic Global World (3)
This course explores the pressing issues in today's world pertaining to the environment, society and governance (ESG), and the associated challenges that managers and organizations face related to these issues internationally. Students will better understand how business impacts their stakeholders and communities in which they operate. Specifically, students will learn how to formulate strategic analyses, utilize data-driven approaches to business analytics, and assess the financial impact that our changing environment and climate has on firms in different international settings. In doing so, students will gain a better understanding of how managers foster organizational resilience in the face of dynamic shifts in governance and policy, technology, migration, the environment, and the broader social fabric in which an organization is embedded. The course involves interactions with international business leaders, entrepreneurs, consultants, and policy makers as part of an international trip.

MGMT 7050 Managing for Success (3)
Managing for Success is an intensive, experiential course, where students develop fundamental and advanced leadership skills. Regardless of position or formal authority, leadership should be diffused across teams and organizations; this course focuses on the core skills needed to be effective. Students will practice strategies and tactics through the use of role plays, exercises, and simulations designed by the Center for Creative Leadership (CCL) and supplemented by Tulane CCL-certified faculty. Students will receive CCL certificates upon completion of the Lead 4 Success, Delegating Effectively, and Leading People Through Change workshops.

MGMT 7100 Strategic Mergers and Acquisitions (3)
In this course, students integrate knowledge from the different functional areas and evaluate strategic decisions in a corporate context. This case-based course emphasizes the analysis of the drivers of value creation and value destruction in such corporate tools as mergers and acquisitions, alliances, and informal inter-organizationa] networks. Students will learn to apply a set of tools that help them to make better corporate-level decisions addressing diversification, integration, and internal development issues facing modem multi-business firms. The coursework includes a team project.

Prerequisite(s): MGMT 6000 or 6030.

MGMT 7110 Negotiations (3)
This course explores the behavioral processes and phenomena which are inherent in virtually all types of negotiations. Emphasis is on systematic preparation of a negotiating strategy. In-class negotiation exercises and extensive debriefings are used by participants to test and evaluate their strategies and tactics.

Prerequisite(s): MGMT 6030 or 6000.

MGMT 7120 Competition & Strategy (3)
This is an advanced course in strategy and competition analysis. Analytical tools are presented for formulating competitive strategies. In-depth analysis of several industries and competitors is undertaken to help predict competitors' behavior and future industry evolution. Additional considerations include how government, technology, and other environmental factors affect competition.

Prerequisite(s): MGMT 6030 or 6000.

MGMT 7170 Healthcare Policy & Reform (3)
This course provides a foundation of knowledge in four key areas of focus within the United States healthcare system: access to care, cost of care, quality of care, and consumer perception of care. Students will gain an understanding of the history and evolution of the insurance industry, Medicare, and Medicaid, their purpose, and their role in the four key areas of the healthcare system. Students will also learn about the government's role in healthcare, the history of healthcare reform, and the Affordable Care Act. Finally, students will see how these lessons apply in the real world during a series of guest lectures from hospital administrators, insurance company executives, experienced physician leaders, and experts on the Affordable Care Act legislation and current healthcare policy.

MGMT 7180 Innovation and Technology Commercialization (3)
This course is designed to teach students to develop models of innovation and apply innovation theory and practices from across a range of commercial size-scales—from small startup companies to intrapreneurial units within large, established companies. The twin poles of theory and practice are balanced through classroom lectures and experiential training. Weekly lectures furnish students with effective and portable theoretical frameworks for identifying, selecting, and executing opportunities for technological innovations in healthcare, energy, water, and the environment. In the experiential training component, students will apply their classroom learning to develop targeted, formal innovation and entrepreneurship business models. Completion of this course will supply students with intellectual groundwork and practical experience in advancing inventive technological ideas toward commercialization and ultimately public benefit. This course builds on the frameworks and case method teaching utilized in MGMT 7210 Management of Technology and Innovation, which is a recommended prerequisite.

Prerequisite(s): MGMT 6030 or 6000.

MGMT 7210 Management of Technology and Innovation (3)
Maintaining or creating a competitive advantage requires innovation in process and product technologies. In many industries, top companies in one decade are struggling or absent in the next due to an inability to deal effectively with innovation development. In many cases, top companies fade from prominence due to an inability to anticipate or adjust to the introduction of disruptive technologies by other firms. In this course, frameworks and tools for managing technology advancement are introduced.

Prerequisite(s): MGMT 6000 or 6030.

MGMT 7250 Strategic Human Resources Management (3)
This course develops an understanding of how human resource management influences organizational success, how human resource strategy should align with the strategic goals of an organization, and how general managers acquire the skills needed in order to successfully manage human resources. This course will draw on economics, psychology, sociology, and legal issues to inform students about recruiting, selecting, training, placing, compensating, and managing employees in order to develop and maintain a highly committed and high performing workforce. Students will engage in a variety of exercises and projects which require the application of course material.

Prerequisite(s): MGMT 6000, 6010, 6030 or 6080.

MGMT 7320 Executive Leadership (3)
This course provides an opportunity to explore leadership from the point of view of a senior business executive. The starting point will be a set of leadership challenges that are currently faced by business executives. Examples include responding to a business crisis, leading an integration following a merger or acquisition, making a highly consequential strategic decision, implementing a workforce reduction, finding value from diversity and inclusiveness, creating a change in operating culture, accessing a new foreign market, and negotiating the sale of a company. Students will work in teams to develop a response to their assigned challenge. Students will present their response to the class and receive feedback from the professor, their peers, and executive leaders who have actually faced that specific situation. In addition, throughout the course, perspectives on leadership from research and academic frameworks are analyzed. This approach puts students “in the trenches” and develops a practical understanding of the functions of executive leaders.

Prerequisite(s): MGMT 6000, 6010, 6030 or 6080.

MGMT 7910 Independent Study (1-3)
Independent study: General Management.

MGMT 7920 Medical School Transfer Credit (4)

Management Communications (MCOM)

MCOM 3010 Management Communication (3)
Emphasizing a problem-solution approach, MCOM 3010 teaches students to produce professional written documents and oral presentations; to analyze various communication purposes, strategies and audiences; and to work effectively in teams. If the course is taken at Tulane, MCOM 3010 satisfies the University’s second-tier writing requirement. Sophomore Standing or Above.

Prerequisite(s): ENGL 1010 or 1011.

MCOM 3100 Social Media (3)
Using case studies and real-world examples from large corporations and small business, students explore current and future ways professionals communicate through online social networks, user-generated content and content sharing. This course looks at these new channels of communication that make up social media and the web, and it explores how these tools fit into a company’s traditional integrated communication strategy. Junior Standing or above.

Prerequisite(s): MCOM 3010.

MCOM 3200 Management Communication (3)
Business success depends on impact. In this advanced communication course, you will learn to position value through your ideas and relationships. You will practice presenting and writing persuasively in order to fuel change and advance into management roles. You will also work in teams to engage real clients outside the classroom. These skills are directly applicable to roles in management, marketing, etc., and are based on cutting-edge research in communication. Prerequisite: Tier I Writing NTC requirement met prior to taking this course. MCOM 3200 is mutually exclusive with MCOM 3010. Students may receive credit for only one of MCOM 3200 or MCOM 3010 in the undergraduate degree.

Prerequisite(s): ENGL 1010 or 1011.

MCOM 3300 Organizational Communication (3)
This course emphasizes the development of critical-thinking, communication and team-building skills among students and focuses on enhancing team dynamics, leadership and communication. For six weeks, students will engage in a global virtual team experience with students from other universities and other countries. As a result, students will know how to work in a virtual work environment using virtual collaboration tools (IBM Connections), manage virtual team processes and collaboration and develop leadership skills. Using case studies, we will explore crisis communications and corporate social responsibility as it relates to team coordination, leadership and ethics. The course complements individual communication skills students have developed in other courses. Junior standing or above, Business students only.

Prerequisite(s): MCOM 3010.

MCOM 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MCOM 4000 Leadership Communication (3)
For business leaders to be effective, they must build a workplace culture of respect and inclusivity. Students in this course will study the principles of effective communication to support an inclusive work environment. The coursework will be based on theories and principles of race and inclusion and emphasize the best practices of inclusive business communication. Students will begin the course by examining their own differences and their experiences with inclusion and progress to an understanding of the experience of others to inform their workplace communication practices. This course satisfies the University's race and inclusion requirements.

Prerequisite(s): MCOM 3010 and MGMT 3010.

MCOM 5380 Business Study Abroad - MCOM (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MCOM 5390 Business Study Abroad - MCOM (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MCOM 6000 Corporate Communications (2)
A successful manager must analyze communication situations, develop communication strategies, and demonstrate appropriate behavior leading to intelligent, flexible decisions. Specifically, students evaluate communication issues in both internal and external environments and communicate orally and in writing. In addition, the course examines corporate communication issues such as communication management, corporate image, identity, reputation, media relations, and crisis communication. Topics such as data protection and privacy, employee engagement, and community relations are also covered.

MCOM 6020 Business Communications (3)
This course is a blend of principles and practice, subject and skill. Students apply communication theories to relevant business situations to develop specific behaviors and skills. The successful manager must analyze communication situations, develop communication strategies, and demonstrate appropriate behavior leading to intelligent, flexible decisions. Specifically, students evaluate communication issues in both internal and external environments, and communicate orally and in writing both as an individual employee and as a member of a work group. In addition, the course examines corporate communication issues such as communication management, image, identity, reputation, and media relations.

MCOM 6130 Financial Communications (3)
Finance and accounting are disciplines that are pre-eminently quantitative, yet fundamentally rely on human interaction. This course arms finance and accounting students with the tools and knowledge of advanced communication principles, enabling them to deliver complicated financial information to various audiences in a way that fosters sound investment decisions. Through training in financial reporting in both written documents and in oral presentations, students will become an effective interface between the financial system and its stakeholders.

MCOM 7910 Independent Study (1-3)

Management Science (MGSC)

MGSC 3010 Introduction to Business Analytics (3)
This course introduces students to using the computer as a business-modeling tool. The overarching goal is to teach students to use computers to analyze models and interpret data for integrated decision-making across multiple domains, including finance, marketing, accounting, strategy and operations. The course material consists of four modules. The first module concerns data modeling and builds on INFO 1010 by reviewing data modeling in Excel. The second module focuses on deterministic modeling, including decision-making under certainty, and the use of optimization models such as linear programming. This module also covers topics such as portfolio optimization, transportation and assignment, and introduces students to the concepts of problem formulation and sensitivity analysis. The third module focuses on spreadsheet automation, including concepts for programming in Excel. The fourth module covers probabilistic modeling. This module uses simulation and decision analysis principles in uncertain environments. In addition, students will learn to choose the appropriate probability distribution for a given problem.

Prerequisite(s): INFO 1010 and (MATH 1140 or 1230).

MGSC 4320 Advanced Business Analytics (3)
This course introduces the concepts, methods and software used in the emerging field of business analytics. Students use computer languages, software packages and statistical methods to collect and to analyze large data sets and to apply the results in business performance improvement and planning. The course employs examples, exercises and cases that demonstrate how business analytics has been transforming decision-making processes in many companies and industries. Students improve their knowledge of and skills in computing and data analysis and enhance their analytical capabilities and problem-solving abilities.

Prerequisite(s): MGSC 3010.

MGSC 4790 Advanced Business Analytics with Python (3)
This course introduces students to Python as a business analytics tool. The overarching goal is to teach students to use programming techniques to establish business models across multiple domains, especially including finance and operations. The course will review 1) Descriptive Analytics; data essentials, imports, etc., 2) Prescriptive Analytics; optimization, probability distributions, and Monte Carlo simulations, 3) Predictive Analytics: forecasting, time series analysis with seasonality, and 4) Visualization throughout all subject matters. An experiential learning team project will be completed by the students, who will be asked to optimize and simulate portfolios of their choices. This is an applied analytics course with real-life data on various business problems. Foundational knowledge in any programming language is recommended in addition to the required pre-requisite for the course.

Prerequisite(s): MGSC 3010.

MGSC 5380 Business Study Abroad - MGSC (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MGSC 5390 Business Study Abroad - MGSC (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MGSC 6010 Introduction to Business Statistics (2)
This course is designed to equip students with a basic understanding of business problems, data analysis tools, and mathematical techniques. Students master essential statistics concepts, spreadsheet functions, build descriptive business data measures, and develop their aptitude for data modeling. They'll also explore basic probability concepts, including measuring and modeling uncertainty, using various data distributions and the Linear/Multiple Regression Model to analyze and inform business decisions. The overarching goal is to teach students to use statistics and spreadsheets to analyze models and data for integrated decision-making across multiple domains, including finance, marketing, accounting, strategy, and operations

MGSC 6020 Business Stats and Models (3)
Methods for summarizing, analyzing, and making inferences from statistical data germane to management are learned. Topics include descriptive statistics, probability concepts, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis testing, simple and multiple regressions, and chi-squared tests. The methods are applied to management problems drawn from finance, marketing, accounting, operations management, human resources management, economics, and strategic planning.

MGSC 6030 Analytics for Managers (2)
Business analytics refers to the skills, technologies, and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. Business analytics has been widely adopted in different functional areas (i.e., accounting, finance, operations, marketing, and human resources) as well as a wide range of different industries (energy, healthcare, sports, government, etc.). For example, banks, such as Capital One, use analytics to segment customers based on credit risk, usage behavior and other characteristics and then to match customer characteristics with appropriate product offerings. Harrah's, the gaming firm, uses analytics based on tracking consumer behavior to improve its customer loyalty programs. This course provides students with the fundamental concepts, techniques, and applications needed to understand the emerging role of business analytics in organizations, and the ability to communicate with analytics professionals to effectively use and interpret analytics models and results for making better business decisions. This course will also familiarize students with R (analyses software) and Tableau (visualization software) which are widely used in the industry.

Prerequisite(s): MGSC 6010.

MGSC 6040 Supply Chain and Operations Management (2)
To achieve a competitive advantage, firms must thoroughly understand the complex processes underlying the manufacturing of products as well as the delivery of services. This course provides students with concepts, tools, and techniques to design, analyze, and improve the operational capabilities of organizations and supply chains. We will look at the operations function in both manufacturing and service industries and investigate how it can provide a competitive advantage along the dimensions of cost, quality, delivery, and flexibility. We will then look more broadly at the importance of coordination and risk mitigation for supply chains. The course will introduce several key topics in operations and supply chain management that are essential to any organization. Operations management is largely based on statistics. Consequently, we will devote a substantial amount of time to mastering analytical methods. The deeper issues surrounding operations and supply chain strategy and ESG implications, however, must be addressed through a broad and conceptual approach. Hence, this course will provide a mix of quantitative and qualitative treatments of the subject using lectures, case discussions, articles, instructional games, and exercises.

Prerequisite(s): MGSC 6010.

MGSC 6090 Operations and Supply Chain Management (3)
The management of technology, people, and business processes presents one of the most critical challenges to business leaders. To achieve competitive advantage, managers must thoroughly understand the complex processes underlying the development, manufacture, and distribution of products as well as the creation and delivery of services. This course will expose students to topics and techniques related to operations, design, and management of supply chains by means of qualitative and quantitative techniques. The course material is applicable to a broad range of industries such as electronics, online services, insurance, healthcare, retail, fashion, automotive, manufacturing, and more. The topics covered include: process, capacity, inventory, revenue, supply chain, quality, and project management.

Prerequisite(s): MGSC 6020 or 7330.

MGSC 7000 Bus Analytics Practicum (3)
This course introduces business analytics. It involves three components: (1) an overview of business analytics, (2) introduction to tools for business analytics and (3) field trips to companies and follow-up sessions on how business analytics creates value in the real-world.

MGSC 7100 SQL Database Fundamentals and Business Intelligence (3)
The effective use of data across firms to deliver fast and intelligent services presents one of the most critical challenges to today's business leaders. This course is designed to introduce students to basic concepts and techniques in the theory, design, implementation and administration of relational databases. Topics to be covered include, the database design process, the entity-relationship (ER) model, normalization, queries in Structured Query Language (SQL), distributed and client-server databases, database administration, and big data analysis. We will build a database application as a completion project. This course focuses on the skills and concepts needed to design and query databases and therefore contribute to companies' competitive positions.

MGSC 7310 Modeling and Analytics (3)
The widespread proliferation of IT-mediated economic activity generates a large amount of micro-level data about consumer, supplier, and competitor preferences. This has led to the emergence of a new form of competition based on the extensive use of analytics, experimentation, and fact-based decision-making. In nearly every industry, the competitive strategies that organizations are employing today rely extensively on data analysis to predict the consequences of alternative course of action, and to guide executive decision-making. This course provides a hands-on introduction to the concepts, methods, and processes of business analytics. Students will learn how to obtain and draw business inferences from data by asking the right questions and using the appropriate tools. Topics include data preparation, statistical tools, data mining, and the overall process of using analytics to solve business problems. Students will work with real-world business data and analytics software such as R. Students should also have a basic familiarity with elementary probability and be comfortable with basic data manipulation.

Prerequisite(s): MGSC 6010, 6020, 7330* or ENRG 7110*.
* May be taken concurrently.

MGSC 7320 Advanced Spreadsheet Modeling (3)
This course covers the use of Microsoft Excel and the programming language Visual Basic for Applications (VBA) within Excel for obtaining, managing, and processing information. Example areas covered include (1) automatically producing customized mass emails and summary reports, (2) updating Excel databases with 100 or more sheets, (3) copying from a user's workbook to a separate master workbook for analysis and returning solutions, and (4) solving a series of optimization models for various exchange rates. Most of the managerial problems used for illustration involve financial and operations applications. Illustrations from actual company projects demonstrate the power and versatility of course concepts. No prior exposure to VBA or any other programming language is required.

Prerequisite(s): ENRG 7110, MGSC 6010, 6020 or 7310.

MGSC 7330 Business Statistics and Modeling with R (3)
This course introduces students to the foundations of business analytics. The course is designed to teach business managers how to use data to make good decisions in complex decision-making situations. In fact, a good decision is not the same as a good outcome. A good outcome can sometimes result as a matter of luck, and, conversely, a bad outcome does not necessarily suggest that a manager has made a bad decision. Students will develop sound reasoning skills and learn how to utilize information to arrive at good decisions.

Prerequisite(s): MGSC 7000*.
* May be taken concurrently.

MGSC 7340 Web Analytics (3)
This course will provide students an overview of web analytics so that they can measure business goals and find areas of improvement. Students will learn how to apply value measurements to the website, analyze user behavior and optimize the content for the best possible search engine ranking and conversion. In this course students will be given a comprehensive overview of key concepts, tools and techniques related to analysis of quantitative internet data to optimize websites and web marketing initiatives.

MGSC 7520 Advanced Modeling and Analytics (3)
This course intends (1) to expose students to advanced theories and techniques in business analytics and (2) to familiarize students with advanced tools and packages. The advanced theories and techniques will cover the following broad areas: data preparation and exploration, advanced models, deep learning, and other frontier topics. Python packages for analytics – NumPy, Pandas, scikit-learn, TensorFlow/ Keras – are the main tools used. Other advanced techniques and tools ay be covered depending on interest and time availability.

Prerequisite(s): MGSC 7310.

MGSC 7530 Advanced Data Management (3)
This course is designed to satisfy the job-market demand for advanced data/database management topics. Topics to be covered include database design with entity-relationship (ER) model and relational data model, advanced Structured Query Language (SQL) with a focus to answer complex business questions, SQL interface with Data Visualization (with R), Normalization, Data Warehouse, SQL interface with Cloud and Big Data, and Textual Data Analytics (with Python). This course focuses on the skills and advanced concepts needed to manage data in both traditional and big data environments which contribute to companies' data analytics strategy.

Prerequisite(s): MGSC 7100.

MGSC 7650 Applied Machine Learning (3)
Machine learning is a fast-growing field - more businesses are employing machine learning techniques to solve big data analytics problems. This course focuses on teaching learners a blend of machine learning techniques and application development. Students will learn how to identify an appropriate machine learning technique and how to apply the technique to a real-world business dataset. The emphasis will be on application of machine leaning technique rather than statistical theory behind the technique. By the end of the course, students will be able to develop an end-to-end interactive machine learning application using an enterprise technology platform.

Prerequisite(s): MGSC 7310 and 7330.

MGSC 7870 Business Analytics Projects (3)
In this semester-long experiential learning course, students work in teams on various analytics projects sponsored by faculty and industry partners. Each team needs to apply analytics techniques and tools on real-world problems. In addition to gaining real-world experience, students develop communication, presentation and leadership skills pertinent to business analytics.

Prerequisite(s): (MGSC 7310 and 7330) or MGSC 7520*.
* May be taken concurrently.

MGSC 7960 Independent Study (1-3)
Independent study: Management Science.

Managerial Perspectives (PERS)

PERS 4570 Business Service Learning Internship (1-3)
The Academic Internship Program is designed for students who are participating in an intensive business public service internship experience. The goal of this course is to offer students an opportunity to discuss issues related to their public service internship experience, to encourage them to actively explore issues related to both their internship setting and their major, and to facilitate individual growth and career development. The course requires a minimum of 60 hours of public service and requires participation in a weekly Internship Seminar course. The course provides three credits towards the BSM degree. Students are restricted to one internship for credit. Course may be repeated up to unlimited credit hours.

Corequisite(s): SRVC 4890.

Maximum Hours: 99

PERS 5380 Business Study Abroad - PERS (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PERS 5390 Business Study Abroad - PERS (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Marketing (MKTG)

MKTG 3010 Marketing Fundamentals (3)
This course is designed to teach students the basic elements of marketing. The course presents frameworks to analyze marketing problems faced by both for-profit and non-profit organizations. Students will study the influence of consumers, the marketplace and the marketing environment on marketing decision making. The course will also provide a conceptual and theoretical toolkit for developing marketing strategies – segmentation, targeting and positioning – and marketing tactics including price, promotion, product and distribution.

Prerequisite(s): MATH 1210 or (MATH 1150 and 1160) and MATH 1230, ECON 1010, 1020 and PSYC 1000.

MKTG 4100 Consumer Behavior (3)
The course covers major concepts and findings in consumer behavior and how these ideas relate to consumer decision-making and consumption choices. The course is focused on understanding the cognitive, emotional, social and contextual factors that govern consumer decision-making. Students debate the efficacy and ethics of marketing actions by brand managers, advertising agencies, public service organizations and policy makers and consumers' reactions to these actions. The course draws substantially on real-world marketing stimuli to illustrate how the success (or failure) of marketing strategies depend on the close correspondence to (or violation of) principles of consumer behavior.

Prerequisite(s): MKTG 3010.

MKTG 4105 Customer Relationship Marketing (3)
Customer relationship marketing (CRM) is the overall business process in which companies use marketing strategies and activities to build and maintain client relationships, reinforce customer loyalty and increase brand value. The objective of the course is to examine the strategic, analytical and technological aspects of CRM to provide students with a fundamental knowledge of CRM and an understanding of the implementation of CRM systems and analysis of customer data. Topics covered in the course include relationship marketing; customer lifetime value; customer equity; customer databases; customer retention; customer loyalty; operational, analytical and collaborative CRM; reasons for CRM implementation failure; and the role of CRM in marketing management.

Prerequisite(s): MKTG 3010.

MKTG 4110 Research and Analytics (3)
This course provides a hands-on introduction to marketing research, an organized approach to developing and providing information for marketing decision-making. Through a combination of lectures, exercises and projects, the course familiarizes students with data collection techniques such as focus groups, surveys and experiments, as well as data analyses techniques such as hypothesis testing and regression. Specific applications include preference measurement, market segmentation and targeting, customer economics, product and brand policies, pricing, advertising and digital marketing.

Prerequisite(s): MGSC 3010 and MKTG 3010.

MKTG 4117 Business to Business Marketing (3)
The course focuses on strategic aspects of marketing decisions of the organizations that market products to other organizations. The course teaches students the unique needs of business customers, how to analyze business organizations' core competencies and their competitive environment, positioning and segmentation of businesses, and personal selling. Students will learn how to set organizations' business objectives and strategies, build business-to-business marketing plans and measure customer satisfaction.

Prerequisite(s): MKTG 3010.

MKTG 4120 Advanced Marketing Strategy (3)
This course teaches students how to analyze markets, make better marketing decisions, and evaluate and monitor marketing performance. The impact of each marketing decision made by the firm is influenced by a wide variety of factors, including culture, consumer psychology, the business environment/context, competitor actions, and the other marketing tactics utilized by the firm. The course combines quantitative and qualitative analysis within a theoretical framework to analyze these complex relationships and better understand the relationships between market knowledge and the many decisions needed to effectively design and monitor an effective marketing strategy.

Prerequisite(s): MKTG 3010.

MKTG 4137 Pricing (3)
The course will introduce the student to the basic considerations a firm faces in devising a pricing policy. The broad aims of the course are the following: Expose students to the concepts, theories and latest thinking on pricing, from the viewpoint of a marketing manager; enable the student to understand the pricing strategies of a firm in a variety of situations; and work towards the above objectives, while drawing on microeconomic models and marketing theories.

Prerequisite(s): MKTG 3010.

MKTG 4145 New Product Development (3)
While new products offer unique opportunities for growth, most new products fail in the marketplace. This course will introduce students to the new product development process to maximize the likelihood of their success. Students will learn how to identify potential ideas and markets for new product development; how to position, price and advertise new products; and how to measure potential sales and success prior to launch.

Prerequisite(s): MKTG 3010.

MKTG 4155 Brand Management (3)
The brand names associated with products and services are among a firm's most valuable assets. This course addresses the fundamental branding decisions faced by a firm when determining how to build, measure and manage brand equity. The course objectives include planning brand strategies, evaluating brand strategies and examining the actions needed to improve a brand's long term sustainability. The course combines lectures, case discussions, guest speakers and a team brand evaluation project.

Prerequisite(s): MKTG 3010.

MKTG 4165 Retailing (3)
This course in an introduction to the retail environment and its role in the marketing process. It includes discussions on operations, location strategy, store organization, personnel, buying, merchandising, inventory control, pricing, vendor relations, sales promotions and consumer demand. It provides frameworks for understanding different types of retail outlets and the relationship between bricks-and mortar retailing and e-tailing.

Prerequisite(s): MKTG 3010.

MKTG 4170 Marketing Planning & Implementation (3)
This course focuses on the development of dynamic marketing plans for a broad array of companies who may be facing accelerated growth opportunities and/or operating difficulties. Focus will be on choosing the right marketing vehicles, determining how the vehicles need to work together, developing the implementation work plan, mapping out sequencing, and defining metrics and measurement process. Student teams will draw on this information, as well as knowledge acquired from earlier marketing courses, to implement a field study. For classroom discussions, we will be using a mix of text, articles and case studies focusing on companies across diverse industries. Fieldwork will also be discussed in class, culminating in team marketing plan presentations.

Prerequisite(s): MKTG 3010.

MKTG 4220 Sales Management (3)
This course is about persuasion, personal branding and managing people in a workplace. Principles of persuasion when applied to the sales domain are referred to as personal selling or professional selling. While salespeople do try and build a reputation for their company and the products they are selling, their personal reputation tends to be primary. Personal branding by salespeople is often seen as establishing trust. Sales management, although it has some unique elements to it, is very much like the management of every workplace organization. Good management requires, principally, good leadership, which in turn enables good selection, training and motivation, and, though often not emphasized, a good moral code. Since there are a large number of sales employees in this country – about one in every ten employees is identified as a salesperson – their personal happiness, not just their effectiveness, becomes an important issue to study. Since happiness correlates with turnover, and high turnover can compromise good sales management, all three criteria–effectiveness, happiness, and retention–are important sales management concerns.

Prerequisite(s): MKTG 3010.

MKTG 4230 Global Marketing (3)
This course takes a multidisciplinary approach, including concepts from marketing, sociology, political science and economics, to examine the issues associated with marketing across borders. Students will study key characteristics of major markets in different regions of the world: how to collect and interpret the information about the markets; how to analyze global customers, competitors and collaborators; and how to develop international and global marketing strategies. This course also considers contemporary issues, including globalization and the impact of the internet.

Prerequisite(s): MKTG 3010.

MKTG 4240 Relationship Marketing (3)
In marketing, nothing is as critical as building and maintaining relationships with key constituencies. Business corporations and non-profit institutions alike realize the importance of long-lasting relationships and their impact on these organizations' success. The major objectives of this course are twofold. First, it will focus on the marketing tools and techniques that organizations use to identify key constituencies, build relationships and assess their impact on the organizations' performance. Second, the course will provide students with a forum for presenting and defending their recommendations, and for critically examining and discussing the recommendations of others.

Prerequisite(s): MKTG 3010.

MKTG 4250 Social and Online Marketing (3)
In this course, students will learn tools and frameworks to understand how companies can implement effective online and social media marketing campaigns. Using a mix of theoretical and practical exercises, students will learn to think about online tools from a marketing perspective. Following completion of this course, students should be able to 1) understand the different tools available for social media and online marketing, 2) help a company listen to and engage customers through online and social media, 3) use tools to measure and evaluate the effectiveness of online and social media campaigns, and 4) develop a comprehensive online and social media strategy.

Prerequisite(s): MKTG 3010.

MKTG 4255 Digital Communication Strategy (3)
How do you connect with your audience and write for digital channels? This course focuses on effective writing practices for a social media environment. You will learn how to strategically structure and write content that delivers your messaging while engaging your audiences by thinking about what a reader needs and wants. Businesses leverage digital channels such as search engines, social media, and websites to connect with current and prospective customers. In this course, we will look at ways companies communicate across channels and gage the messaging strategy effectiveness for its brands. Ultimately, we will explore how these tools fit into a company's traditional integrated communication strategy.

Prerequisite(s): MKTG 3010.

MKTG 4260 Advertising and Promotions (3)
This course is designed to provide the conceptual underpinnings of marketing communication, and reflect the role of media strategies in providing information, persuading, selling and creating popular culture. This course emphasizes the development of integrated marketing communication programs. Students will learn the fundamentals of different media options, how to evaluate marketing communication programs/outcomes, and how to develop an integrated marketing communication campaign. A substantial portion of in-class and out-of-class time will be devoted to applying the concepts and developing a real-world marketing communication program.

Prerequisite(s): MKTG 3010.

MKTG 4275 Law in Marketing (3)
Law in Marketing will help the student develop an appreciation and an understanding of the legal and ethical challenges present in marketing decisions. The course takes an in-depth look at the relationship between intellectual property, product development, and marketing. Explorations of these topics range from how to identify potential intellectual property rights to how protect those rights by using a variety of intellectual property protections such as patents, copyrights, trademarks, trade dress, and trade secrets to give a firm a comparative advantage. Further, the course will examine strategies for addressing competitors that infringe on a firm's intellectual property rights through techniques such as litigation and licensing. Intellectual property issues are examined from both a U. S. and global perspective.

Prerequisite(s): MKTG 3010 and LGST 3010.

MKTG 4280 Sports Marketing (3)
The Sports Marketing course provides students with a practical application of marketing concepts in this unique industry, with an emphasis on strategy development. The course is designed to explore how businesses and organizations market their products and services, including product decisions, distribution, pricing and development of promotional programs. Topics include the marketing environment, segmenting audiences, building a relevant brand, communications strategies and channels, customer relationship management and delivering sports experiences. The course will incorporate a guest speaker series and project work to provide students with professional perspectives within the sports industry.

Prerequisite(s): MKTG 3010.

MKTG 4290 Service Marketing (3)
This course introduces students to the challenges professionals and organizations face in creating, marketing and delivering high-quality services. Class sessions center around lecture presentations and case-based learning on topics such as measuring and managing customer satisfaction, coordinating marketing and operations in designing and implementing service delivery, developing the human and technical skills of employees who deliver services, and utilizing emerging technology. Assignments provide students with a hands-on understanding of concepts and methods practitioners use in today's competitive markets to analyze customer/client requirements; measure service quality; and design, promote and deliver outstanding services in financial, healthcare, educational, high-tech, manufacturing, nonprofit and retail organizations.

Prerequisite(s): MKTG 3010.

MKTG 4550 Marketing Internship (1-3)
Freeman School majors may elect to do a business internship that will appear as a one-credit, 4000-level course on their transcripts; however, the credit does not apply towards the 122 minimum hours required for a BSM degree. The internship must be related to one of the majors offered through the BSM program, and the internship must apply (within an ongoing business organization) the intellectual capital obtained from first- through third-year Freeman School courses. To obtain approval of the internship, the student must visit the Career Management Center for instructions. The final grade for the internship is given on a Satisfactory/Unsatisfactory (S/U) basis when the student submits a paper/evaluation to a supervising faculty member in the Career Management Center. This course is normally offered during the summer and fulfills the "curricular practical training" option for students with F-1 visa status.

MKTG 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MKTG 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

MKTG 4910 Independent Study (1-3)
Prerequisites: Minimum cumulative GPA of 3.333 or higher, senior standing Freeman School seniors who demonstrate academic excellence are allowed to pursue an independent study. The work may take the form of directed readings, laboratory or library research, or original composition. Instead of traditional class attendance, the student substitutes conferences with the supervising faculty, as needed. An independent study requires the approval of the supervising instructor and area head. The credit does not apply towards the marketing major requirements for a BSM degree; it may be used as business elective credit. Interested students should contact the Office of Undergraduate Education at the Freeman School. Prerequisites: Minimum cumulative GPA of 3.333 or higher, senior standing Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MKTG 4990 Marketing Honors Thesis (3)
Traditional thesis option for marketing area. Students enrolled in this course will begin their thesis in the fall semester. They will conclude their thesis in MKTG 5000 in the spring semester.

MKTG 5000 Marketing Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): MKTG 4990.

MKTG 5380 Business Study Abroad - MKTG (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MKTG 5390 Business Study Abroad - MKTG (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MKTG 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

MKTG 6000 When Data Lie (2)
This course examines the many decisions that go into collecting, analyzing, interpreting, and presenting data. Through a mix of theoretical and practical exercises, students will learn to recognize some of the most common pitfalls that can lead to the misunderstanding and misrepresentation of data analysis. Examples will be drawn from both business and non-business settings to develop a deep understanding of the practical challenges of real-world data analysis as well as of the broader implications of this process for business, policy, and society.

Prerequisite(s): MGSC 6010 and 6030.

MKTG 6010 Marketing Management (2)
This course is designed as a graduate-level introduction to the basic principles and concepts in marketing. The goal is to expose you to these concepts as they are used in a wide variety of business settings. The course will provide you with a framework that can help you make effective marketing decisions. This framework includes elements of a market situation analysis (company, customer, competition, collaborators, context), marketing strategy formulation (segmentation, targeting, positioning), and the marketing mix (product, price, placement/distribution, promotion) as the tactical implementation of a marketing strategy. Students will combine quantitative and qualitative analyses in applying the principles you learn in class to a variety of real-world marketing issues. The course covers what societal marketing is and how marketers can contribute more than just product or service value.

MKTG 6020 Marketing (3)
This course provides students with frameworks for making effective marketing decisions. Students will learn to conduct market situation analyses (company, customer, competition, collaborators, context), design marketing strategy formulations (segmentation, targeting, positioning), and implement marketing mix plans (product, price, placement/distribution, promotion). The course combines quantitative and qualitative analyses in applying the principles learned to a variety of real world marketing issues.

MKTG 7140 New Product Development (3)
This course teaches students the fundamentals of new product development. Students learn to identify unmet consumer needs, develop rich consumer insights, ideate meaningful consumer solutions, build and test product concepts and create and commercialize new products and services. The class is a mixture of lectures, activities and projects that give students the opportunity to work directly with brands to solve real consumer unmet needs. Students will also take a novel new product or service idea through the entire new product development process, ending with presenting their ideas to local professionals. The course will also provide an understanding of how new product design can improve environmental implications in a given product segment, how to boost customer satisfaction and improved health and wellness outcomes through innovation and how to increase equity through access to new customer solutions.

Prerequisite(s): MKTG 6010 or 6020.

MKTG 7250 Social Media and Online Marketing (3)
In this course, students will learn how to design and implement an effective online and social media marketing campaign. Using a mix of theoretical frameworks, case studies, and practical exercises, students will learn how to strategically leverage online and social media platforms to achieve marketing goals. This course will cover various topics, including search engine optimization, social media listening, organic marketing, user-generated content, and online analytics. This course will also touch upon the unique ethical and societal considerations that arise from these online platforms.

Prerequisite(s): MKTG 6010, 6020 or MGSC 7330.

MKTG 7280 Data and Analysis for Marketing Decisions (3)
This course provides students with statistical and computational skills that are critical for business research and analytics, using real world data from marketing applications. Through lectures, hands-on exercises, and cases, the course equips students with data analysis tools so they can take advantage of firm and consumer data by extracting meaningful information from them for decision making. The course covers statistical skills including regression, cluster analysis, and choice models, as well as computational skills using statistical programming software. Specific applications include topics such as pricing, conjoint analysis, market segmentation, targeting, experiments, and mobile marketing.

Prerequisite(s): (MGSC 6020 and MKTG 6020) or (MGSC 6010 and MKTG 6010).

MKTG 7290 Strategic Brand Management (3)
This course teaches students how to create a strategic marketing plan. Students will learn to develop a thorough understanding of customers, analyze markets, develop brands, position new products and services, and create integrated marketing plans with metrics to monitor performance. The course will combine quantitative and qualitative analyses to support marketing decisions. Students will work on projects and make tactical decisions about designing and implementing an effective marketing strategy. The course provides the opportunity to apply marketing knowledge and strategy in a tangible and meaningful way by participating with a corporate partner. In addition, it exposes students to processes that facilitate the building of strategic marketing plans.

Prerequisite(s): MKTG 6010 or 6020.

MKTG 7980 Independent Study (1-3)
Independent study: Marketing

Master of Liberal Arts Courses (MLAR)

MLAR 7010 Ancient Political Thought (3)
This course will study classical works of ancient political philosophy in the Western tradition, with a concentration on Plato and Aristotle. We will examine their understanding of political life and the place of the individual in society, exploring the questions they raise that remain of central importance in our world today: What is justice? What is a citizen? Why is the rule of law desirable? What is the relation between freedom and equality in democracy?

MLAR 7020 Modern Political Thought (3)
This course will be devoted to a study of classical works of modern political philosophy in the Western tradition. How did the early modern political philosophers try to make a new beginning by turning to a realism they thought missing in the ancients? How did they go about defending individual rights in society on that basis? We will examine Machiavelli's introduction of this approach, and its development in the political theories of thinkers such as Hobbes, Locke and Rousseau.

MLAR 7030 Masterwrks West Lit Foundation (3)
This course will examine literary texts, ancient and medieval, that have played an important role in shaping Western thought and imagination. We will explore the understanding of the human condition that comes to light in works such as the Bible, the Homeric poems, Greek tragedy, the dialogues of Plato, the writings of Augustine or Dante, among others.

MLAR 7040 Masterworks of Western Literature in the Modern Era (3)
This course will examine literary texts central to the Western tradition from the Renaissance to the present. We will explore the understanding of the human condition that comes to light in works such as those of Cervantes, Shakespeare, Dostoevsky, Kafka, Toni Morrison, and others.

MLAR 7050 Understanding Amer Foundations (3)
This course is an intense analytical investigation of social, political, economic, religious, and philosophical issues in the early years of the American republic. The course examines the people and events of the founding of the American republic from the revolution, through the creation of the American Constitution, and culminating in the election of 1800. This course is primarily an intellectual history course and the main scholarly work that we will read is the work of historians, but the course also delves deeply into issues in political theory, political economy, and political and social philosophy. The course charts the development of American political ideas about constitutionalism, governance, political freedom, economic freedom, representative democracy, republicanism, and federalism primarily from the vantage point of the careers of two of the main figures from this period, John Adams and Thomas Jefferson. The views of other figures will also be central to our investigation, particularly the views of James Madison and Alexander Hamilton. The student will be challenged to examine fundamental assumptions about these topics in order to rethink the intellectual origins of the American political tradition in its founding years.

MLAR 7060 Understanding Amer Modern Era (3)
This course is an intense encounter with the work of perhaps the most significant, original, and influential philosopher in American history, Richard Rorty (1931-2007). The material that we read will cover all the main aspects of Rorty's philosophical and political work. The main focus of the course will be an attempt to come to terms with Rorty's critique of the cult and culture of professional philosophy. We will also be concerned with an attempt to understand Rorty as a major figure in the American intellectual tradition and locate him within the history that includes such figures as Emerson, Whitman, William James, John Dewey, and other figures considered to be exemplars of naturalism, pragmatism, or neo-pragmatism in one form or another.

MLAR 7070 Political World (3)
This course examines the political economy of food by exploring the processes of production, regulation, and consumption that determine the relationships between humans and the food we eat in the world today. We will explore the moral, political, social, and economic dimensions of this topic with the goal of providing a platform for personal exploration and transformation. The presentation of material in the course is designed to be engaging, provocative, and stimulating and to provide the student with an opportunity to make informed decisions about the moral and political dimensions of their own relationship to food.

MLAR 7080 The Economic World (3)
This course examines the causes and consequences of the Great Recession, the economic crisis of 2008 and beyond. Over the past thirty years, the economic and political landscape of the world has been transformed by sweeping economic changes that reflect the influence of the once marginalized but now dominant ideology of neo-liberalism and free market fundamentalism. These changes have created the greatest accumulation of individual wealth in human history, but also have arguably created greater suffering, poverty, inequality, anti-democratic developments, and the growing potential for the catastrophic failure of the global economy, as evidenced by recent events. We will consider a variety of political and economic views of the Great Recession, from a broad spectrum of economic and political thinkers.

MLAR 7100 Special Topics (3)
Special topics in liberal arts.

MLAR 7101 Special Topics (3)
Special topics in liberal arts.

Maximum Hours: 99

MLAR 7102 Special Topics (3)
Special topics in liberal arts.

MLAR 7103 Special Topics (3)
Special topics in liberal arts.

MLAR 7113 Philosophy of Religion (3)
This course will analyze various ways of understanding the nature and importance of religious experience and religious beliefs. We will consider some of the most influential arguments for the existence of God and examine central issues such as the problem of evil or the relation between revelation and reason.

MLAR 7122 King Arthur: History & Legend (3)
In this course, we will investigate the evidence, both textual and archaeological, for the existence of an historical Arthur, King of the Britons, and will then consider how that evidence was transformed into an imaginative cycle of stories concerning kingship and chivalry that were highly influential within and beyond the Middle Ages. We will pay particular attention to three themes: the ideals of monarchy and knightly behavior that inform the Arthurian stories (e.g. the medieval theory of the divine right of kings); the development within the Arthurian materials of ideas about medieval romantic love or fin amor, especially in representations of the passionate but doomed relationship between Lancelot and Guinevere; and the mystical dimensions of Arthurian romance, as these emerged from writings about the Round Table fellowship's pursuit of the Holy Grail. We will read Sir Thomas Malory's late medieval revision of the Arthurian story cycle, but with reference to other non-Malory materials to be introduced and explained by the instructor (e.g. a long alliterative poem concerning Arthur's battle with the giant of St. Michael's Mount). We will also deal briefly at the end of the course with Victorian adaptations of the Arthurian materials, especially those by Tennyson in his Idylls of the King and William Morris in his Defence of Guenevere. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Text: Sir Thomas Malory, Le Morte Darthur: The Winchester Manuscript, ed. by Helen Cooper (Oxford: Oxford University Press, 2008).

MLAR 7123 Robin Hood (3)
This course will explore the legendary history of the medieval outlaw figure, Robin Hood, as it developed through the Medieval and Early Modern periods and into our own century. We will begin by examining historical and archaeological evidence for the person "Robin Hood" (including pre-Christian influences on his character) and then will consider Robin Hood's complex literary and cultural identity. We will also be concerned with various political uses to which the figure of Robin Hood was put in the Medieval and Early Modern periods and with Robin Hood's persistent role in modern British and American popular culture, especially the movies. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Texts: Stephen Knight and Thomas Ohlgren, eds., Robin Hood and Other Outlaw Tales, 2d ed. (Kalamazoo: Medieval Institute Publications, 2000) and Stephen Knight, Robin Hood, A Mythic Biography (Ithaca: Cornell University Press, 2009).

MLAR 7124 Great Irish Famine (3)
The Great Irish Famine, 1846-1852, is the central event in the history of modern Ireland. The Famine or the Great Hunger killed approximately one million Irish, forcing the emigration of another two million, and altering not only the history of Ireland, but also the history of Britain, Australia, Canada, and the United States. This course will concentrate on the seminal issues concerning the Famine: Ireland's political and social relationship with British society, the tortured relationship between landlord and tenant, the desperate poverty which afflicted the Irish underclass and threatened much of the population with ruin, the bitter sectarian conflicts which convulsed the island and tainted its political and economic arrangements, and Ireland's struggle for self-determination. We will discuss the causes of the Famine (which were different from the blight which attacked the potato), the domestic and international responses to it, and its consequences for Ireland, Britain, and the United States. This course is a seminar and will emphasize reading, discussion, and writing.

MLAR 7126 Tudors in TV and Film (3)
This course will look at popular depictions of Henry VIII, Thomas Cromwell, Catherine of Aragon, and Anne Boleyn. We will explore questions about creators of historical fiction: Do they have obligations to their audience and to the memory of the dead? Are there some cases in which it is particular important to achieve historical accuracy and others not?

MLAR 7129 Canterbury Tales (3)
This course will investigate the medieval phenomenon of pilgrimage —or religious vacationing—by way of a reading of one of the classics of English literature, Geoffrey Chaucer's 14th c. masterpiece, The Canterbury Tales. In addition to the motif of devotional journeying, we will study the different medieval social classes (knights, clerics, and peasants) and story types (chivalric romances, fabliaux or bawdy tales, saints lives) that Chaucer explores in his literary masterwork.

MLAR 7130 Love/Romance in Lit & Film (3)
In this course we will look at the portrayal of love, romance, and marriage in modern society in short stories, plays and films.

MLAR 7132 Masculinities (3)
What does it mean to be "masculine"? What effects does the concept of "masculinity" have on men, on women, and on society? Until recently, masculinity was considered "natural" for "real men." Recently, however, traditional notions have been challenged by economic crises, social conditions, feminists, and men who do not "fit" the characteristics of "traditional" masculinity. This class takes a critical look at the concept of "masculinity," particularly "hegemonic masculinity," its domination of various "sub" masculinities, and its constructions in popular culture. Through readings, lectures, class discussions, and analyses of films and other cultural elements, we examine what it means to conform to and challenge "hegemonic masculinity" in the United States over the last half century or so.

MLAR 7133 Culture & Politics of Marriage (3)
Although today there are numerous ways to construct a family in America, marriage continues to be the preferred option. Nearly 100% of Americans routinely report a desire to marry at some point in their lives. Roughly 90% of them do marry at least once, and over half do it more than once. Yet soaring divorce rates point to a disconnect between what we expect marriage to be and what it actually is. As young children, we're told that marrying our prince/princess will ensure us a happily ever after, as it did for Cinderella, and this cultural message only gets stronger as we grow up. We're so bombarded by these assurances that we take it for granted that we must marry our prince or princess just to be happy. For this reason, we rarely stop to consider that marriage is a social institution that creates, reinforces, and reflects power and hierarchy. This is a master's level seminar on the social institution of marriage. This course engages questions such as: What is marriage? Where does our notion of marriage come from? How does popular culture act to construct and reinforce that notion and make it part of our taken-for-granted stock of knowledge? How do our idealized notions of marriage differ from our practice of marriage? What politics are implicated in our idealized notions about marriage, and how do those politics play out in the practice of marriage? Drawing on class readings, discussions, and exercises, we engage these issues (and more) as part of the ongoing family values debate that questions whether marriage is in crisis or simply in transition. The intent of this course is to make students aware of some of the hidden forces that shape our contemporary attitudes and ongoing cultural debates about marriage and family.

MLAR 7134 History, Power and the State (3)
This course will explore the theme of power and the state through a study of films, such as "The Man for All Seasons," "Amistad," "Schindler's List" or "Book Thief." We will discuss the historical accuracy of the films, asking what they can teach us, both about the period depicted and the period in which they were made, considering in particular the way people have thought about power and the state.

MLAR 7135 Huey Long in Literature & Film (3)
This course will consider the life of Huey Pierce Long as depicted in biography and film. It will discuss and analyze three major biographical and literary works about Long: Alan Brinkley's comparative biography Voices of Protest: Huey Long, Father Coughlin, and the Great Depression, Richard D. White, Jr.'s Kingfish The Reign of Huey P. Long, and Robert Penn Warren's classic political novel, All the King's Men. The course will also view and analyze two films about Huey Long: Ken Burns's documentary Huey Long and an Academy Award film based on Robert Penn Warren's All the King's Men. The course will also discuss and assess Long's life in light of other writings on the history of Louisiana, the South, and nation from the 1890s through the 1930s.

MLAR 7136 Philosophy of Art (3)
This course is an examination of central philosophical questions about the nature of art. We will examine philosophers' responses to questions such as: what is art? Does art differ from craft? Must art be beautiful? Is art universal or the same across cultures? Are there objective standards for determining the value of a piece of art? What is the relationship of aesthetic value to moral value, and what role (if any) does art play in social justice? We will also examine issues that arise in relation to particular art forms, including poetry, music, painting, dance, and theater.

MLAR 7137 Love and Death in Lit and Film (3)
In this course we analyze the representation of love and death in works of literature and cinema. We will discuss questions about the way these works reveal presumptions of gender, economic class, public and private life.

MLAR 7140 Represnt of War in Lit/Film (3)
In this course we will look at the ways war has been portrayed by writers or film directors and address a number of important questions: Why do countries go to war? When, if ever, is resorting to war legitimate or necessary? What are the psychological effects of war?

MLAR 7153 The Twentieth Century (3)
Was it the most violent century or the most humane? Technologically advanced or spiritually sick? What is often called "the American Century" seems to be characterized by contradictions. What is its legacy? This course will address that question by considering important events and processes, including World War II, the Cold War, Existentialism, Colonialism, Imperialism, and Post-Colonialism.

MLAR 7155 Utopia and Dystopia (3)
This course is devoted to the depiction of utopia and dystopia in Western culture from Plato to the present. We will consider the relation between the two: Why does utopia so often turn into dystopia? What are the elements of a perfect society? Why have all attempts to create a utopian society failed, at least so far?

MLAR 7157 Witchcraft Early Modern Europe (3)
In this course students analyze the causes of the rise of witchcraft prosecution in late medieval and early modern Europe (roughly 1300-1700), while also examining recent historiographical trends in early modern witchcraft research. Topics include the relationship between gender and witchcraft, as well as the effects of social, political, and religious change on witchcraft accusations and trials.

MLAR 7160 Contempry Culture in Lit/Film (3)
In this course we will look at problems in our contemporary culture as they have been represented in short stories, plays, and films.

MLAR 7161 Civil War New Orleans (3)
This course is a seminar which emphasizes reading, discussion, research, and writing. Despite the contentions of some historians, the Civil War had a profound impact on the people and history of New Orleans. During the late antebellum period (1840s-1850s), the city was the principal slave market in the nation. This domestic trade fueled the lower south and New Orleans' economic development. Slavery shaped the economic and social character of the south, over the years creating not only a society with slaves, but also a slave society. Despite its dominance and apparent unanimity, slavery was also a contentious and divisive institution. Slavery in New Orleans was no exception to these twin dynamics. The historical records, newspapers, acts of sales, successions, census records, and private correspondence demonstrate the centrality of slavery to New Orleans' antebellum society. On the other hand, the city's complex racial, ethnic, and sectional composition heightened political and social tensions, raising suspicions and fears about racial identity, naturalization and citizenship, and loyalty. Slavery and ethnicity shaped issues of civil liberties, criminal justice, and politics. The presidential and secession elections of 1860 and 1861 sharply divided New Orleans, as they did throughout much of the urban south. These divisions did not disappear with mobilization and civil war, but were only intensified in the hothouse of occupation, reunion, reconstruction, and, above all, loss. New Orleans suffered greatly during and after the Civil War. Thousands of men were killed or died from wounds and disease and even more were maimed physically and scared emotionally. The fighting ended, but the war continued beyond Appomattox Court House. To this day, the privileges and immunities of American citizens are intensely debated, bringing not only hope but also rancor and division, as much as they did in antebellum New Orleans and America.

MLAR 7166 Genocide as a Political Weapon (3)
This course examines the character of genocide in the modern world, from the killing of the Armenians during World War I to events in Rwanda and Bosnia. What is a genocide? Is it something different than mass murder? What lessons can we learn from the Holocaust and subsequent examples of genocide?

MLAR 7169 Special Topics (3)
Special topics in liberal arts. Course can be repeated up to unlimited times under separate title.

Maximum Hours: 99

MLAR 7171 Introduction to the Bible (3)
This course examines the structure and content of the Bible from historical, literary, philosophic, and religious or theological perspectives.

MLAR 7193 Special Topics (3)
Special topics in liberal arts. Course may be repeated unlimited times for credit.

Course Limit: 99

MLAR 7194 Special Topics (3)
Special topics in liberal arts.

MLAR 7195 Special Topics (3)
Special topics in liberal arts.

Maximum Hours: 99

MLAR 7196 Special Topics (3)
Special topics in liberal arts.

MLAR 7200 Racial Formation Around the World (3)
This course is a comparative sociohistorical inquiry into the bases and mechanisms of racial domination as a "denegated form of ethnicity" anchored in culturally salient (putative) physical differences. Readings include a wide range of sociological, historical, and anthropological studies of ethno-racial vision and division, accommodation, and conflict in Latin America, Asia, Western Europe, the United States, and Africa. They are geared toward helping us uncover the social mechanisms that lead to the rise, reproduction, and transformation of ethno-racial inequality, wherever and whenever it is found. This course is problem-oriented, not group-oriented; its purpose is neither to celebrate nor to denigrate the experiences of this or that particular category but to explain and understand them in sociological terms.

MLAR 7210 Language, Power, & Identity (3)
Language is a powerful mode through which identities and social norms are created, negotiated, and transformed. This course will examine how people use language to enact different cultural, social, or linguistic identities, and how language ideologies impact the understanding and reception of those enactments. We will also explore how people's language beliefs and practices support or challenge dominant power structures and mainstream discourses. Readings will include critical theoretical perspectives on language and discourse, focusing on topics that include multilingualism, code-switching, language loss, microaggressions, and domestic and global language policies.

MLAR 7215 Asian Philosophy (3)
This course studies the major intellectual traditions of India and China, including Hindu and early Buddhist thought in India, as well as Confucian, Taoist, and later Buddhist thought in China.

MLAR 7220 Digital Cultures (3)
This course will critically explore participation in digital communities, including social networks, blogs, intellectual, political and civic collaborations, and emerging digital cultures and art forms. Through sociocultural perspectives on multimodal discourses, we will examine the relationship between technology and culture, community, identity/representation, language and power, and social activism in global digital communities.

MLAR 7235 Women in Global Societies (3)
This course engages with transnational, postcolonial, Black, and Chicana feminist theories to examine how different sociopolitical contexts intersect with women's experiences around the world. In particular, we consider how place, nationality, sexuality, religion, culture, and class impact women's everyday lives while analyzing how women navigate and challenge dominant social structures. Course topics will focus on the experiences of women in relation to identity, migration, representation, and economic development.

MLAR 7240 Justice, Law & Public Policy (3)
This course will examine considerations of justice and morality that help shape law and public policy. Issues to be discussed may include: crime and punishment, drugs, gun control, treatment of enemy combatants, torture, surveillance and privacy, free speech and national security.

MLAR 7245 Medieval New Orleans (3)
By way of numerous Power Point tours of on and off campus sites and materials, as well as our reading of a popular American novel, Mark Twain's A Connecticut Yankee in King Arthur's Court, this course will consider the influence of medieval culture and ideas on New Orleans and, to some extent, Southern culture in general, especially during the post-Civil War period and Reconstruction. For instance, we will discuss medieval architectural styles preserved in Tulane and other local buildings (Richardsonian Romanesque and Gothic Revival), experience medieval music by New Orleans' Musica da Camera (a special guest performance), and explore real medieval manuscript materials from the Tulane Rare Books Room in Jones Hall. We will also talk about medieval influences on such pre-Lenten festivals as Mardi Gras and on such regional foods as gumbo and turducken. Class will conclude with our viewing of a musical film version of Connecticut Yankee, which suggests how Hollywood adapted medieval experience to bring it in line with certain nineteenth-century attitudes toward the Middle Ages. Three written assignments: a midterm (essay format), short critical paper (5 typed pp.), and a final examination (on course terminology). Required Text: Mark Twain, A Connecticut Yankee in King Arthur?s Court, ed. byMLAR Justin Kaplan (New York: Penguin, 1972).

MLAR 7247 Shakespeare (3)
What makes Shakespeare a great writer and why are some of his plays and poems judged to be greater than others in terms of their literary merits? We will take up this twofold question by way of a discussion of some of Shakespeare's "greatest hits," examples derived from each of his major literary genres.

MLAR 7250 Verbal and Visual Rhetoric (3)
This course will focus on theories and practices of verbal discourse in comparison with visual imagery and technology. While concentrating on rhetorics of western cultures, some comparison will be made with rhetorical discourse and imagery in other cultures. The course will examine topics such as the interfaces of religion and politics, mass media and persuasive campaign, or the role of values in institutional leadership and issue campaigns.

MLAR 7280 Philosophy of Religion (3)
This course examines various attempts to understand the nature and importance of religious experience and religious beliefs from a naturalistic perspective. We will discuss the ontological, epistemic, and axiological significance of claims about the nature of religious experience and religious beliefs in an attempt to situate these phenomena in a broader naturalistic understanding of the self and the world. After a consideration of the varieties of religious experience as exemplified in the work of William James, we will review arguments by Pascal Boyer and Daniel Dennett to the effect that the origin, development, and diversity of religious belief and religious experience are all phenomena that are scientifically explainable within the naturalistic frameworks of evolutionary biology and cognitive psychology.

MLAR 7290 Under Arrest: Art, Identity and the Culture Wars (3)
This course uses the controversial art at the center of the Culture Wars as an anchor for questions surrounding the social and political stakes of cultural representation. What does American art look like? What should it look like? Who does American culture represent and who should it represent?

MLAR 7400 Gender, Culture and Families (3)
Research suggests that gender and family are inseparable concepts. Family carries particular gender role expectations at both the "ideal" and the "practice" level. However, we rarely think about what family is or how gender plays into family—we simply take gendered family roles for granted. Yet where do our ideas about family and gender come from? This class will explore our perceptions of the gender-family nexus, and the changes that have occurred over the last half century or so, from the perspective of popular culture.

MLAR 7451 Religions of the World (3)
This course will examine the teachings of several major religious traditions—including Hinduism and Buddhism as well as Judaism, Christianity, and Islam—through selected readings from their sacred scriptures.

MLAR 7500 Independent Study (3)
For specific topics, see Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MLAR 7550 Holocaust in Film & Literature (3)
This course will consider the Holocaust, the attempted genocide of European Jewry by the Nazis during World War II, and the diverse ways that the events related to it are portrayed and understood by diverse audiences. The course is divided into thematic sections that highlight the different issues motivating the authors and creators of relevant texts and films.

MLAR 7940 MLA Transfer Credit (3)
MLA Transfer Credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MLAR 7950 Capstone Portfolio (3)
The Capstone Portfolio will enable students to integrate the knowledge gained from three courses in the MLA program, while participating in a reflective writing seminar. Building on a portfolio of three previously completed papers/projects, the seminar will culminate in a paper or a creative project (e .g., artwork, website, podcast, etc.) accompanied by a shorter academic narrative. Students will explore topics such as metaphor in narrative writing ; reflective and reflexive inquiry; and credibility and knowledge in reflective writing practice.

MLAR 7980 Capstone Project Seminar (3)
The Capstone Project seminar will be structured as a workshop that will support students in improving their research, writing, and critical thinking skills. A variety of writing concerns will be covered, including warranting claims, conducting library searches, writing from sources,creating a dialogue among different disciplines and scholars, interpreting and attributing sources, writing for an audience, analyzing data and methods, exploring structures of presentation, and improving clarity and style. The course will also explore the challenges and opportunities in designing interdisciplinary research projects. Students will work collaboratively to articulate their project's scope, goals, and significance ; develop a comprehensive literature review; frame the research and methods; and complete a full version of the project.

MLAR 7990 Masters Research (3)
Research in Liberal Arts

MLAR 9980 Masters Research (3)
Research in Liberal Arts Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Materials Physics & Engineering (MPEN)

MPEN 6290 Computation Material Sci & Eng (3)
Computational Materials Science and Engineering: This course will cover theories, implementations, and applications of common quantum mechanical software for computational study of materials. State-of-the-art computational methods will be introduced for materials research with emphasis on the atomic and nano scales and hands-on modeling on PCs and supercomputers. The class is aimed at beginning graduate students and upper level undergraduate students, and will introduce a variety of computational methods used in different fields of materials science. The main focus is quantum mechanical methods with a short overview of atomistic methods for modeling materials. These methods will be applied to the properties of real materials, such as electronic structure, mechanical behavior, diffusion and phase transformations. Computational design of materials using materials database via high-throughput and machine learning methods will also be covered.

MPEN 6350 Kinetics of Material Systems (3)
This course covers all aspects of kinetics in material systems. Topics include thermodynamics, steady state and time dependent diffusion, phase transformations, statistical mechanics, structure evolution, boundaries and interfaces, solidification, and precipitation effects.

MPEN 6360 Structure of Materials (3)
The properties of matter depend on which of the about 100 different kinds of atoms they are made of and how they are bonded together in different crystal structures; specifically, the atomic structure primarily affects the chemical, physical, thermal, electrical, magnetic, and optical properties of materials. Metals behave differently than ceramics, and ceramics behave differently than polymers. Students will learn the different states of condensed matter and develop a set of tools for describing the crystalline structure of all of them. They will gain a better understanding of the principles of structure common to all materials. Key concepts, such as symmetry theory will be introduced introduced and applied to provide a common viewpoint for describing structures of ceramic, metallic, and polymeric materials and the latter includes optical microscopy, electron optics, x-ray diffraction and some surface analytical techniques. Structure-sensitive properties of real materials will also be introduced.

MPEN 6370 Processing of Biomaterials (3)
Processing of biomaterials gives an overview of the most advanced techniques to process biomaterials into structures that satisfy next generation applications. All materials classes will be covered including polymers, ceramics, metals, composites and cells and tissues. In each case, the material-specific processing and the properties and potential applications will be covered.

MPEN 6380 Materials for Energy (3)
The course begins with a history of our understanding and utilization of different sources of energy and a review of thermodynamics. In all cases, the most effective materials used are discussed as well as the relevant fundamental equations used and approaches for improving the figure-of-merit. The 5 different forms of energy are introduced - mechanical, electromagnetic, thermal, chemical, and nuclear - and discussed. Materials and techniquesused for energy applications are discussed including thermoelectrics, fossil fuels, nanoparticles, different approaches for energy storage, fuel cells, nuclear energy (fission and fusion), energy biological systems - from cellular scale and ATP and catabolism/anabolism to biomass conversion, and magnetohydrodyanmics. Techniques for energy conversion, biomimetics, energy and the environment and material issues for energy transformation are discussed. The sun is also discussed as a source of energy for photosynthesis, photovoltaics, and photothermal power generation.

MPEN 6390 Synthesis of Nanomaterials (3)
This course focuses on the fundamentals of nanomaterials synthesis mechanisms and characterization. The course gives an introduction for nanomaterials classes and their importance for today's world, followed by basics of physical chemistry of solid surfaces. Then, top-down and bottom-up synthesis approaches for nanomaterials systems including gas, liquid and solid phase processes are covered. Characterization techniques of special importance for nanomaterials are taught. During the semester students will study and review scientific articles focused on nanomaterials synthesis and characterization.

Prerequisite(s): ENGP 3120.

MPEN 6560 Photonic Materials & Devices (3)
This course will cover the theory, design, fabrication, characterization, and application of photonic materials and devices. The course will start with a review of the fundamentals of photonics, including ray optics, wave optics, and nanophotonics/quantum optics. The course will then focus on light-matter interactions and photonic materials, including dielectrics, semiconductors, metals, metamaterials, and photonic crystals. Using these principles and materials, we will explore a number of device architectures, including LEDs, lasers, photodetectors, photovoltaics, etc. We will then discuss fabrication methods for making these materials and devices and common optoelectronic characterization techniques. The course will conclude with exploration of cutting edge topics in photonics research. Prerequisites: PHYS 2350 and PHYS 2360 (or equivalent) or instructor approval.

MPEN 6570 Semiconductor Devices (3)
An introduction to the physics and technology underlying semiconductor electronic and optoelectronic devices, including electrons and holes in semiconductors, energy-band diagrams, carrier transport, metal-semiconductor contacts, p-n junctions, and heterostructures. Device examples include bipolar transistors, MOSFETs, LEDs, and solar cells.

MPEN 6620 MicroFab and Nanotech (3)
Nano/micro-electromechanical devices (N/MEMS) require knowledge of a broad range of disciplines, from the fundamental physics of mechanics and electromagnetism to practical nano/microfabrication processes and techniques.

MPEN 6660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MPEN 6720 Mechanic Behavior of Materials (3)
The course covers the general foundations of elasticity and plasticity theory, dislocation theory, and strengthening mechanisms. Basics of materials forming processes are studied. An overview for non-destructive testing of materials is taught. The course emphasis is on destructive mechanical testing of materials including; tension, torsion, hardness, fatigue and creep tests, in addition to fracture mechanics and failure analysis.

MPEN 6760 Thermodynamics of Materials (3)
The course covers the general foundation of both statistical thermodynamics and classical thermodynamics, including thermodynamics laws, auxiliary functions, and behavior of gases and solutions. In addition, special attention is dedicated to equilibria of reactions and phase diagrams of materials. Computer-based programs will be used to solve thermodynamics problems for complicated materials.

MPEN 6950 Engineers for Int'l Deve (1)
Engineers for International Development at Tulane University exists for students to participate in community-driven development programs worldwide through the design and implementation of sustainable engineering projects, while fostering responsible leadership. We work both internationally and locally to build and educate communities about their basic infrastructure systems such as drinking water, sanitation, and safe homes.

MPEN 7910 Research I (3)

MPEN 7920 Research II (3)

MPEN 7930 Research III (3)

MPEN 7940 Research IV (3)

MPEN 7951 Advanced Research I (3)

MPEN 7952 Advanced Research II (3)

MPEN 9000 Independent Study (0-3)
Course Limit: 99

MPEN 9980 Masters Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Math offered through SoPA (PAMT)

PAMT 1100 Quantitative Analysis (3)
This course delves into the processes used by mathematically-literate citizens and professionals in multiple industries to make optimal decisions in their lives and careers. Students will use technology (such as calculators, Microsoft Excel, Wolfram-Alpha, visual programming languages, and calculators) to create models, providing a rigorous way of simulating and analyzing our complex world. Topics may include probability, introductory statistics, expected value, linear and exponential regression, analysis of functions and their derivatives, and infinite series. Students will explore this content through participant-centered activities and performance-based analysis of real-world contexts based on their interests and careers. Knowledge of high-school algebra is suggested, though not required.

PAMT 1940 Math Transfer Credit (3)

PAMT 2910 Special Topics (0-3)
Special topics course as designed by visiting or permanent department faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

PAMT 2940 Math Transfer Credit (3)

Mathematics (MATH)

MATH 1001 College Mathematics Prep (1)
A five week review of algebra, trigonometry and other pre-calculus concepts relevant to success in calculus and statistics using an artificially intelligent assessment and learning system. This course is open only to students participating in the Newcomb-Tulane College Summer Experience program.

MATH 1005 Explore Experiment Math (3)
An introduction to selected topics in mathematics through inquiry-based discovery. Students will make novel calculations, search for patterns, formulate conjectures, and ultimately prove theorems based on their exploration. The emphasis of the course is on the search for structures in mathematics through guided discovery. This course is open only to high school students participating in the Tulane Science Scholars program.

MATH 1110 Probability & Statistics I (3)
Elementary probability theory with applications; random variables; distributions including a thorough discussion of the binomial, and normal distributions; central limit theorem; histograms; sampling distributions; confidence intervals; tests of hypotheses; linear models; regression and correlation; chi-square test; non-parametric statistics. 1110 is a prerequisite for 1120. These courses do not count toward the Mathematics B.S. requirement in SSE. MATH 1110 is mutually exclusive with MATH 1230. Students may receive credit for only one of MATH 1110 or 1230 in the undergraduate degree.

Corequisite(s): MATH 1111.

MATH 1111 Recitation for Prob & Stats (0)
This is a co-requisite recitation course for MATH 1110.

MATH 1150 Long Calculus I (3)
The material of Calculus 1210 is covered in two semesters, with diversions for topics in algebra, trigonometry, complex numbers as the need for these topics arises. Mathematics 1150 is a prerequisite for 1160. Students finishing the course sequence 1150-1160 may continue with 1220 or any other course having Calculus 1201 as a prerequisite. The combination of 1150 and 1160 may count as one course toward the B.S. degree requirement.

MATH 1160 Long Calculus II (3)
The material of Calculus 1210 is covered in two semesters, with diversions for topics in algebra, trigonometry, complex numbers as the need for these topics arises. Mathematics 1150 is a prerequisite for 1160. Students finishing the course sequence 1150-1160 may continue with 1220 or any other course having Calculus 1201 as a prerequisite. The combination of 1150 and 1160 may count as one course toward the B.S. degree requirement.

Prerequisite(s): MATH 1150.

MATH 1210 Calculus I (4)
Functions and their graphs, limits and continuity, derivatives and applications of derivatives, and introduction to the integral.

Corequisite(s): MATH 1211.

MATH 1211 Calculus I Recitation (0)
This is a co-requisite recitation course for MATH 1210.

MATH 1220 Calculus II (4)
Integration; exponential, logarithmic, and trigonometric functions; techniques of integration; mean value theorem; Taylor's Theorem and Taylor series; and infinite series. MATH 1220 is mutually exclusive with MATH 1310. Students may receive credit for only one of MATH 1220 or MATH 1310 in the undergraduate degree.

Prerequisite(s): MATH 1160 or 1210.
Corequisite(s): MATH 1221.

MATH 1221 Recitation for Calculus II (0)
This is a co-requisite recitation course for MATH 1220.

MATH 1230 Statistics For Scientists (4)
The objective of this course is to provide a thorough introduction to the statistical methods most likely to be encountered by scientists in practical research applications. Specific topics that will be covered in this course include probability axioms and counting techniques, discrete and continuous distributions, sampling methods and descriptive statistics, the Central Limit Theorem and its applications, confidence intervals, hypothesis testing, and linear regression. MATH 1230 is mutually exclusive with MATH 1110. Students may receive credit for only one of MATH 1110 or 1230 in the undergraduate degree. Only MATH 1230 counts towards the B.S. degree.

Prerequisite(s): (MATH 1210) or (MATH 1150 and 1160) or (MATH 1310).
Corequisite(s): MATH 1231.

MATH 1231 Stats for Scientists Recitation (0)
This is a co-requisite recitation course for MATH 1230.

MATH 1310 Consolidated Calculus (4)
A combined course in Calculus I and II for students with a background in Calculus I. Students receive credit for both this course and 1210 if they receive a B- or higher. MATH 1310 is mutually exclusive with MATH 1220. Students may receive credit for only one of MATH 1220 or MATH 1310 in the undergraduate degree.

Corequisite(s): MATH 1311.

MATH 1311 Consolidated Calculus 1 Rec. (0)
This is a co-requisite recitation course for MATH 1310.

MATH 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

MATH 2010 Math Modeling of World (3)
This course exposes students to the process of mathematical modeling as a way to describe, explain, understand, or predict situations arising in everyday life. Examples of such situations might include: the design of handicap ramps, estimating the number of sand bags needed to raise a levee a few feet, understanding and predicting the number of daylight hours at different places in the world, analyzing the consequences of child support payment adjustment formulas used by the states, etc. The modeling process emphasizes making assumptions, translating the empirical situation into mathematical language, drawing conclusions from the mathematical solution, interpreting and validating those conclusions in the context of the original situation and revising assumptions if necessary.

Prerequisite(s): MATH 1150, 1210, 1220, 1310 or 2210.

MATH 2170 Intro To Discrete Math (3)
This course is an introduction to several areas of mathematics that are particularly useful in computer science. The topics include an introduction to predicate and propositional logic, mathematical induction, combinatorics and counting, and discrete probability theory. In lieu of prerequisites please contact instructor for consideration.

Prerequisite(s): MATH 1210, 1310, 1150 or 1110.
Corequisite(s): CMPS 2171.

MATH 2171 Intro To Discrete Math Lab (0)
Co-requisite lab for MATH 2170.

Corequisite(s): MATH 2170.

MATH 2210 Calculus III (4)
A basic course in differential and integral calculus of several variables. Vectors in the plane and space. Vector functions, derivatives, arc length, curvature. Functions of several variables: continuity, partial derivatives, chain rule, gradient, optimization, Lagrange multipliers. Double and triple integrals: change of variables, polar coordinates, cylindrical and spherical coordinates, surface area. Vector fields: gradient, curl, divergence, line and surface integrals, Green's, Stokes', and Divergence theorems.

Prerequisite(s): MATH 1220 or 1310.
Corequisite(s): MATH 2211.

MATH 2211 Recitation for Calculus III (0)
This is a co-requisite recitation course for MATH 2210.

MATH 2240 Intro To Applied Math (4)
An introduction to the techniques of applied mathematics. The course combines an introduction to ordinary differential equations with linear algebra. Numerical and graphical techniques for finding both quantitative and qualitative information about solutions will be discussed and implemented on the computer. No programming experience is assumed. Note: MATH 2240 is mutually exclusive with MATH 4240. Students may receive credit for only one of MATH 2240 or MATH 4240 in the undergraduate degree.

Prerequisite(s): MATH 1220 or 1310.
Corequisite(s): MATH 2241.

MATH 2241 Recitation for Intro App Math (0)
This is a co-requisite recitation course for MATH 2240.

Corequisite(s): MATH 2240.

MATH 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

MATH 3050 Real Analysis I (3)
Introduction to analysis. Real numbers, limits, continuity, uniform continuity, sequences and series, compactness, convergence, Riemann integration. An in-depth treatment of the concepts underlying calculus.

Prerequisite(s): MATH 2210.
Corequisite(s): MATH 3051.

MATH 3051 Recitations for Real Analysis (0)
This is a co-requisite recitation course for MATH 3050.

MATH 3070 Intro To Probability (3)
An introduction to probability theory. Counting methods, conditional probability and independence. Discrete and continuous distributions, expected value, joint distributions and limit theorems. Prepares student for future work in probability and statistics.

Corequisite(s): MATH 3071.

MATH 3071 Intro to Probability Rec. (0)
Corequisite(s): MATH 3070.

MATH 3080 Intro to Statistical Inference (3)
Basics of statistical inference. Sampling distributions, parameter estimation, hypothesis testing, optimal estimates and tests. Maximum likelihood estimates and likelihood ratio tests. Data summary methods and categorical data analysis. Analysis of variance and introduction to linear regression.

Prerequisite(s): MATH 2210 and 3070.
Corequisite(s): MATH 3081.

MATH 3081 Recitations for Intro to Stat (0)
This is a co-requisite recitation course for MATH 3080.

MATH 3090 Linear Algebra (4)
An introduction to linear algebra emphasizing matrices and their applications. Gaussian elimination, determinants, vector spaces and linear transformations, orthogonality and projections, eigenvector problems, diagonalizability, Spectral Theorem, quadratic forms, applications. MATLAB is used as a computational tool.

Prerequisite(s): MATH 2210.
Corequisite(s): MATH 3091.

MATH 3091 Recitations for Linear Algebra (0)
This is a co-requisite recitation course for MATH 3090.

MATH 3110 Abstract Algebra I (3)
An introduction to abstract algebra. Elementary number theory and congruences. Basic group theory: groups, subgroups, normality, quotient groups, permutation groups. Ring theory: polynomial rings, unique factorization domains, elementary ideal theory. Introduction to field theory. Prerequisite(s): MATH 2210.

Prerequisite(s): MATH 2210.

MATH 3140 Experimental Mathematics (3)
The exploration of Mathematical tools in Symbolic Languages. Examples are taken from calculus, differential equations, and linear algebra. Prerequisite(s): MATH 1210, 1220 and 2210.

Prerequisite(s): MATH 1210, 1220 and 2210.

MATH 3200 Combinatorics (3)
Basics of combinatorics with emphasis on problem solving. Provability, pigeonhole principle, mathematical induction. Counting techniques, generating functions, recurrence relations, Polya's counting formula, a theorem of Ramsey. Prerequisite(s): (MATH 1210) and (MATH 1220) and (MATH 2210) or (MATH 3090) or (MATH 1310).

Prerequisite(s): (MATH 1210) and (MATH 1220) and (MATH 2210) or (MATH 3090) or (MATH 1310).

MATH 3280 Information Theory (3)
This introduction to information theory will address fundamental concepts, such as information, entropy, relative entropy, and mutual information. In addition to giving precise definitions of these concepts, the course will include a probabilistic approach based on equipartitions. Many of the applications of information will be discussed, including Shannon's basic theorems on channel capacity and related coding theorems. In addition to channels and channel capacity, the course will discuss applications of information theory to mathematics, statistics, and computer science. Prerequisite(s): MATH 3050, 3090 or 6090.

Prerequisite(s): MATH 3050, 3090 or 6090.

MATH 3310 Scientific Computing I (3)
Errors. Curve fitting and function approximation, least squares approximation, orthogonal polynomials, trigonometric polynomial approximation. Direct methods for linear equations. Iterative methods for nonlinear equations and systems of nonlinear equations. Interpolation by polynomials and piecewise polynomials. Numerical integration. Single-step and multi-step methods for initial-value problems for ordinary differential equations, variable step size. Current algorithms and software.

Prerequisite(s): (MATH 2210) and (MATH 2240) or (MATH 4240).

MATH 3650 Number Theory (3)
The subject of number theory is one of the oldest in mathematics. The course will cover some basic material and describe interesting applications. One of the recurrent themes is the realization that mathematics that was developed usually for its own sake, has found applications in many unexpected problems. Some of the topics covered in the class are Pythagorean triples, prime numbers, divisibility and the highest common divisor, linear diophantine equations, congruences, round-robin tournaments and perpetual calendars, multiple functions, perfect numbers, primitive roots, pseudo-random numbers, decimal fractions and continued fractions, quadratic reciprocity.

MATH 3660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

MATH 3980 Senior Seminar (1)
Under faculty guidance, students will select a topic in current mathematical research, write an expository article on that topic, and give an oral presentation. This seminar is required of all mathematics majors who are not doing an Honors Project within the department.

MATH 3990 Senior Seminar (3)
Under faculty guidance, students will select a topic in current mathematical research, write an expository article on that topic, and give an oral presentation. This seminar is required of all mathematics majors who are not doing an Honors Project within the department.

MATH 4060 Real Analysis II (3)
An in-depth treatment of multivariable calculus. Extends the material covered in Mathematics 2210. Chain rule, inverse and implicit function theorems, Riemann integration in Euclidean n-space, Gauss-Green-Stokes theorems, applications.

Prerequisite(s): MATH 3050.

MATH 4120 Abstract Algebra II (3)
Abstract vector spaces, quotient spaces, linear transformations, dual spaces, determinants. Solvable groups. Field extensions, Galois theory, solvability of equations by radicals. Prerequisite(s): MATH 3090 and 3110.

Prerequisite(s): MATH 3090 and 3110.

MATH 4210 Differential Geometry (3)
Theory of plane and space curves including arc length, curvature, torsion, Frenet equations, surfaces in three-dimensional space. First and second fundamental forms, Gaussian and mean curvature, differentiable mappings of surfaces, curves on a surface, special surfaces. Prerequisite(s): MATH 3050 and 3090.

Prerequisite(s): MATH 3050 and 3090.

MATH 4240 Ordinary Differentl Equa (3)
Review of linear algebra, first-order equations (models, existence, uniqueness, Euler method, phase line, stability of equilibria), higher-order linear equations, Laplace transforms and applications, power series of solutions, linear first-order, systems (autonomous systems, phase plane), application of matrix normal forms, linearization and stability of nonlinear systems, bifurcation, Hopf bifurcation, limit cycles, Poincare-Bendixson theorem, partial differential equations (symmetric boundary-value problems on an interval, eigenvalue problems, eigenfunction expansion, initial-value problems in 1D). Note: MATH 4240 is mutually exclusive with MATH 2240. Students may receive credit for only one of MATH 2240 or MATH 4240 in the undergraduate degree.

Prerequisite(s): MATH 2210 and 3090.

MATH 4300 Complex Analysis (3)
The complex number system, complex integration and differentiation, conformal mapping, Cauchy's theorem, calculus of residues.

MATH 4410 Topology (3)
An introduction to topology. Elementary point set topology: topological spaces, compactness, connectedness, continuity, homeomorphisms, product and quotient spaces. Classification of surfaces and other geometric applications. Prerequisite(s): MATH 3050.

Prerequisite(s): MATH 3050.

MATH 4470 Analyt Method Appl Math (3)
Derivations of transport, heat/reaction-diffusion, wave, Poisson's equations; well-posedness; characteristics methods for first order PDE's; D'Alembert formula and conservation of energy for wave equations; propagation of waves; Fourier transforms; heat kernel, smoothing effect; maximum principles; Fourier series and Sturm-Liouville eigen-expansions; method of separation of variables, frequencies of wave equations, stable and unstable modes, long time behavior of heat equations; delta-function, fundamental solution of Laplace equation, Newton potential; Green's function and Poisson formula; Dirichlet Principle.

MATH 4560 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 4660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 4900 Advanced Topics In Math (3)
This course covers a variety of advanced topics in mathematics and exposes students to recent developments not available in other parts of the mathematics curriculum. Topics covered will vary from semester to semester. Recent topics offered include Knot Theory and 3-Manifolds, Algebraic Combinatorics, Cardiac Modeling, Number Theory.

MATH 4910 Independent Study (1-3)
No more than four hours of 4910-4920 may be counted toward satisfying the major requirements. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 4920 Independent Study (1-3)
No more than four hours of 4910-4920 may be counted toward satisfying the major requirements. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

MATH 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

MATH 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): MATH 4990.

MATH 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 6020 Mathematical Statistics (3)
Thorough review of key distributions for probability and statistics, including the multivariate calculus needed to develop them. Full derivation of sampling distribution. Classical principles of inference including best tests and estimations. Methods of finding tests and estimators. Introduction to Bayesian estimators. Prerequisite(s): MATH 6070, 6080 and 7150.

Prerequisite(s): (MATH 6070 or 6070) and (MATH 6080 or 6080) and (MATH 7150 or 7150).

MATH 6030 Stochastic Processes (3)
Markov processes, Poisson processes, queueing models, introduction to Brownian Motion.

Prerequisite(s): MATH 3070.

MATH 6040 Linear Models (3)
Overview of multivariate analysis, theory of least squares linear regression, regression diagnostics, analysis of variance. Includes data modeling using statistical software.

Prerequisite(s): MATH 6090 and (MATH 6080 or 6020).

MATH 6050 Real Analysis I (3)
Introduction to analysis. Real numbers, limits, continuity, uniform continuity, sequences and series, compactness, convergence, Riemann integration. An in-depth treatment of the concepts underlying calculus.

Prerequisite(s): MATH 2210.
Corequisite(s): MATH 6051.

MATH 6051 Recitations for Real Analysis (0)
This is a co-requisite recitation course for MATH 6050.

Corequisite(s): MATH 6050.

MATH 6060 Real Analysis II (3)
An in-depth treatment of multivariable calculus. Extends the material covered in Mathematics 2210. Chain rule, inverse and implicit function theorems, Riemann integration in Euclidean n-space, Gauss-Green-Stokes theorems, applications.

MATH 6070 Intro To Probability (3)
An introduction to probability theory. Counting methods, conditional probability and independence. Discrete and continuous distributions, expected value, joint distributions and limit theorems. Prepares student for future work in probability and statistic

Corequisite(s): MATH 6071.

MATH 6071 Intro to Probability Rec (0)
Corequisite(s): MATH 6070.

MATH 6080 Intro to Statistical Inference (3)
Basics of Statistical inference. Sampling distributions, parameter estimation, hypothesis testing, optimal estimates and tests. Maximum likelihood estimates and likelihood ratio tests. Data summary methods, categorical data analysis. Analysis of variance and introduction to linear regression.

Corequisite(s): MATH 6081.

MATH 6081 Recitations for Intro to Stat (0)
This is a co-requisite recitation course for MATH 6080.

MATH 6090 Linear Algebra (3)
An introduction to linear algebra emphasizing matrices and their applications. Gaussian elimination, determinants, vector spaces and linear transformations, orthogonality and projections, eigenvector problems, diagonalizability, Spectral Theorem, quadrati

Corequisite(s): MATH 6091.

MATH 6091 Recitations for Linear Algebra (0)
This is a co-requisite recitation course for MATH 6090.

Corequisite(s): MATH 6090.

MATH 6110 Abstract Algebra I (3)
An introduction to abstract algebra. Elementary number theory and congruences. Basic group theory: groups, subgroups, normality, quotient groups, permutation groups. Ring theory: polynomial rings, unique factorization domains, elementary ideal theory. Int

MATH 6120 Abstract Algebra II (3)
Abstract vector spaces, quotient spaces, linear transformations, dual spaces, determinants. Solvable groups. Field extensions, Galois theory, solvability of equations by radicals.

MATH 6200 Combinatorics (3)
Basics of combinatorics with emphasis on problem solving. Provability, pigeonhole principle, mathematical induction. Counting techniques, generating functions, recurrence relations, Polya's counting formula, a theorem of Ramsey.

MATH 6210 Differential Geometry (3)
Theory of plane and space curves including arc length, curvature, torsion, Frenet equations, surfaces in three-dimensional space. First and second fundamental forms, Gaussian and mean curvature, differentiable mappings of surfaces, curves on a surface, sp

MATH 6240 Ordinary Differentl Equa (3)
Review of linear algebra, first-order equations (models, existence, uniqueness, Euler method, phase line, stability of equilibria), higher-order linear equations, Laplace transforms and applications, power series of solutions, linear first-order, systems (autonomous systems, phase plane), application of matrix normal forms, linearization and stability of nonlinearsystems, bifurcation, Hopf bifurcation, limit cycles, Poincare-Bendixson theorem, partial differential equations (symmetric boundary-value problems on an interval, eigenvalue problems, eigenfunction expansion, initial-value problems in 1D). Students may not receive credit for both 2240 and 4240.

MATH 6280 Information Theory (3)
This introduction to information theory will address fundamental concepts, such as information, entropy, relative entropy, and mutual information. In addition to giving precise definitions of these concepts, the course will include a probabilistic approac

MATH 6300 Complex Analysis I (3)
The complex number system, complex integration and differentiation, conformal mapping, Cauchy's theorem, calculus of residues.

MATH 6310 Scientific Computing I (3)
Errors. Curve fitting and function approximation, least squares approximation, orthogonal polynomials, trigonometric polynomial approximation. Direct methods for linear equations. Iterative methods for nonlinear equations and systems of nonlinear equation

MATH 6350 Optimization (3)
Constrained and unconstrained non-linear optimization; Linear programming, combinatorial optimization as time allows. Emphasis is on realistic problems whose solution requires computers, using Maple or Mathematica.

MATH 6370 Time Series Analysis (3)
This course provides an introduction to time series analysis at the graduate level. The course is about modeling based on three main families of techniques: (i) the classical decomposition into trend, seasonal and noise components; (ii) ARIMA processes and the Box and Jenkins methodology; (iii) Fourier analysis. If time permits, other possible topics include state space modeling and fractional processes. The course is focused on the theory, but some key examples and applications are also covered and implemented in the software package R.

Prerequisite(s): MATH 6070 and 6080 and (MATH 6040 or 7260).

MATH 6470 Analy Methods Appl Math (3)

MATH 6510 Topology I (3)
Point set topology. Connectedness, product and quotient spaces, separation properties, metric spaces. Classification of compact connected surfaces. Homotopy. Fundamental group and covering spaces. Singular and simplicial homology. Eilenberg-Steenrod axioms. Computational techniques, including long exact sequences. Mayer-Vietoris sequences, excision, and cellular chain complexes. Introduction to singular cohomology.

MATH 6520 Topology II (3)
Point set topology. Connectedness, product and quotient spaces, separation properties, metric spaces. Classification of compact connected surfaces. Homotopy. Fundamental group and covering spaces. Singular and simplicial homology. Eilenberg-Steenrod axioms. Computational techniques, including long exact sequences. Mayer-Vietoris sequences, excision, and cellular chain complexes. Introduction to singular cohomology.

Prerequisite(s): MATH 3050 and 4060.

MATH 6550 Differential Geometry I (3)
Differentiable manifolds. Vector fields and flows. Tangent bundles. Frobenius theorem. Tensor fields. Differential forms, Lie derivatives. Integration and deRham's theorem. Riemannian metrics, connections, curvature, parallel translation, geodesics, and submanifolds, including surfaces. First and second variation formulas, Jacobi fields, Lie groups. The Maurer-Cartan equation. Isometries, principal bundles, symmetric spaces, K&aumlhler geometry.

MATH 6560 Differential Geometry II (3)
Differentiable manifolds. Vector fields and flows. Tangent bundles. Frobenius theorem. Tensor fields. Differential forms, Lie derivatives. Integration and deRham's theorem. Riemannian metrics, connections, curvature, parallel translation, geodesics, and submanifolds, including surfaces. First and second variation formulas, Jacobi fields, Lie groups. The Maurer-Cartan equation. Isometries, principal bundles, symmetric spaces, Kähler geometry.

MATH 6610 Algebra I (3)
Vector spaces: matrices, eigenvalues, Jordan canonical form. Elementary number theory: primes, congruences, function, linear Diophantine equations, Pythagorean triples. Group theory: cosets, normal subgroups, homomorphisms, permutation groups, theorems of Lagrange, Cayley, Jordan-Hölder, Sylow. Finite abelian groups, free groups, presentations. Ring theory: prime and maximal ideals, fields of quotients, matrix and Noetherian rings. Fields: algebraic and transcendental extensions, survey of Galois theory. Modules and algebras: exact sequences, projective and injective and free modules, hom and tensor products, group algebras, finite dimensional algebras. Categories: axioms, subobjects, kernels, limits and colimits, functors and adjoint functors.

MATH 6620 Algebra II (3)
Vector spaces: matrices, eigenvalues, Jordan canonical form. Elementary number theory: primes, congruences, function, linear Diophantine equations, Pythagorean triples. Group theory: cosets, normal subgroups, homomorphisms, permutation groups, theorems of Lagrange, Cayley, Jordan-Hölder Sylow. Finite abelian groups, free groups, presentations. Ring theory: prime and maximal ideals, fields of quotients, matrix and Noetherian rings. Fields: algebraic and transcendental extensions, survey of Galois theory. Modules and algebras: exact sequences, projective and injective and free modules, hom and tensor products, group algebras, finite dimensional algebras. Categories: axioms, subobjects, kernels, limits and colimits, functors and adjoint functors.

Prerequisite(s): MATH 3090 and 3110.

MATH 6660 Special Topics (1-3)
Special Topics. Can be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 6710 Analysis I (3)
Lebesgue measure on R. Measurable functions (including Lusin's and Egoroff's theorems). The Lebesgue integral. Monotone and dominated convergence theorems. Radon-Nikodym Theorem. Differentiation: bounded variation, absolute continuity, and the fundamental theorem of calculus. Measure spaces and the general Lebesgue integral (including summation and topics in Rn such as the Lebesgue differentiation theorem). Lp spaces and Banach spaces. Hahn-Banach, open mapping, and uniform boundedness theorems. Hilbert space. Representation of linear functionals. Completeness and compactness. Compact operators, integral equations, applications to differential equations, self-adjoint operators, unbounded operators.

MATH 6720 Analysis II (3)
Lebesgue measure on R. Measurable functions (including Lusin's and Egoroff's theorems). The Lebesgue integral. Monotone and dominated convergence theorems. Radon-Nikodym Theorem. Differentiation: bounded variation, absolute continuity, and the fundamental theorem of calculus. Measure spaces and the general Lebesgue integral (including summation and topics in Rn such as the Lebesgue differentiation theorem). Lp spaces and Banach spaces. Hahn-Banach, open mapping, and uniform boundedness theorems. Hilbert space. Representation of linear functionals. Completeness and compactness. Compact operators, integral equations, applications to differential equations, self-adjoint operators, unbounded operators.

Prerequisite(s): MATH 3050, 3090 and 4060.

MATH 6810 Applied Math I (3)
Formulating mathematical models. Introduction to differential equations and integral equations. Fourier series and transforms, Laplace transforms. Generating functions. Dimensional analysis and scaling. Regular and singular perturbations. Asymptotic expansions. Boundary layers. The calculus of variations and optimization theory. Similarity solutions. Difference equations. Stability and bifurcation. Introduction to probability and statistics, and applications.

MATH 6820 Applied Math II (3)
Formulating mathematical models. Introduction to differential equations and integral equations. Fourier series and transforms, Laplace transforms. Generating functions. Dimensional analysis and scaling. Regular and singular perturbations. Asymptotic expansions. Boundary layers. The calculus of variations and optimization theory. Similarity solutions. Difference equations. Stability and bifurcation. Introduction to probability and statistics, and applications.

MATH 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

MATH 7001 Math Teaching Training (1)
An interactive seminar to prepare students to teach mathematics at the college level. Topics covered will include discussion of practical issues such as how to keep a class engaged, how to prepare and grade assessments, how to prepare for class meetings, as well as discussion of theoretical issues such as what a teacher should be trying to achieve in the classroom, current understanding of how students learn best, and evaluating the effectiveness of assessments of student performance.

MATH 7010 Topology I (3)
Point set topology. Connectedness, product and quotient spaces, separation properties, metric spaces. Classification of compact connected surfaces. Homotopy. Fundamental group and covering spaces. Singular and simplicial homology. Eilenberg-Steenrod axioms. Computational techniques, including long exact sequences. Mayer-Vietoris sequences, excision, and cellular chain complexes. Introduction to singular cohomology.

MATH 7020 Topology II (3)
Point set topology. Connectedness, product and quotient spaces, separation properties, metric spaces. Classification of compact connected surfaces. Homotopy. Fundamental group and covering spaces. Singular and simplicial homology. Eilenberg-Steenrod axioms. Computational techniques, including long exact sequences. Mayer-Vietoris sequences, excision, and cellular chain complexes. Introduction to singular cohomology.

MATH 7030 Stochastic Processes (3)
Markov processes, Poisson processes, queueing models, introduction to Brownian Motion.

MATH 7110 Algebra I (3)
Vector spaces: matrices, eigenvalues, Jordan canonical form. Elementary number theory: primes, congruences, function, linear Diophantine equations, Pythagorean triples. Group theory: cosets, normal subgroups, homomorphisms, permutation groups, theorems of Lagrange, Cayley, Jordan-Hölder , Sylow. Finite abelian groups, free groups, presentations. Ring theory: prime and maximal ideals, fields of quotients, matrix and Noetherian rings. Fields: algebraic and transcendental extensions, survey of Galois theory. Modules and algebras: exact sequences, projective and injective and free modules, hom and tensor products, group algebras, finite dimensional algebras. Categories: axioms, subobjects, kernels, limits and colimits, functors and adjoint functors.

MATH 7120 Algebra II (3)
Vector spaces: matrices, eigenvalues, Jordan canonical form. Elementary number theory: primes, congruences, function, linear Diophantine equations, Pythagorean triples. Group theory: cosets, normal subgroups, homomorphisms, permutation groups, theorems of Lagrange, Cayley, Jordan-Hölder , Sylow. Finite abelian groups, free groups, presentations. Ring theory: prime and maximal ideals, fields of quotients, matrix and Noetherian rings. Fields: algebraic and transcendental extensions, survey of Galois theory. Modules and algebras: exact sequences, projective and injective and free modules, hom and tensor products, group algebras, finite dimensional algebras. Categories: axioms, subobjects, kernels, limits and colimits, functors and adjoint functors.

MATH 7150 Probability Theory I (3)

MATH 7210 Analysis I (3)
Lebesgue measure on R. Measurable functions (including Lusin's and Egoroff's theorems). The Lebesgue integral. Monotone and dominated convergence theorems. Radon-Nikodym Theorem. Differentiation: bounded variation, absolute continuity, and the fundamental

MATH 7220 Analysis II (3)
Lebesgue measure on R. Measurable functions (including Lusin's and Egoroff's theorems). The Lebesgue integral. Monotone and dominated convergence theorems. Radon-Nikodym Theorem. Differentiation: bounded variation, absolute continuity, and the fundamental

MATH 7240 Mathematical Statistics (3)
Consists of Math 6020 and additional meetings and readings to cover advanced limit theorems and foundations of mathematical statistics. Prerequisite(s): MATH 6070, 6080 and 7150.

Prerequisite(s): (MATH 6070 or 6070) and (MATH 6080 or 6080) and (MATH 7150 or 7150).

MATH 7260 Linear Models (3)
Overview of multivariate analysis, theory of least squares linear regression, regression diagnostics, analysis of variance. Includes data modeling using statistical software.

MATH 7291 Algebraic Geometry I (3)
This is the first semester of a second year course for graduate students with research interest in Algebraic Geometry and related areas. The course will give students a necessary background preparation for research in Algebraic Geometry or to read and understand papers in this area. Topics in this course include: affine and projective varieties, morphisms of varieties, nonsingular varieties, and category theory.

MATH 7292 Algebraic Geometry II (3)
This is the second semester of a second year course for graduate students with research interest in Algebraic Geometry and related areas. The course will give students a necessary background preparation for research in Algebraic Geometry or to read and understand papers in this area. Topics in this course include: sheaves and schemes, line bundles and divisors, projective morphisms, and applications in toric geometry, homogeneous spaces, and algebraic group embeddings.

MATH 7310 Applied Mathematics I (3)
This is a first year graduate course in Applied Mathematics. A solid working knowledge of linear algebra and advanced calculus is the necessary background for this class. The topics covered include a mix of analytical and numerical methods that are used to understand models described by differential equations. We will emphasize applications from science and engineering, as they are the driving force behind each of the topics addressed.

MATH 7320 Applied Math II (3)
This is a first year graduate course in Applied Mathematics. A solid working knowledge of linear algebra and advanced calculus is the necessary background for this class. The topics covered include a mix of analytical and numerical methods that are used to understand models described by differential equations. We will emphasize applications from science and engineering, as they are the driving force behind each of the topics addressed.

MATH 7350 Scientific Computing I (3)
Introduction to numerical analysis: well-posedness and condition number, stability and convergence of numerical methods, a priori and a-posteriori analysis, source of error in computational models, machine representation of numbers. Linear operators on normed spaces. Root finding for nonlinear equations. Polynomial interpolation. Numerical integration. Orthogonal polynomials in approximation theory. Numerical solution of ordinary differential equations.

MATH 7360 Data Analysis (3)
This course covers the statistical analysis of datasets using R software package. The R environment, which is an Open Source system based on the S Language, is one of the most versatile and powerful tools available for statistical data analysis, and is widely used in both academic and industrial research. Key topics include graphical methods, generalized linear models, clustering, classification, time series analysis and spatial statistics. No prior knowledge of R is required.

Prerequisite(s): MATH 6020 and 6080.

MATH 7370 Time Series Analysis (3)
This course provides an introduction to time series analysis at the graduate level. The course is about modeling based on three main families of techniques: (i) the classical decomposition into trend, seasonal and noise components; (ii) ARIMA processes and the Box and Jenkins methodology; (iii) Fourier analysis. If time permits, other possible topics include state space modeling and fractional processes. The course is focused on the theory, but some key examples and applications are also covered and implemented in the software package R.

MATH 7510 Differential Geometry I (3)
Differential manifolds. Vector fields and flows. Tangent bundles. Frobenius theorem. Tensor fields. Differential forms, Lie derivatives. Integration and deRham's theorem. Riemannian metrics, connections, curvature, parallel translation, geodesics, and submanifolds, including surfaces. First and second variation formulas, Jacobi fields, Lie groups. The Maurer-Cartan equation. Isometries, principal bundles, symmetric spaces, Kähler geometry.

MATH 7520 Differential Geometry II (3)
Differential manifolds. Vector fields and flows. Tangent bundles. Frobenius theorem. Tensor fields. Differential forms, Lie derivatives. Integration and deRham's theorem. Riemannian metrics, connections, curvature, parallel translation, geodesics, and submanifolds, including surfaces. First and second variation formulas, Jacobi fields, Lie groups. The Maurer-Cartan equation. Isometries, principal bundles, symmetric spaces, Kähler geometry.

MATH 7530 Partial Diff Equations I (3)
Classical weak and strong maximum principles for 2nd order elliptic and parabolic equations, Hopf boundary point lemma, and their applications. Sobolev spaces, weak derivatives, approximation, density theorem, Sobolev inequalities, Kondrachov compact imbedding. L2 theory for second order elliptic equations, existence via Lax-Milgram Theorem, Fredholm alternative, a brief introduction to L2 estimates, Harnack inequality, eigenexpansion. L2 theory for second order parabolic and hyperbolic equations, existence via Galerkin method, uniqueness and regularity via energy method. Semigroup theory applied to second order parabolic and hyperbolic equations. A brief introduction to elliptic and parabolic regularity theory, the Lp and Schauder estimates. Nonlinear elliptic equations, variational methods, method of upper and lower solutions, fixed point method, bifurcation method. Nonlinear parabolic equations, global existence, stability of steady states, traveling wave solutions. Conservation laws, Rankine-Hugoniot jump condition, uniqueness issue, entropy condition, Riemann problem for Burger's equation, p-systems.

MATH 7540 Partial Diff Equitns II (3)
A brief introduction to elliptic and parabolic regularity theory, the L^p and Schauder estimates. Nonlinear elliptic equations, variational methods, methods of upper and lower solutions, fixed point method, bifurcation method. Nonlinear parabolic equations, global existence, stability of steady states, traveling wave solutions. Conservation laws, Rankine-Hugonoit jump condition, uniqueness issue,, entropy condition, Reimann problem for Burger's equation and p-systems.

MATH 7550 Probability Theory II (3)
Various types of convergence, independent increments, stable laws, central limit problem. Central limit theorems, x^2 distribution, contingency tables. Sampling distributions for normal populations (t, x^2, F). Estimation of parameters: minimum variance, maximum likelihood, sufficiency, nonparametric estimation. Hypothesis testing: Neyman-Pearson lemmas, general linear models, analysis of variances and covariance, regression. Introduction to time series, sampling design, and Bayesian theory.

MATH 7570 Scientific Computatn II (3)
Floating point arithmetic (limitations and pitfalls). Numerical linear algebra, solving linear system by direct and iterative methods, eigenvalue problems, singular value decompositions, numerical integrations, interpolations. Unconstrained optimization.

MATH 7580 Scientific Computing III (3)
Numerical ODE, both initial and boundary value problems. Numerical PDE. Introduction to fluid dynamics and other areas of application.

Prerequisite(s): MATH 7570.

MATH 7710 Topics In Algebra (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7711 Topics in Algebra (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7712 Topics in Algebra (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7713 Topics in Algebra (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7714 Topics in Algebra (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7715 Topics in Algebra (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7720 Topics In Analysis (3)

MATH 7730 Topics In Applied Math (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7731 Topics in Applied Math (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7732 Topics in Applied Math (3)

MATH 7740 Topics In Computation (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7750 Topics/Differential Equa (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7760 Topics In Geometry (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7770 Topics/Probability&Stats (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7780 Topics/Theoret. Comp Sci (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7790 Topics In Topology (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7940 Transfer Credit-Grad (1-12)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7980 Reading and Research (1-9)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 7990 Advanced Math (1-9)

MATH 9980 Masters Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MATH 9990 Dissertation Research (3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Anesthesiology (ANES)

ANES 4000 Anesthesiology (4)

Maximum Hours: 99

ANES 4020 Basics of Anesthesiology (2)
This course is an introductory course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the most common anesthesia subspecialties including General Anesthesia, Obstetric Anesthesia, Regional Anesthesia, and the Preoperative evaluation process. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 4021 Advanced Anesthesiology (2)
This course is an advanced course to the practice of Anesthesiology. Students participating in this rotation will be introduced to the advanced anesthesia subspecialties including Cardiac Anesthesia, Neuro Anesthesia, and Transplant Anesthesia. Students will also take part in basic anesthesia cases and the preoperative evaluation process.

ANES 4034 Point of Care Ultrasound (2)

ANES 4040 Anesthesiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 5000 Introduction To Anesthesiology (1)
This elective introduces medical students to the Anesthesiology specialty. The course includes differing combinations of classroom problem-based case discussions, group lectures with other students or residents, and visits to the simulation center and operating rooms. Operating rooms and the simulation center are where students are provided with hands-on experience with endotracheal intubation and the placement of intravenous lines. Supervision is by residents and/or attendings. Discussion topics might include airway management, general vs. regional anesthetic techniques, preoperative & postoperative assessment, intraoperative monitoring, pharmacology, cardiovascular and pulmonary physiology, and co-existing disease, as well as anesthetic complications such as awareness during general anesthesia, malignant hyperthermia, regional anesthetic mishaps, and failed intubation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 5500 Clinical Preceptorship - Anes (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 5540 Anesthesiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ANES 9020 ANES Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Biochemistry (BIOC)

BIOC 1003 Metabolic Biochemistry (5)

BIOC 1004 Cellular Biochemistry (2)

BIOC 1010 Biochemistry (7)
Biochemical understanding of proteins and nucleic acids is fueling a revolution in medicine, demonstrating how the basic principles of biochemical structure govern molecular regulation in normal human health or malfunction in disease. Medical Biochemistry at Tulane University School of Medicine divides its focus into two sets of broad topics. Cellular Biochemistry focuses upon the molecular and cellular level of biochemistry, providing information about how cell organelles and structures function. Metabolic Biochemistry focuses upon biochemical pathways involved in intermediary metabolism. Both stress normal function and why disease states occur if these functions are abrogated. In this manner students can appreciate the relevance of biochemical structure and function. Numerous clinical cases are provided, relating disease states to biochemistry, to help students integrate complex disease states viewed from a cellular stand point.

BIOC 1111 Biochemistry Summer Course (5)

MD - Brain & Behavior (BRBH)

BRBH 2006 Brain, Mind and Behavior (6)
The Brain, Mind, and Behavior course is an integration of neuroscience and its application in pre-clerkship neurology and psychiatry.

MD - Clinical Diagnosis (CLDG)

CLDG 2004 Clinical Diagnosis (3)
Clinical Diagnosis is a required, year-long course for sophomore medical students. It is designed to enhance history-taking skills while introducing the student to both normal and abnormal exam findings. The course is inter-digitated with the mechanisms of disease course and is, therefore, organ systems-based. This allows the student to approach the patient's exam with an understanding of the underlying pathophysiology, thus reinforcing the principles of basic science at the bedside. In addition to the history and physical exam sessions with the preceptor, the student will be introduced to statistics and evidence-based medicine, clinical reasoning sessions, SP FEX sessions, and SIM Center activities. There are also ward preparation sessions which present and allow for group discussion of ethical issues which the students may face as clinical clerks.

MD - Dermatology (DERM)

DERM 4000 Dermatology (4)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum. Students on the 4-week rotation will be expected to give a 15-minute oral presentation at the conclusion of their rotation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 4020 Dermatology (2)
The goal of the dermatology elective is to provide fundamental dermatology skills in medical dermatology, surgical dermatology, pediatric dermatology and dermatopathology. The student will participate in clinics, didactic lectures, Kodachrome sessions, and journal clubs. Students are expected to complete the American Academy of Dermatology's Basic Derm Curriculum. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 4040 Dermatology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 5000 Introduction to Dermatology (1)

DERM 5500 Clinical Preceptorship - Derm (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 5540 Dermatology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 9000 Dermatology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

DERM 9020 Dermatology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Emergency Medicine (EMER)

EMER 4000 Emergency Medicine (4)
Emergency Medicine in New Orleans is a fascinating and challenging blend of fast-paced patient care, hands-on learning, multidisciplinary team interactions, and a strong focus on the social determinants of health. In Advanced Emergency Medicine, students will obtain insight into and experience with the principles and practice of emergency medicine and trauma care; gain knowledge and skills in the evaluation and treatment of the acutely ill undifferentiated patient; be exposed to a variety of procedural experiences; and explore the variety of subspecialties and career options in Emergency Medicine. The 4-wk EMER4000 elective is open ONLY to students who intend to match in EMER. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EMER 4020 Emergency Medicine (2)
Emergency Medicine (EM) is a broad, complex discipline with a wealth of patient encounters unmatched by most other specialties. Evaluation of the undifferentiated patient – that is, figuring out who is truly “sick” or “not sick” – is one of the most elusive yet important skills for any physician. Through this rotation, we aim to teach you basic skills in acute medical care, including simple and common procedures, and provide you with an evidence-based foundation for approaching patient care. Furthermore, by one-on-one interactions with faculty and residents, we hope to illustrate to you that every patient encounter can result in both formal and informal teaching and education. Evidence-based learning should occur as often as possible during the course of your shift. Finally, we intend to provide you with a healthy understanding of how a modern ED and trauma unit operates. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Family Medicine (FAMY)

FAMY 3000 Family Medicine (6)
The family medicine clerkship is a six-week required course for third-year medical students. Clerkship students are paired with a community family medicine physician "preceptor." Preceptors are board-eligible family medicine physicians who volunteer their time to mentor Tulane medical students during the clerkship. Students work one-on-one with their preceptor to learn the essentials of family medicine through direct patient care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 3006 Family Medicine (6)

FAMY 3040 Family Medicine Research (4)
An opportunity for students interested in Family Medicine and/or primary care research to learn about research topics and methods appropriate to primary care research. The student may develop a research proposal and protocol, conduct a systematic review of the literature, conduct a research project under faculty supervision, or participate in research underway in the Dept of Family & Community Medicine. Research related to prevention, physical activity, healthy eating, weight loss, or domestic violence is encouraged. Other topics may be considered.

Maximum Hours: 99

FAMY 3500 FAMY Acting Internship (4)
Hands-on, ward-based inpatient experience on a Family MEDICINE hospital service in an approved academic program under the supervision of Tulane Clinical faculty. The experience is equivalent to that of a FAMILY MEDICINE intern, but with fewer patients. Patients are of all ages and both genders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4020 Family Medicine (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and meant to further our students’ family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4021 Hospice (2)
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN’s and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4022 Spanish Clinical Elective (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4024 Healthcare Law for Physicians (2)

FAMY 4040 Family Medicine (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor’s schedule and community engagements and meant to further our students’ family medicine experiences within the community. This rotation is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system and community projects, where possible. Students are evaluated via observation, leading to a final evaluation, and will strengthen their history and physical-taking, differential diagnoses, and pharmaceutical knowledge, all connected to evidence-based medicine. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4041 Hospice (4)
This is a home healthcare elective, wherein the student rotates with a hospice professional in making home visits, exposing him/her to end of life care and the empathy, costs, and family dynamics that go with it. The student regularly consults with RN's and the director of the course. This is a daily elective that runs for two weeks and can serve as a complement to the FM clerkship or serve as a T4 experience that showcases a unique and necessary part of primary care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4042 Spanish Clinical Elective (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements and utilize their medical Spanish. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4043 Medical Ethics in Geriatrics (4)

FAMY 4121 Community Medicine (2)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4140 Community Medicine (4)
A basic understanding of the public health, community medicine and social determinants of health are essential for any medical student. Medicine is moving more and more in the direction of population management. Population health and public health is an issue that needs to be addressed in medicine from the national policy level, healthcare system level, community level, clinic level, and even the individual patient level. This rotation will provide a basic introduction to the concepts of public health and community medicine as they apply to physicians today. Students will leave this rotation with an understanding of the importance of population medicine and public health. They will also understand how to begin to incorporate the basic concepts of public health and population management into their future practice. These concepts include but are not limited to epidemiology, biostatistics, health systems management, emergency preparedness, outbreak investigations, community health, injury prevention, mental health, and environmental health. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4520 Rural Montana Medicine (2)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4540 Rural Montana Medicine (4)
This is a clinical, ambulatory rotation during which students adopt their preceptor's schedule and community engagements in rural Ennis, MT. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students are evaluated via observation, leading to a final evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4800 International (8)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomics of medical care around the world. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 4840 International (4)
The global health elective is an opportunity to experience first-hand the practice of medicine in a unique, underserved, international setting. Students will gain a meaningful appreciation of the challenges faced by providing healthcare in a resource limited setting as well as experience the rewards of doing so. This rotation is particularly well-suited to the student–physician interested in rural health care, community health and primary care or in the socioeconomics of medical care around the world. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5001 Autonomy in the Clinical Rel. (1)
Autonomy is a cornerstone value of medical ethics. Even so, there is widespread disagreement regarding the nature of autonomy, what it means to respect the autonomy of others, and autonomy's proper role – as well as its limits – in medicine. This course provides students an opportunity to explore these issues and how they affect the students' professional lives. It begins with a treatment of the various theories of autonomy. It then moves on to such questions as: Does respecting patient autonomy require providing patients with whatever treatment they wish? How do we respect the autonomy of patients who can no longer make autonomous decisions of their own? Does physician autonomy justify withholding medically indicated interventions to which the physician has moral objections? Students will have the opportunity to wrestle with these and other questions in an open, supportive, discussion-based setting. Doing so will provide students with an understanding of important issues in professionalism and patient care which will be valuable for their Step 2 exams.

FAMY 5002 Bioethics and Film (1)

FAMY 5003 Clinical Research Ethics (1)

FAMY 5004 Stories in Order to Live (1)

FAMY 5005 Illness as Metaphor (1)

FAMY 5006 Healthcare Law for Physicians (1)

FAMY 5007 Current Controversies in Bioethics 1 (1)
This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death, and the practical issues of end of life care involved in euthanasia/assisted suicide. Part II examines problems that challenge principles of human dignity. Part III examines genetics. Finally, Part IV concerns problems relating to social justice.

FAMY 5008 Current Controversies in Bioethics 2 (1)
This course examines a wide variety of controversial issues that arise within bioethics. Part I of the course focuses on conceptual controversies relating to disease, illness, and death, and the practical issues of end of life care involved in euthanasia/assisted suicide. Part II examines problems that challenge principles of human dignity. Part III examines genetics. Finally, Part IV concerns problems relating to social justice.

FAMY 5051 Health Care Policy and Reform (1)
The vision of the health policy elective is to educate and facilitate action about local and national health policy issues among Tulane medical students and the larger New Orleans community. We hope to spur thought, dialogue, and involvement that will improve access to and quality of health care, leading to better health outcomes. By exposing students to health policy issues now, we hope they will see the importance of getting involved in policy-making and advocacy and will continue to stay informed and engaged as practicing physicians who advocate on their patients' behalf. We hope that this elective will serve to spur positive change in health care policy both presently and long-term. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5052 Tibetan Refugee Health (1)
This elective is a 2 week international rotation in Dharmsala, India, where students will gain experience working in an underserved global health setting, while providing health services to Tibetan refugees. Daily activities will include medical assessments of refugees, team meetings with attending physician, lectures by various local medical experts, tours of local medical facilities, and opportunities to learn from local practitioners. Students will be supervised by a board certified physician during the rotation. The 2 week elective will be followed by an optional 1 week of organized travel to experience further cultural immersion. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5200 Art of Observation (1)

FAMY 5500 Clinical Preceptorship - Fam M (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5551 Health and Human Rights (1)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5555 Family Medicine Elective (1)
his is a clinical, ambulatory rotation during which students meet six times with their preceptor(s) for a minimum of four hours per session in a shadowing capacity. It is predominantly outpatient with attention to chronic and acute conditions and longitudinal care across a wide range of patients, utilizing the patient-centered interview, and can include aspects of the business of medicine within a changing healthcare system. Students receive P/F pre-clinical elective credit based on attendance/participation, history taking (T1's) and history and physical taking (T2's), and a final clinical evaluation. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 5559 Pre-Clinical Primary Care (1)
Pre-clinical students may apply to participate in a 4 week primary care preceptorship program during the summer following their T1 year. Preceptorships are arranged with practitioners, group practices, or clinics in the disciplines of Family Practice, General Internal Medicine, General Pediatrics, or OB/GYN that provide primary care in rural or medical disadvantaged areas through out Louisiana. As this is an early clinical experience during the basic science years of medical education, the approach to this preceptorship has been characterized by some as an 'observer-ship' reflecting the limited ability of the early trainee to participate in independent patient care. However, the preceptorship provides a rich opportunity for early development of clinical skills and application of basic science knowledge. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 9000 Family Med. Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

FAMY 9020 Family Med. Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Foundations Medicine I (FIM1)

FIM1 1005 Foundations Med I (5)
Foundations in Medicine I serves as the clinical counterpart to the basic science courses. While the medical knowledge you'll acquire via your basic science coursework is the traditional cornerstone of medical education, it's the tip of the iceberg when it comes to what it takes to be a competent physician. In recent years, the organization that accredits medical schools has developed a list of competencies in which medical schools should ensure students are proficient prior to graduation. Tulane has adapted these competencies into our own set of objectives encompassing, in addition to knowledge, the domains of patient care, practice-based learning and improvement, interpersonal communication, professionalism, systems-based practice, interprofessional collaboration, personal and professional development, and community health and engagement. Foundations in Medicine is tasked with ensuring you are introduced to each of these domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM1 5003 Service Learning Leadership (1)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

FIM1 5004 Summer Preceptorship (1)

FIM1 5005 Social Contexts in Medicine (1)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM1 5007 Intro to Medical Education (1)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom's taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

MD - Foundations Medicine II (FIM2)

FIM2 2005 Foundations Med II (2)
Foundations in Medicine II serves as the clinical counterpart to the basic science courses. This course is tasked with ensuring you are introduced to each of Tulane's institutional competency domains, whose mastery is critical in your journey toward competency as a practicing physician.

FIM2 5005 Social Contexts in Medicine (1)
Social Contexts in Medicine is a longitudinal in which students perform interdisciplinary care coordination for vulnerable patients. Students will attend lectures, trainings, and perform home visits with vulnerable patients throughout the year.

FIM2 5007 Intro to Medical Education (1)
Students in this elective will learn the principles of designing medical education curriculum including needs assessments, writing learning objectives using Bloom's taxonomy, developing content, and evaluation strategies. This is a hands-on elective in which participants will actually work on a small portion of the curriculum. If designed well projects may be selected for inclusion as a pilot in the larger curriculum, the students may have the opportunity to create a scholarly product (ie., poster) for submission to a conference.

FIM2 5205 Service Learning Leadership (1)
Students who serve in major leadership roles in service learning organizations will participate in program development and administration, technology innovation and product development, and resource procurement activities under the guidance of the course director. Students participating in this elective will gain experience in leadership and community involvement.

MD - General Medicine (GENM)

GENM 8000 Full Time Medical Stud (12)
This course has no specific content: it serves as a place-holder for T1 & T2 curriculum

MD - Genetics (GENE)

GENE 1007 Genetics (1)
The Genetics course is designed to provide an overview of human genetic concepts and clinical disorders that have a genetic component. The course seeks to teach students to apply knowledge of the principles of human genetics to a variety of clinical problems. It surveys many clinical areas including cytogenetics, molecular genetics, biochemical genetics, population genetics and clinical genetics.

GENE 5500 Clinical Preceptorship (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

GENE 5540 Genetics Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Gross Anatomy (GANT)

GANT 1008 Gross Anatomy (8)

GANT 1111 Gross Anatomy Summer Course (8)

GANT 4000 Advanced Anatomy Elective (2)

GANT 5005 Teaching Medical Gross Anatomy (1)
Students will serve as a teaching assistants in gross anatomy. Each student will assist a faculty member in the laboratory.

GANT 5006 Teaching Medical Histology (1)
Students will serve as teaching assistants in the Medical Histology course and will gain hands-on teaching experience in small group facilitation and presentation.

GANT 5007 MS Elective (1)

GANT 5008 Medical Mandarin I (1)
6 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5009 Medical Mandarin II (1)
7 week-long course dedicated to learning and improving medical Mandarin speaking skills. Class will involve students learning medical vocabulary, going over clinical cases, applying vocabulary in mock patient interview situations, and improving cultural competence in medical encounters.

GANT 5010 China Summer Mission Trip (1)
4 week-long mission trip dedicated to learning about an alternative healthcare systems in both rural and urbanized China. Students will be engaged in clinical encounters, improving cultural competency, navigating language barriers. When not on rotation, students will be able to experience the local culture and partake in excursions.

GANT 5011 Spirituality in Medicine (1)
Interested in learning more about the different religions and cultures of New Orleans and their views on medicine, death and disease? Want to know how this can help you provide better health services to your patients? This elective will develop your understanding of a wide variety of religions and cultural views on health care, including such faith practices as Islam, Voodoo, Buddhism, and local Vietnamese culture. Through this elective, you will become a more sensitive and compassionate physician to those of differing faith practices and cultural traditions.

GANT 5012 Leadership in Healthcare I (1)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. The Institute of Medicine describes a need to "develop leaders at all levels who can manage the organizational and systems changes necessary to improve health... ." The mission statement of the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders." To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best. The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership. Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5013 Leadership in Healthcare II (1)
To confront the challenges facing modern health care, experts and organizations are calling for an increase in physician leadership capabilities. The Institute of Medicine describes a need to “develop leaders at all levels who can manage the organizational and systems changes necessary to improve health... .” The mission statement of the Tulane University School of Medicine states "...to deliver the highest quality patient care and prepare the next generation of distinguished clinical and scientific leaders." To meet this need, two consecutive preclinical electives, Leadership in Health Care I and II, will engage with leadership topics starting early in the preclinical stages of training. This course will be guided by the Five Practices of Exemplary Leadership revealed by studying the times when leaders performed at their personal best. The five practices of exemplary leadership align with three major leadership theories: transformational, situational, and servant leadership. Each has features that align with expressed beliefs about physician leadership. Students will engage in seminars with leaders to learn to utilize these 5 practices in their own leadership opportunities. This is an experiential course based on participation and student interaction.

GANT 5014 Theory and Basic Concepts (1)

GANT 5500 Advanced Anatomy (1)
Individual projects of dissection by advanced medical and graduate students. Enrollment may be limited by the availability of cadavers. No final examination.

GANT 5540 Anatomy and Med Ed Research (1)
Students participate with a member of the faculty in an ongoing research program as a means of learning research principles and techniques. In addition, reading assignments from original literature will be made and if results warrant, a publication should develop from the work. No final exam.

GANT 5541 Anatomy Research (1)

MD - Histology (HSTO)

HSTO 1001 Histology (5)
The Histology course is designed to provide students with a thorough understanding of the microscopic appearance and function of normal structures in the human body. This allows students to integrate this information with other disciplines such as Gross Anatomy, Pathology, and Physiology.

HSTO 1111 Histology Summer Course (5)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

MD - Mechanism of Disease (PATH)

PATH 1111 Pathology Summer Course (14)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2002 Mechnms of Disease (14)
The Mechanisms of Disease course is designed to help students develop an understanding of the causes and mechanisms of disease and the associated structure and function. Students are expected to develop the skills of observation, interpretation, and integration needed to analyze human disease. Specifically, when provided with the clinical history, the anatomic lesions, and the laboratory data of a patient, students are expected to determine the most likely diagnosis and explain the pathogenesis of the disease. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2003 Advances in Pathology Research (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 2004 Mechanisms of Disease - MS (5)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4000 Pathology (4)
The Pathology elective introduces the medical student to the field of pathology. The elective runs for four weeks with a choice of 2 weeks each in Surgical pathology, Cytopathology, Dermatopathology or Hematopathology. The student will participate in the pathology rotation at TMC and will experience the spectrum of responsibilities of a pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend tumor boards. This elective runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4040 Pathology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4210 Cytopathology (2)
In this elective, students will learn the value of the clinical application of cytopathology to include: diagnosis, differential diagnosis, ancillary tests and therapy. Students will learn to understand the clinical significance of morphologic changes in healthy and diseased cells from cytologic examination of gynecologic and non-gynecologic specimens, including superficial and deep fine needle aspirations. Students will participate in the fine needle aspiration service as well as daily cytology sign-out. Student will work closely with the cytology fellow, resident and staff cytopathologist. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4220 Dermpathology (2)
The dermatopathology elective introduces the medical student to the field of dermatopathology, a subspecialty of anatomic pathology and dermatology. During this elective, the student will participate in the dermatopathology service and will experience the spectrum of responsibilities including interactions with clinicians. This includes microscopic evaluation, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the Dermatopathology fellows, pathology residents and faculty on service. The clerkship runs for two weeks, Monday through Friday and begins at approximately 8:00 a.m. and ends at approximately 5:00 p.m. each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4230 Hematopathology (2)
Students will encounter about 20 new cases, involving CBC's, blood smears, bone marrow biopsies, flow cytometry, molecular diagnostics, coagulation studies, hemoglobin electrophoresis and protein electrophoresis. The student will gather pertinent clinical history on assigned cases, and preview slides with the hematopathology fellow. At each afternoon's sign-out with the faculty and fellow, the student will have the opportunity to present their brief case histories and to summarize the laboratory data at hand. Morphologic evaluation and case interpretation will take place during sign-out. The student will also have an opportunity to observe specimen work-up in the flow cytometry lab. Every evening, the student will be given sample cases to solve that reflect the kinds of cases seen at sign-out. These exercises will be reviewed with the course director every morning. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4240 Surgical Pathology (2)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center or UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 4440 Surgical Pathology (4)
The Surgical Pathology elective introduces the medical student to the field of surgical pathology, a subspecialty of anatomic pathology. During this rotation, the student will participate in the surgical pathology rotation at either Tulane Medical Center and UMCNO and will experience the spectrum of responsibilities of a surgical pathologist including interactions with clinicians. This includes but is not limited to gross prosections, microscopic evaluation, frozen section evaluations, ancillary techniques, and histologic diagnosis with differential diagnostic considerations. The student will work closely with the pathology residents and faculty on service. The student will attend the tumor boards. The clerkship runs Monday through Friday and begins at approximately 8:00 am and ends at approximately 5:00 pm each weekday. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 5500 Clinical Preceptorship - Path (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 5540 Pathology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 6100 Pathology Research Elective (2,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 6200 Autopsy Pathology (3)
This course provides a foundation in autopsy pathology and includes instruction in medical and forensic autopsy pathology, as well as perinatal and pediatric autopsy pathology. This course is designed to prepare pathologists' assistant students for their autopsy practicum.

PATH 6210 Surgical Pathology Techniques (4)
This is the first of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques Laboratory course.

PATH 6211 Surgical Pathology Lab (2)
This is the first of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Surgical Pathology Techniques lecture course.

Corequisite(s): PATH 6210.

PATH 6220 Advanced Surgical Path Tech I (4)
This is the second of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course.

Corequisite(s): PATH 6221.

PATH 6221 Adv Surgical Path Lab I (2)
This is the second of three sequential laboratory courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course.

Corequisite(s): PATH 6220.

PATH 6230 Advanced Surgical Path Tech II (4)
This is the third of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques Laboratory course.

Corequisite(s): PATH 6231.

PATH 6231 Adv Surgical Path Lab II (2)
This is the third of three sequential courses designed for Pathologists' Assistant students. This course provides a connection between the didactic coursework of the first-year curriculum and its application to the practice of surgical pathology by Pathologists' Assistants in the clinical setting. This class is taken in conjunction with the corresponding Advanced Surgical Pathology Techniques lecture course.

Corequisite(s): PATH 6230.

PATH 6240 Pathologist's Assistant Seminar (1)
This course is designed to provide pathologists' assistant students with a foundation in working within an interprofessional healthcare team. This course focuses on medical ethics, interdisciplinary communication, and practices of professional conduct through team activities and group discussions.

Course Limit: 2

PATH 6270 Surgical Pathology Practicum (1)
This is a practical course in surgical pathology that prepares students for their clinical rotations in surgical pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists' assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists' Assistant. Emphasis will be placed on developing the student's skills of gross tissue description, dissection, and frozen section preparation.

Course Limit: 2

PATH 6280 Autopsy Pathology Practicum (1)
This is a practical course in autopsy pathology that prepares students for their clinical rotations in autopsy pathology during the second-year curriculum. Students will rotate at Tulane Medical Center pathology lab under the guidance of Tulane pathologists' assistants, pathology residents, and pathologists. Students will watch and perform (under guidance) the duties of a Pathologists' Assistant. Emphasis will be placed on developing the student's skills of autopsy technique including evisceration and block dissection.

Course Limit: 2

PATH 6300 Mechanisms of Disease 1 (5)
The course integrates the study of the nature of disease with the structural and functional changes that accompany those disease processes. This course is for graduate students and not intended for medical students.

PATH 6310 Mechanisms of Disease 2 (5)
This course follows Mechanisms of Disease 1. It is intended for graduate students and not intended for medical students.

PATH 6400 Molec & Cellular PATH (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 7200 Anatomic Pathology Clerkship (12)
This is a twelve-month practical course sequence that forms the curriculum of the second year of the Pathologists' Assistant program. Students rotate through various clinical sites and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis is placed on developing the student's skills of gross tissue description, dissection, and frozen section preparation in surgical pathology. Emphasis is placed on autopsy techniques including evisceration and block dissection in autopsy pathology.

Course Limit: 3

PATH 7600 Cancer Biology and Pathology (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 9000 Pathology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 9020 Pathology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PATH 9980 Pathology Master's Research (6)
Master's Research is mandatory for students in the 2-year M.S. in Molecular and Cellular Pathobiology program to conduct research to fulfill the thesis requirement. It is the student's responsibility to choose a Pathology faculty member as the thesis advisor by the end of the second semester. It is expected that the student spend a minimum of 20 hours a week working on the thesis project. The thesis is expected to be completed in two semesters and must be approved by a thesis committee, consisting of three faculty members.

MD - Medicine (MED)

MED 3000 Medicine (8)
The entire rotation is an inpatient rotation. In other words, all patients seen will be hospitalized patients or patients being evaluated for hospitalization. Students will spend their time at either Tulane University Hospital or the University Medical Center-NO or both. The Veterans Hospital service is contained within the Tulane University Hospital until the new VA hospital is built (estimated Spring 2017). Students will spend 6 weeks on a general internal medicine hospitalist service and 2 weeks on a subspecialty consulting service, either cardiology, hematology/oncology,

MED 3006 Medicine (6)

MED 3020 Medicine (2)
gastroenterology, infectious disease, or nephrology.

MED 3040 Medicine Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty.

MED 3041 DeBakey Scholar Research (4)
The DeBakey Scholars program provides Tulane medical students with an opportunity to pursue a four-year structured research project with a faculty mentor. Research training forms an important part of medical education because it instills critical thinking and reasoning skills. Since its founding in 2009, the program continues to attract the best and brightest students at Tulane University School of Medicine. DeBakey Scholars are exposed to the creative culture of research throughout their four years in medical school. They evaluate and interpret new clinical and scientific information. The development of these skills foster students' professional growth through continuing education and lifelong learning. DeBakey Scholars are highly-motivated students who are focused on success and looking to make a difference. These students pursue a program that develops skills and talents in the field of research. The tools they develop, publishing papers and presenting to peers, make them even more desirable in highly competitive residency placement.

MED 3400 Medicine (4)
This course is a general medicine elective that is reserved for special circumstances: students are encouraged to request specialty-specific electives, but may be encouraged to enroll in this elective by the Medicine Department.

MED 3401 Eli Lilly (4)
This 4-week elective involves enrollment in the Medical Student Rotation Program at Eli Lilly in Indianapolis. It's an experiential learning program that features a student-centric curriculum and structured mentorship in various aspects of pharmaceutical development. It includes independent projects, industry-led workshops, exposure to many facets of drug discovery and development, and networking opportunities with Lilly medical leaders.

MED 3500 Medicine Acting Internship (4)
The Sub-internship is an opportunity for medical students to assume more responsibility for their patients and tryout being an intern on a limited number of patients. Students should assume the role of intern for 2-4 patients and complete all the necessary tasks for patient care. These may include, but are not limited to, calling consults, writing orders, performing procedures, preparing discharge paperwork, and writing discharge summaries under the supervision of the resident or attending. Students are expected to use this opportunity to refine their physical exam, diagnostic skills, and medical knowledge. Sub-interns are expected to set an example for the clerkship students and help teach them how to maneuver the hospital stetting and meet the clerkship expectations. Students should complete the four-week sub-internship with a firm understanding of the responsibilities of an intern and ways he or she can improve prior to beginning intern year. We hope that this will be a meaningful and enjoyable rotation that helps you mature into the physician you hope to become. NOTE: Preference in May-August will be given to students applying to IM for residency at the discretion of the director of student programs.

MED 3520 Medicine Acting Internship (2)

MED 4000 MD/MBA Elective (4)

MED 4001 Interdisciplinary Patient Care (2)

MED 4002 Military Officer Training (4)

MED 4003 Military Officer Training (2)

MED 4004 Step 2 Study Elective (2)

MED 4015 Palliative Medicine (2)

MED 4016 ALL/IMM/RHEU (4)

MED 4017 COVID-19:Medical/Social Impact (4)

MED 4018 Homeless Health Care (2)

MED 4019 Learning in Venture Capital (2)
The New Orleans BioFund (NOBF) has created an educational program that brings highly driven Tulane medical students interested in VC directly into the fund's day to day operations. The program will provide students with firsthand experience with the southern VC region. Students will leave with the fundamental skills and knowledge in VC, specifically in fields related to healthcare. Tulane medical students have previously interned at NOBF and reported high satisfaction. Students will work a minimum of 60 hours over the T4 year at the NOBF office, located in the New Orleans BioInnovation Center (NOBIC). Students, the NOBF Managing Director and Analyst will work together on a flexible schedule. Students will be assigned to work on projects most of which will be current investment deals the fund is working on. Students will track their deals from due diligence to deal closing. NOBF associates will assign tasks, answer questions, and provide guidance to each student. Students will research, draft memos, and give presentations periodically to demonstrate their work. NOBF associates will provide targeted feedback to ensure by the end of the term students are comfortable with the basics of VC.

MED 4020 Stories: Narrative Medicine (2)

MED 4021 Technology Commercialization (4)
This is an elective primarily for fourth-year students in the 4-yr combined MD/MBA program. The elective is an experiential learning opportunity in Tulane's Office of Technology Transfer. Students participating in the elective will be able to combine their interests and training in business and medicine to contribute to commercialization of biomedical intellectual property developed at Tulane. Students will be given projects that include patent research, marketing research, and feasibility studies for products at various stages of development in the Office of Technology Transfer. Students will apply concepts of strategy, marketing, new venture planning, and valuation in real time. Students will be assigned projects that are actively being commercialized through the Office of Technology Transfer. Students will gain experience with intellectual property law, the role of venture capital, and the role of universities in developing an idea into a commercializable product. The one-month rotation will be experiential in nature. Students participating in the elective will work full time for the entire month. Students will participate in the mechanics of bring an idea to market through activities in the Office of Technology Transfer and the New Orleans Bioinnovation Center (NOBIC). Occasional lectures will take place in NOBIC. Final grades will be based on a final project as well as overall participation in the technology commercialization process.

MED 4022 Online Medical Spanish Level 1 (2)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4023 Online Medical Spanish Level 2 (2)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4024 Online Medical Spanish Level 3 (2)
This 2-week elective is for students interested in learning Spanish in a clinical context. For credit, students are expected to complete one level of medical Spanish language training using the Canopy program over a two-week period. Students must also attend an online orientation and record a 3-5 minute final presentation using the grammar, vocabulary, and cultural training in their respective Canopy level. All course activities can be done as correspondence, and students do not need to physically be present in New Orleans for this elective. Credit will be given upon completion of the required number of modules, orientation attendance, and completion of the final presentation. Students may take this elective more than once at different level 1-3, up to three times.

MED 4026 Making Medicines: Drug Dev (2)
This 2-week elective is an eLearning course in which students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health-related field and medical research to learn the processes required to discover and develop drugs that will ultimately provide a benefit to meet unmet medical needs, with minimal risk.

MED 4028 Intro to Clinical Teaching (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students will attend hour-long workshops, held in evenings throughout the fall, each focusing on one discrete teaching skill. Students will then be given multiple opportunities to practice teaching skills within the context of the Foundations in Medicine course and other possible settings. This course is meant to complement, not to replace, the Advanced Clinical Teaching elective held in spring. While both offer opportunities to practice, this course contains more focused skill-building, while the Advanced Clinical Teaching course offers theory, approaches, and applications to lifelong development as a clinical educator.

MED 4029 Upperclassman Tutoring (4)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.

MED 4030 Upperclassman Tutoring (2)
This T4 tutoring elective increases academic support for underclassmen and enables upperclassmen tutors to develop a tutoring skill set. Our elective meets the needs of tutors by providing elective credit, opportunity for development of a tutoring skill set, increased confidence in tutoring ability, and improved communication skills. It meets the needs of tutees by increasing the number of available upperclassman tutoring sessions and improving the quality of such tutoring sessions by adequately training tutors. This tutoring elective improves the quality of learning and student academic performance by providing an additional academic resource for failing and struggling students. Our elective tutoring sessions serve as a supplement to the PAL program's current resources by providing group tutoring reviews, rather than replacing the PAL program's traditional one-on-one sessions. We utilize TutorLingo software, faculty-led training sessions, and standardized tutee experiences to train upperclassmen in how to be effective tutors for underclassman students. This training process includes a Pre-Tutoring Assessment. Following completion of the training process, upperclassman tutors develop lesson plans and provide group tutoring sessions for both underclassmen who have failed a block exam and students who are passing their courses but are seeking further aid. Tutors complete a Reflection on their growth as a tutor in order to receive academic credit.

MED 4031 Healthcare Policy & Reform (2)
This elective for graduate students is designed to provide a foundation of knowledge of the United States healthcare system in four critical areas of focus: access to care, cost of care, quality of care, and consumer perception of care. Students will learn about U.S. healthcare policy, the government's role in healthcare, the history of healthcare reform, and the Affordable Care Act (ACA). Students will gain an understanding of how healthcare in the U.S. compares to that in the developed world. The course will introduce students to the history and evolution of the U.S. insurance industry, Medicare and Medicaid. The course will also explore the rise of consumerism in healthcare, both in the U.S. and globally. Further, students will gain additional insights about the intersections between business and healthcare through a series of guest lectures from hospital administrators, insurance company executives, experienced physicians, and experts on ACA legislation. This course will also offer an opportunity for students to engage in self-directed learning by designing and leading custom modules tailored to specific interests of class members.

MED 4032 Student-Run Clinic Elective (2)
This is a longitudinal elective that will take place over the course of the academic year. Upon successful completion of course criteria, students will receive credit for a two-week elective. Students enrolling in this elective will be given credit for their participation in Tulane's student-run clinics. T3s/T4s are a valuable part of the clinics: they help guide the T1s/T2s through what is often their very first experience with patients; they provide instruction and assistance with obtaining a medical history, formulating an assessment and plan, documentation and presentation; and they help provide quality care to persons with limited access to healthcare. Tulane's student-run clinics appeal to incoming students, and help develop our students into effective and open-minded physicians. This elective is intended to improve junior and senior students' clinical teaching skills, and to increase student involvement in the student-run clinics.

MED 4033 Healthcare in Central America (2)

MED 4034 Point of Care Ultrasound (2)

MED 4035 Teaching Medical Spanish (2)
The goal of this elective is to create a sustainable and equitable system for teaching the pre-clinical T2 medical Spanish elective. This elective will take the burden off T1 students/LMSA leaders who have historically taught the medical Spanish elective as volunteers – this has been an undue burden on T1 students for too long and is not equitable, as most of the students who have served as instructors in the past have been Latinx/Hispanic. It should not be the responsibility of these students to teach medical Spanish without receiving credit. By creating this T4 medical Spanish teaching elective, students will receive credit for their efforts, and it is much more appropriate for T4 students to serve as instructors than T1s. This is a longitudinal elective available to T4s who are bilingual Spanish speakers. Students will receive credit for teaching medical Spanish lessons to second-year medical students. Students in this elective will utilize the medical Spanish curriculum developed for TUSOM students and teach medical Spanish lessons throughout the academic year. Furthermore, as a "teaching elective," this elective will include a mandatory session for the T4 elective participants on how to be an effective instructor.

MED 4036 Medical Justice Elective (4)
The goal of this rotation is to provide fourth year medical students the opportunity to explore and participate in the medical care of vulnerable patient groups including: unhoused, incarcerated, and formerly incarcerated patients. Students will spend approximately 30 hours per week at two sites that are focused on providing medical care to vulnerable patient groups: (1) the city's public health clinic at Healthcare for the Homeless, and (2) the Orleans Parish Public Defender's office. In addition, there will be opportunities to attend peer support groups for formerly incarcerated persons and work with a prison advocacy group. Students will be responsible for participating in two discussion sections and completing two reflection papers. They will meet twice per block with a facilitator and guest speakers to learn from individuals with lived experience of homelessness or incarceration. This experience is designed to expose senior medical students to a physician's role in public health and community medicine and give them an opportunity to witness the barriers that vulnerable patients face in seeking medical care. There will be optional activities in the evenings that students can opt to participate in. These experiences include: • Wellness Nights at VOTE (Voices Of The Experienced, a group providing support to formerly incarcerated persons) – Third Tuesday of every month from 6-8 pm • Peer support group (formerly incarcerated persons sharing experiences) There are optional experiences that will occur without regular frequency that a student may participate in, including: • Opportunities for observation of legislation discussion at the State House in Baton Rouge

MED 4201 Palliative Care (2)
This 2-week online elective will help "fill-in" the gap in End-of-life care education at Tulane School of Medicine. It also offers medical students the opportunity to learn about this topic when it's most relevant - when they are being exposed to clinical opportunities.

MED 4210 Cardiology (2)
This elective is for students with an interest in learning more about how to diagnose and treat cardiac disease. Students will learn more about the management of severe congestive heart failure, arrhythmias, and coronary artery disease. Students will also get to observe cardiac catheterization, echocardiography, and nuclear medicine. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Cardiology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all Cardiology conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4212 Community Health (2)
This required clerkship allows fourth year students an experience working in a community organization focused on a social determinant of health that acts as a barrier to care. There are assigned didactic activities that focus on analyzing social determinants of health and a discussion section to evaluate these determinants. The course will include one short writing assignment.

MED 4220 Endocrinology (2)
This elective is for students with an interest in learning more about how to diagnose and treat endocrine diseases. Students are to become familiar with the principles of clinical endocrinology in an outpatient setting. Teaching will be largely focused on clinical activities; seeing patients in the clinic setting at three locations. Students will also be encouraged to attend and participate in our weekly endocrine conference on Monday afternoons, from 4 – 6 pm, monthly multidisciplinary tumor board meetings (4th Wednesday of the month, 2-3 pm), and other weekly didactic sessions.

MED 4221 Technology Commercialization (2)

MED 4230 Gastroenterology (2)
This 2-week elective is for students with an interest in general gastroenterology. This is the inpatient consult service which works with the general medicine inpatient teams and other services to address GI patient issues. Clinic time may also be involved at the discretion of the supervision attending or fellow.

MED 4233 Cases in Healthcare Org (2)

MED 4250 Hematology/Oncology (2)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with hematological and oncological disease. Students will be members of an inpatient consult team. The consult team usually evaluates between 1-2 consults per day. The team consists of a medical resident, a fellow, and a staff physician. Rounds are held once a day. Both new consults and prior consults are discussed. The medical student is expected to take an active role in this rotation. Under the supervision of the fellow and the attending, the student is expected to interview patients, perform the physical exam, review pertinent radiological and laboratory data, as well as pathology slides with the attending or pathologist. The student will have a great opportunity to participate and be exposed to the multidisciplinary aspect of Hematology/Oncology as a subspecialty.

MED 4260 Allergy/Imm/Rheum (2)
This elective is for students with an interest in learning more about how to diagnose and treat allergic and immunologic diseases. Students will travel to various outpatient clinics at Tulane and Ochsner (will need to provide own transportation). Students will work directly with fellows and attendings in the Section of Allergy and Immunology. Students are expected to participate in seeing clinic patients and attend all Allergy and Immunology conferences.

MED 4270 Infectious Disease (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with infectious disease. Students will also learn how to use antibiotics appropriately, prevent future infections, and manage the complications of HIV and other chronic infections. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Infectious Disease. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all ID conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4275 Medicine-Pediatrics (4)
This 4-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

MED 4276 Medicine-Pediatrics (2)
This 2-week elective provides students exposure to both adult and pediatrics patients, through both inpatient and outpatient duties.

MED 4280 Nephrology (2)
This 2-week elective is for students with an interest in learning more about how to diagnose and treat patients with renal disease. Students will also learn how to assess fluid balance and manage patients on hemodialysis. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of nephrology. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all renal conferences. Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds.

MED 4290 Pulmonary (2)
This elective is for students with an interest in learning more about how to diagnose and treat patients with pulmonary disease. Students will also learn about ventilator management, indications for bronchoscopy, and in-depth evaluation of chest x-rays and CT of the chest. The students will be members of an inpatient consult team comprised of a fellow and faculty from the section of Pulmonology and Critical Care. An intern or resident may also be a part of the team. Students are expected to participate in daily rounds with the fellow and attendings and attend all pulmonology conferences (i.e. Chest conference). Students will be assigned a panel of patients from which they are expected to write daily progress notes and present on rounds. A student panel should not exceed four patients.

MED 4400 Advanced Clinical Teaching (4)
This course is designed for fourth-year students who seek advanced instruction in clinical education. Students will work with the best of Tulane's medical educators to learn the principles of clinical education. The course is highly interactive and requires 100% attendance on the part of all participants. All elements of the course are required. Students will begin the course by having one of their teaching attempts videotaped. The first two weeks of the course will combine didactic lectures with teaching drills that will sharpen the principles discussed in the didactic lectures. During all weeks of the course, students will observe some of Tulane's most accomplished educators, including Dr. Jeff Wiese (author of Teaching in the Hospital) and have the opportunity to sit with them to discuss their teaching strategies. Students will participate in discussion conferences in which these principles will be analyzed. Students will have the opportunity to use their newly acquired teaching skills to teach Foundations in Medicine students, Clinical Diagnosis students and Internal Medicine Clerkship students.

MED 4409 Community Health (4)
The Tulane Community Health Clerkship is a 4-week non-clinical rotation focusing on social determinants of health. These are the non-medical aspects of patients' lives such as education, housing, employment, language, environment, nutrition, and safety that affect their health. The skills students gain in this course are vital to contextualizing care to individual patient needs and addressing broader population health issues. Students meet with the instructor once weekly (twice in the first week) for didactic instruction and group discussions based on readings. Core topics include health disparities, cultural humility, contextualization of patient care, and workforce and programmatic interventions to address social determinants of health. Students also spend approximately 20 hours per week working at a community partner organization where they design, implement, enhance or evaluate an intervention that addresses social determinants of health. Students connect classroom and community experiences through weekly reflective writing assignments and a final presentation.

MED 4410 Cardiology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in cardiology should see the description for the 2-week cardiology elective.

MED 4411 Culinary Medicine (4)

MED 4412 Teaching Kitchen (4)
The fourth-year elective (4-weeks) in the Goldring Center for Culinary Medicine involve building content and helping guide hands-on cooking classes for 1st year medical students, allied health workers and community members. These classes cover culinary medicine and culinary nutrition concepts, meal planning principals and culinary technique. You will learn by leading, and rotations include an introduction to the kitchen and knife-skills. This rotation will have you working alongside medical students, chefs, physicians, nutritionists, dietitians and other public health professionals, so you'll be introduced to many culinary medicine concepts as you go along. Hours will likely include evenings and weekends, and will require a flexible schedule. This rotation includes work on your feet in the kitchen preparing for classes, curriculum development and leading class discussions teaching culinary medicine concepts. Rotation may include up to 40 hours/week with some evenings and weekends. Please note that we require a minimum of a 4-week commitment in order to complete this rotation. No exceptions will be made. Rotations are offered year-round.

MED 4420 Endocrinology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in endocrinology should see the description for the 2-week endocrinology elective.

MED 4430 Gastroenterology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in gastroenterology should see the description for the 2-week gastroenterology elective.

MED 4450 Hematology/Oncology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in hematology/oncology should see the description for the 2-week hematology/oncology elective.

MED 4460 Allergy/Imm/Rheum (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in allergy/immuology/rheumatology should see the description for the 2-week allergy/immuology/rheumatology elective.

MED 4470 Infectious Disease (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in infectious disease should see the description for the 2-week infectious disease elective.

MED 4480 Nephrology (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in nephrology should see the description for the 2-week nephrology elective.

MED 4490 Pulmonary (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the pulmonary elective should see the description for the 2-week pulmonary elective.

MED 4500 MED/PEDS Acting Internship (4)

MED 4520 ICU (2)
This 2-week elective is for students with an interest in critical care medicine. The students will see 2-3 VA ICU level patients each day and present on rounds. Students will work with Tulane/VA faculty as well as Tulane Pulmonary/Critical Care Fellows.

MED 4540 ICU (4)
The Medicine Department most commonly offers 2-week electives rather than 4-week electives. Students interested in the ICU elective should see the description for the 2-week ICU elective.

MED 5000 Affordable Care Act (1)
This elective provides students opportunities to learn about nuances of the Affordable Care Act (ACA). Emphasis will be on the three pillars of ACA, including individual mandate, employer mandate and insurance companies.

MED 5001 Bioethics Seminar (1)
This elective provides students opportunities to explore issues of organ donation, genetic screening and controversial medical procedures. Research ethics, and reproductive autonomy will be part of the discussion.

MED 5003 Disparities in Heath Care (1)
The United States is the most diverse country in the world. The US is made up of citizens from all types of backgrounds, races, ethnicities, and beliefs. Cultural competence in health care is a course that gives students the opportunity to learn about cultural biases, social determinants of health, and adapt clinical and communication skills to adequately treat a diverse patient population. Furthermore, this course will help prepare students for USMLE Step II CS, a mandatory nationwide exam in which students must interact with patients of different races and ethnicities. This is an opportunity for students to gain worthy clinical and communication skills in order to deliver effective care to all patients, regardless of their background.

MED 5004 MBA Elective (1)

MED 5007 Narrative Medicine (1)
What does it mean to experience illness? What emotions are felt when a student meets their first patient in anatomy lab, silently waiting and seemingly voiceless? Narrative medicine is an interdisciplinary field that explores these questions and challenges disparities in health care by allowing participants (students, patients, providers) to give voice to their experiences, be heard, and valued. The field is steadily growing, featuring the works of such doctor-authors as Atul Gawande, MD, Danielle Ofri, MD, and Paul Kalanithi, MD. This course serves as a primer, giving foundational tools and a space for students to engage with narrative medicine and more fully own their academic and clinical experiences.

MED 5009 Health Care Law & Regulation (1)
This elective provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. By the end of this elective students should be able to explain both the current state of American health law and the social forces that have shaped its historical development. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. This elective is intended to provide only an introductory overview of the major issues in health law.

MED 5010 Integrative Medicine Elective (1)
Have you ever wanted to know how Acupuncture actually worked? Have you, a family member or friend suffered from a condition that doctors haven't been able to resolve? The Integrative Medicine elective is designed to expose students to various approaches that are used to achieve wellness, and uses evidence-based data when available. It also reviews indications, contraindications and best use of each modality. A few of the lectures have the students practice the techniques on themselves, so that they can better explain it to their future patients (i.e. mind-body/guided imagery). Students will also benefit from shadowing a community provider of their choice to see how their approach is used in day-to-day practice and hear from the patients what benefits they experience. Students will also enjoy a journal club discussion on an article pertaining to Integrative Medicine. Topics covered include acupuncture, integrative medicine, mind-body medicine, chiropractic, nutrition among others.

MED 5011 Foundations: Ethics & Justice (1)
This elective provides an opportunity to gain a better understanding of the principles and practice of medical ethics presented in a case-based format. Site visits and surveys of current Social Justice issues will be introduced in light of Ethical Decision making.

MED 5012 Business in Healthcare 1 (1)

MED 5013 Planning for a Profession (1)

MED 5052 History of Medicine Seminars (1)
Weekly speakers will discuss various topics of interest to medical historians. Discussion of the medical aspects and their impact on current medical thought and practice will be emphasized.

MED 5100 DeBakey Program (1)

MED 5101 Sexual Health (1)
This elective is designed to develop medical students' knowledge and skills toward encouraging healthy sexualities and managing sexual concerns among their patients. Medical students will be able to apply a lot of this information during their rotations. Sessions vary in topics and teaching methods and are purposefully designed to provide cross-disciplinary perspectives.

MED 5149 Recruiting the Next Generation (1)
Participants in this course will learn how to serve as standardized patients. They will run role-play scenarios with applicants to the School of Medicine. They will rate applicants' performance for the admissions committee as well provide formal feedback to applicants to exemplify how focused Tulane is on formally developing students' interpersonal skills.

MED 5152 Culinary Medicine in Practice (1)
The T1/T2 course will teach fundamental dietary and nutrition knowledge with basic culinary skills through hands-on cooking classes. Lessons will be keyed to the basic science curriculum (biochemistry, physiology, etc.) while linking concepts learned to the practical clinical skills needed for the patient-physician discussion about the importance of dietary and lifestyle change. Students will be expected to watch a 15-20 minute presentation and take a short quiz prior to scheduled class time. Step preparation is tied into the course, and students get to eat what is cooked! Most time in the classroom is spent in a fun, interactive environment in the kitchen.

MED 5153 Medicine in Martial Arts (1)
This course will provide students a brief overview of some of the anatomical, physiological, and pathological concepts encountered in the first 2 years of medical school and Step 1 through the context of martial arts. Lecture topics will include such things as boxing, the mystical "touch of death," and rear-naked choke. There will be both a lecture component and optional practical component where students will learn select techniques and be able to practice them in a controlled and supervised environment. Please note that this is not a self-defense class.

MED 5500 Clinical Preceptorship - Med (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5501 Out In The Field With Geriatri (1)
This elective will introduce students to the special needs of the older patient. Students may get involved in seeing patients in the home setting, Community Living Center (CLC), Geriatrics outpatient clinic, Palliative Care clinic, as well as other aspects of care of the older veteran. Most of the efforts will occur at sites associated with Southeast Louisiana Veterans Health Care System (SLVHCS). Preceptors for the course will include the faculty physicians of Geriatrics and Extended Care at SLVHCS and Tulane University Section of General Internal Medicine/Geriatrics. Students will be encouraged to follow patients as they transition from various settings, e.g. the inpatient to the home setting and/or nursing home setting as they recover from an acute illness. Student performance will be evaluated by rating of preceptors.

MED 5505 Mind Body Medicine (1)
This elective will teach the biological underpinnings of Mind-Body Medicine while you experience the mind-body skills in a small group setting. This course has been taught in over 13 medical schools, including Georgetown and University of Minnesota. The eight sessions are based on the Center for Mind Body Medicine in Washington DC model (www.cmbm.org). This experiential elective will help medical students understand the concept of Self-Care and how to incorporate relaxation, mindful nutrition and exercise into their lives. It will teach many skills (meditation, autogenic training and biofeedback, movement, nutrition, and virtual imagery) that will help develop the resiliency needed for a demanding and fulfilling career in medicine. Most importantly, the skills are simple and help with many stress-induced and preventable chronic conditions that will be encountered in patient care.

MED 5506 Medical Humanities (1)
This elective focuses on the application of literature and film to medical education and practice.

MED 5507 Palliative & End of Life Care (1)
The art and science of palliative and end of life care remain under-discussed and under-taught during the preclinical years of medical education. This can lead to both patient and provider frustration in addition to less than optimal patient centered care. This elective will foster a better understanding of core concepts palliative and end of life care while empowering students to begin the journey of feeling comfortable with having difficult conversations.

MED 5540 Medicine Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MED 5567 Emergency Medicine Volunteerin (1)
Students will become familiar with the specialty of Emergency Medicine through observation and limited hands-on Emergency Department experience. Students are encouraged to participate in patient care in three ways: learning the basic approach to the emergency patient, contributing to resident and staff discussions of basic anatomy and physiology with knowledge obtained from studies of the first or second year level of medical school, and assisting in such procedures as starting IVs, drawing blood, etc. when appropriate. They will interact with emergency medicine faculty and residents in the ED and discuss patient management and emergency medicine principles.

MED 5568 Entrepreneurship In Bioscience (1)
This course is looking for the dreamers, the students who ask why, and the ones who may be interested one day of becoming an entrepreneur. This course focuses on taking an idea or taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage.

MED 5570 Medical Spanish (1)
Medical Spanish is a half-semester long course dedicated to learning and improving medically-related Spanish speaking skills. The class will involve students in learning medical vocabulary, going through clinical cases, applying vocabulary in mock interview situations, and learning about various aspects of Latino culture. This elective is facilitated by members of the Tulane Latin American Medical Student Association (LAMSA).

MED 9000 Medicine Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MED 9020 Medicine Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Microbiology (MICR)

MICR 1111 Microbiology Summer Course (4)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MICR 2000 Intro to Infectious Diseases (4)
The IID course is designed to provide medical students with a broad-based foundation in the basic concepts of medical microbiology. Course material is presented in two distinct sections: 1) a 3-week introductory module touching upon basic principles in immunology, bacteriology, mycology, virology, and parasitology; 2) more in-depth sessions on specific pathogens within the context of their respective diseases taught throughout systems modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MICR 5541 Immunology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MICR 5542 Microbiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Neurology (NEUR)

NEUR 3000 Neurology (4)
It is expected that the student will accomplish the following educational informational goals during the clerkship. This can be achieved by evaluating patients on the in-patient, consult, and clinic services as well as participating in clinical problem solving during the lectures and conferences. The student is expected to know the clinical history, examination findings and appropriate decision analysis for patients with the following disorders: headache and face pain; dizziness-vertigo and episodic loss of consciousness; weakness and gait impairment; stupor and coma; cerebrovascular disease; seizures and epilepsy; traumatic injury - brain and spine; neurobehavioral disorders, including dementia, amnesia and aphasia; central nervous system infection; abnormal involuntary movements, including Parkinsonism; demyelinating disorders (multiple sclerosis and its mimics); neurological complication of medical illness; stroke; delirium & dementia; neuromuscular disorders; acute spinal cord disorders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 3006 Neurology (3)

NEUR 3020 Neurology (2)
This is a 2-week elective for students who want to learn more about neurocritical care. Students will be exposed to a variety of cases at Tulane Medical Center including neurosurgical patients in the ICU, neurology consults from other ICU services and critical care management of patients on the stroke service. Attendance is required daily for the 2-week block. Topics covered include but are not limited to evaluation of coma, ventilator management, subarachnoid hemorrhage management, intracranial pressure monitoring and management, sodium management in the ICU and post-operative care of spinal surgery. There is no call associated with this elective and there is no final examination. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 3500 Neurology Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 4000 Neurology (4)
Three site placements are available: 1) Clinical Neurology Stroke Service 2) Pediatric Neurology 3) Outpatient Neurology. Students can view eMedley for more information about each site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 4001 Interdisciplinary Patient Care (2)

NEUR 4040 Neurology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 5500 Clinical Preceptorship - Neuro (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 5540 Neurology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NEUR 9000 Neurology Visiting Student (4)

NEUR 9020 Neurology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Neuroscience (NESC)

NESC 5500 Neuroscience Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Neurosurgery (NRSR)

NRSR 3500 Neurosurgery Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4000 Neurosurgery (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4020 Neurosurgery (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 4040 Neurosurgery Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 5500 Clinical Preceptorship - Nsur (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 5502 Introduction To Neurosurgery (1)
Students will be given an introduction to career opportunities in neurosurgery. The course will be conducted through weekly conferences, daily rounds, clinic, and observation in the operating room. Students will be provided exposure to the neurological examination, as well as the diagnosis and treatment of common neurosurgical pathologies. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 5540 Neurosurgery Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NRSR 9000 Neurosurgery Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Obstetrics & Gynecology (OBGY)

OBGY 3000 Obstetrics & Gynecology (8)
This course is an introductory experience in the provision of comprehensive medical care and counseling services to adult and adolescent female patients. The obstetrical conditions and gynecological problems commonly encountered by the physician provide the primary focus for this clerkship experience, but knowledge of serious, less common conditions, is also required. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3006 Obstetrics & Gynecology (6)

OBGY 3500 OB/GYN Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 3520 OB/GYN Acting Internship (2)

OBGY 4000 Obstetrics & Gynecology (4)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4001 Justice, Equity, Diversity, Inclusion Facilitator (2)
As a facilitator of the Justice, Equity, Diversity, and Inclusion(J.E.D.I.) course, the student will be an active participant in continuously developing a curriculum and environment that fosters anti-racist physicians. As a member of the J.E.D.I. team, the student will take part in regular check-ins with course coordinators, review content material, and collaborate with curriculum content developers to create new content as needed.

OBGY 4020 Obstetrics & Gynecology (2)
Fourth year electives are designed to permit medical students to gain a greater depth of understanding of principles of women's health care in Obstetrics and Gynecology. The foundation is expected to have been acquired in the core third year clinical clerkship experience. At the conclusion of the course the student will achieve a more advanced level of knowledge, clinical skills, and independence of judgment under faculty and resident supervision in a focused aspect of Obstetrics and Gynecology. Such students are expected to demonstrate increased initiative in the care of their patients and increased knowledge gained through more advanced reading and discussion of principles related to the care their patients. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4021 Family Planning Elective (2)

OBGY 4040 OB/GYN Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4220 Advance OB/GYN (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 4999 Transition to Residency (2)

OBGY 5000 Introduction to OB/GYN (1)
This elective is an introduction to the field of Obstetrics and Gynecology for interested first and second year medical students. Besides shadowing attendings and residents providing obstetric and gynecologic care to patients in the outpatient setting, students have the opportunity to observe continuity of care by following a patient throughout their care. Students will also observe surgeries at Tulane Medical Center and Lakeside. Students will participate in a lecture series which will introduce the different sub-specialties as well as practice settings in OB/GYN. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 5002 Medical Student for Choice: Reproductive Justice Elective (1)
This elective provides a comprehensive introduction to family planning and reproductive justice with an additional focus on public health and medical ethics. It will provide a baseline knowledge of health concerns that impact reproductive-aged people with uteruses, a population that every future physician will encounter. Topics covered in this elective include: the history of reproductive justice through a human rights framework, medical jargon of abortion, the epidemiology of unintended pregnancy, reproductive health disparities in the US, the policy and ethics surrounding abortion, contraception counseling, pregnancy option counseling, the pharmacology of medical abortions, and advocacy training.

OBGY 5500 Clinical Preceptorship - Obgyn (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 5540 Ob/Gyn Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 9000 OB/GYN Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OBGY 9020 OB/GYN Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Ophtalmology (OPTH)

OPTH 4000 Ophthalmology (4)
A four-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periocular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 4020 Ophthalmology (2)
A two-week elective designed to give students an introduction to Ophthalmology in both outpatient clinics and surgical settings. Students will rotate among different subspecialties to gain exposure to a wide breadth of ophthalmologic pathologies. Subspecialties may include: Cornea & Anterior Segment, Glaucoma, Retina-Vitreous, Pediatric, Strabismus, Orbital & Lacrimal Diseases/Surgery, Oculoplastics & Periocular Eyelid Reconstructive Surgery, Orbital & Ocular Adnexal Oncology, and Ophthalmic Plastic & Reconstructive Surgery. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 4040 Ophthalmology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 4046 Ophthalmology Research (6)

OPTH 5500 Clinical Preceptorship - Ophth (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 5501 Introduction To Ophthalmology (1)
This course is designed to provide the student with an introduction to clinical ophthalmology and with knowledge of the relationships of ocular problems which physicians will encounter during their practice of medicine. The lectures will be conducted between 1:00 and 3:00 p.m. on Fridays. Students are to attend at least one day of the 68th Annual Symposium: Updates in Glaucoma, Retina and Neuro-Ophthalmology, February 15-17, 2019, at the Sheraton New Orleans Hotel, 500 Canal Street, New Orleans, LA 70130. Students are also invited to attend any of the following Lectures and Grand Rounds as time allows: Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 5540 Ophthalmology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 9000 Ophthalmology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OPTH 9020 Ophthalmology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Orthopaedic Surgery (ORTH)

ORTH 3500 Orthopaedic Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4000 Orthopaedic Surgery (4)
This is a four-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Each week, students will join a resident-faculty team at our affiliated hospitals. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties, including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4020 Orthopaedic Surgery (2)
This is a two-week elective designed for the student interested in Orthopedics or a similar surgical specialty. Students will participate in all inpatient and outpatient clinical activities within the different orthopedic specialties including Trauma, Sports Medicine, Reconstruction, Pediatric Orthopedics, and/or Foot/Ankle. Attendance is expected at all orthopedic training functions, including grand rounds and fracture conference. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4021 Orthopaedic Trauma Surgery (2)

ORTH 4040 Orthopaedic Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4041 Orthopaedic Pediatric (4)
This is a four-week elective designed for the student interested in pediatric orthopaedics. The student will join a resident-faculty team for four weeks at our affiliated hospitals. They will take call, attend grand rounds and conferences, and participate in all inpatient and outpatient clinical activities including surgical cases. Student evaluation is by faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4042 Physical Medicine and Rehab (4)
Students may be eligible to complete a PM&R elective at an away site. See eMedley information about approval for away rotations. Students should see ORTH4121 and ORTH4140 for a Tulane-based PM&R elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 4121 PM&R/Sports Medicine (2)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

ORTH 4141 PM&R/Sports Medicine (4)
The Physical Medicine and Rehabilitation/Sports Medicine elective provides basic training in PM&R evaluations with a strong focus on sports medicine and neurological rehabilitation. The elective exposes the medical student to the broad field of PM&R including sports injuries, ultrasound, electromyography, complications of disability, and the restoration and maintenance of function. Time will be spent on the inpatient rehabilitation service, and in the Tulane Institute of Sports Medicine. The student will be exposed to therapies, medications and procedures typically used in PM&R practice. There will be opportunities for sideline game coverage if desired.

ORTH 4220 Physical Medicine & Rehab (2)

ORTH 4221 Mgmt. of Acute Sports Injuries (2)

ORTH 4240 Physical Medicine & Rehab (4)

ORTH 4241 Mgmt. of Acute Sports Injuries (4)

ORTH 4500 PM&R Acting Internship (4)
Students may be eligible to complete a PM&R Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5053 Orthopaedic Pathways (1)
The pre-clinical student is given an introduction to the basics of Orthopaedic Surgical Science including basic surgical skills, principles and opportunities for career development. The course is a preceptorship with role-model orthopaedic surgeons to provide personalized instruction, teaching, and mentoring through experience in the clinic office, conferences, rounds, operating room (if applicable), and professional association. This elective is split into four subspecialties. Subspecialties include Foot and Ankle Surgery, Total Joint Surgery, Sports Medicine, and Shoulder/Elbow. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5056 Orthopaedic Spring Elective (1)
Participants will be given hands-on learning on how to reduce fractures and dislocations, make splints and casts, and incise, debride, and suture wounds. They will receive biweekly lectures on the following topics: musculoskeletal chief complaints and their workup, a primer to fractures and dislocations, being a team physician, and musculoskeletal imaging. Students may be given the opportunity to observe operative cases. Students will be required to participate in a scheduled Sim Center activity on Sterile Scrubbing Technique and Proper OR Procedure. Students will take a musculoskeletal competency test at the end of their elective in order to solidify their knowledge. This test will be compiled by the residents. No book will be required for purchase—all material tested will be included in information provided to students in electronic form. The students completing the elective will be given a certificate stating their participation in the musculoskeletal elective. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5500 Clinical Preceptorship - Ortho (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5501 Introduction To Orthopaedic Su (1)
This elective is designed to give students an introduction to orthopaedic surgery and the diagnosis and treatment of the musculoskeletal system. It is taught by senior faculty in the Department of Orthopaedic Surgery. The sessions will consist of problem-based case presentations via a Socratic interactive dialogue between faculty and students. Students will be exposed to various aspects of orthopaedic surgery including general orthopaedics, total joints, sports medicine, pediatrics, trauma, oncology, hand, spine and foot/ankle. There will be no written or oral examinations. Pass/fail grades will be based upon class attendance, class participation, and oral student presentations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 5540 Orthopaedic Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 9000 Orthopaedic Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ORTH 9020 Orthopaedic Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Otolaryngology (OTLN)

OTLN 3500 OTLN Acting Internship (4)
Students may be eligible to complete an OTLN Subinternship at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 4000 Otolaryngology (4)
The student will function as a sub-intern during this four-week rotation. The rotation is divided into two two-week rotations at Tulane University Hospital and Clinics and Ochsner. The elective is designed to be an outstanding learning environment for students interested in pursuing Otolaryngology as a career or students who would benefit from exposure to Otolaryngology for their career. Students will be expected to track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient's hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is an intense clerkship experience. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 4020 Otolaryngology (2)
The student is introduced to Clinical Otolaryngology during this two-week rotation at Tulane University Hospital and Clinics. The elective is designed to be an outstanding learning environment for students interested in learning more about Otolaryngology as either a possible career, or students who would benefit from exposure to Otolaryngology for their career. Students are expected to attend both the Otolaryngology clinic as well as track patients assigned to the Otolaryngology-Head & Neck Surgery service throughout the patient's hospital stay including planned and emergent surgery. Attendance at weekly didactic conference (Tuesday 4 to 6 PM) is required. The student will be required to present patients on clinical rounds as well as discuss relevant Otolaryngology topics in the operating room and clinics. This is a focused clerkship experience. The student is expected to read the Primary Care Otolaryngology online textbook from the American Academy of Otolaryngology Head and Neck Surgery. During the rotation, the faculty will review relevant topics and the students are expected to demonstrate competency in the subject matter. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 4040 Otolaryngology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 5000 Introduction to Otolaryngology (1)

OTLN 9000 Otolaryngology Visiting Studen (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

OTLN 9020 Otolaryngology Visiting Studen (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Pediatrics (PEDS)

PEDS 3000 Pediatrics (8)
The Pediatric Clerkship is an 8-week clinical rotation designed to provide an introductory experience in the care of children for junior or senior medical students. The curriculum is based on a national curriculum formulated by the Council on Medical Student Education in Pediatrics and is designed to assist students in acquiring basic knowledge of common and uncommon but significant pediatric disorders through both clinical and didactic learning experiences. All students spend time in general and specialty ambulatory clinics, general or specialty oriented inpatient ward services, and the well-baby and neonatal intensive care nurseries. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3004 Pediatrics (4)
This four-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3006 Pediatrics (6)

PEDS 3020 Pediatrics (2)
This two-week elective provides students with an introduction to outpatient primary care and acute care in pediatrics. Students will rotate in various outpatient clinics to gain a better understanding of primary preventative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3040 Pediatric Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 3520 PEDS NICU Acting Internship (2)

PEDS 3521 PEDS PICU Acting Internship (2)

PEDS 4119 Advanced Pediatric Experience (4)
The Department of Pediatrics will be offering the Advanced Pediatric Elective (APE) in the T-4 February block each year. The APE is a course designed for senior medical students who are interested in residency careers which involve the care of infants, children, and adolescent patients. The APE is an additional elective for senior students (the other being their sub-internship) designed to give students extra training to prepare them for pediatrics, internal medicine/pediatrics (med/peds), triple board (pediatrics/adult psychiatry/child psychiatry), or family practice residencies. The APE will be held in February each academic year as a 1 month elective in order for students to acquire the knowledge and skills necessary to be competent and successful at the start of their intern year. This senior elective will be limited to 10 seniors to ensure a more concentrated and robust learning experience for each student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4120 PEDS Emergency Medicine (2)
This is a 2-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4121 Pediatric Forensic Medicine (2)

PEDS 4122 Pediatric PM&R (4)

PEDS 4123 PSEL & Team Training Elective (2)

PEDS 4124 Pediatric Rheumatology (2)
The Pediatric Rheumatology Elective will provide fourth year medical students who are considering Pediatric Rheumatology or Pediatrics as a future career with a broad exposure to the field of Pediatric Rheumatology. Over the course of two or four weeks, students will attend clinics and participate in inpatient consults with the Tulane Pediatric Rheumatology team at Children's Hospital of New Orleans. Students will work in an interdisciplinary team, seeing patients, presenting patients, writing notes, and formulating differential diagnoses and plans alongside experts in the field.

PEDS 4125 Pediatric Rheumatology (4)
The Pediatric Rheumatology Elective will provide fourth year medical students who are considering Pediatric Rheumatology or Pediatrics as a future career with a broad exposure to the field of Pediatric Rheumatology. Over the course of two or four weeks, students will attend clinics and participate in inpatient consults with the Tulane Pediatric Rheumatology team at Children's Hospital of New Orleans. Students will work in an interdisciplinary team, seeing patients, presenting patients, writing notes, and formulating differential diagnoses and plans alongside experts in the field.

PEDS 4140 PEDS Emergency Medicine (4)
This is a 4-week elective in the Pediatric Emergency Department. Students will actively participate in the management of patients in the ED. Students will learn how to assess each patient and how to approach each complaint by considering most common causes and acutely emergent cases. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4141 Pediatric Forensic Medicine (4)

PEDS 4210 PEDS Cardiology (2)
This is a two-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenial Heart Diseases and how they are managed in infants, children and adults. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4230 PEDS Gastroenterology (2)
This is a 2-week elective with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4240 PEDS Genetics (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4250 PEDS Hematology/Oncology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4270 PEDS Infectious Disease (2)
During this 2-week elective, the student will be part of the clinical team, including the attending, fellow (some months) and resident (some months). The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4275 PEDS Medicine-Pediatrics (4)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4276 PEDS Medicine-Pediatrics (2)
Students may be eligible to complete a PEDS Med-Peds elective at an away site. See eMedley information about approval for away rotations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4280 PEDS Nephrology (2)
This is a two-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4290 PEDS Pulmonary (2)
This is a two-week elective that provides an introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will be exposed to a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4410 PEDS Cardiology (4)
This is a four-week elective designed to provide exposure to Pediatric Cardiology. Students will rotate in an outpatient Cardiology Clinic to learn the diagnostic workup and management of common cardiologic cases. Students will learn about Congenial Heart Diseases and how they are managed in infants, children and adults. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4430 PEDS Gastroenterology (4)
This elective is a four-week rotation with inpatient and outpatient clinical experiences involving patients with GI and Nutritional issues. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4440 PEDS Genetics (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4450 PEDS Hematology/Oncology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4461 PEDS Allergy/Immunology (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4462 PEDS Allergy/Immunology (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4475 PEDS Infectious Disease (4)
The student will be part of the clinical team, including the attending, fellow (some months) and resident (some months. The team will do inpatient consults, attend Pediatric ID clinics (including pediatric TB and HIV clinics), visit the microbiology lab to review cultures and smears, and attend teaching conferences and journal club. The student is expected to make 1-2 case presentations which include a review of the literature. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4480 PEDS Nephrology (4)
This is a four-week elective on the Nephrology service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4490 PEDS Pulmonary (4)
A four week introduction to pediatric pulmonology in both inpatient and outpatient clinic services. Students will cover a wide range of topics including cystic fibrosis, asthma, chronic lung disease, recurrent lung infections in infancy, and pulmonary function testing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4500 PEDS Wards Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4501 PEDS NICU Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4502 PEDS PICU Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4503 Pediatric Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4520 PEDS Adolescent Medicine (2)
This is a 2-week elective in which students will care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4540 PEDS Adolescent Medicine (4)
Care for adolescent and young adult patients in a variety of outpatient clinics including non-traditional, community-based settings (homeless shelter, voc/tech school). Autonomy is encouraged. Learning will be supplemented with live lectures and online modules. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 4640 PEDS Neurology (4)
PEDS Neurology

Maximum Hours: 99

PEDS 5500 Clinical Preceptorship - Peds (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 5501 Pediatric Hematology/Oncology (1)
The student is expected to participate for a semester in the elective, which will involve about 1/2 day per week following patients in the Pediatric Hematology/Oncology clinic. The students will be mentored by the Pediatric Hematology/Oncology attending physician. Initially, students will see and examine patients in the presence of the attending. As the student becomes more experienced and comfortable, he/she will take histories, do examinations, formulate the assessments and plans and make presentations to the attending physician before the physician sees the patient. Because the majority of patients have chronic illnesses, the student will be able to follow many patients over most of the year. A variety of illnesses are seen such as leukemia, solid tumors, and sickle cell disease, anemia's and coagulation disorders. Emphasis will be placed on understanding the pathophysiology of these disorders. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 5540 Pediatric Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 9000 Pediatrics Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PEDS 9020 Pediatrics Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible.

MD - Pharmacology (PHAR)

PHAR 2003 Pharmacology (5)
The Pharmacology course covers primary concepts such as mechanisms of drug action, drug indications, contraindications, drug interactions & side effects.

PHAR 5001 Health and the Environment (1)
This course will introduce students to topics about the intersection between the environment and human health. Lectures will explore topics ranging from molecular biology to ecosystem-level determinants of health. The courses will be a mixture of lectures and interactive discussion sessions mediated by various faculty and visiting lecturers.

PHAR 5500 Clinical Preceptorship - Phar (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PHAR 5530 Cardiovasular Pharmacology Res (1)
The goals and objectives of this course are to study the mechanisms that regulate tone in the pulmonary vascular bed, examine how pharmacologic agents alter this regulation, and to separate the cardiac and pulmonary vascular effects of these agents. The course consists of supervised laboratory research, collection of data, writing of abstracts for professional meetings and papers for journals. No formal examinations. Evaluation will be on performance and acquired knowledge during the course of experiments. Students will be assessed via quality of final written research report and performance in research lab.

PHAR 5540 Pharmacology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

MD - Physiology (PYSI)

PYSI 1002 Physiology (5)
This course involves the study of the body's function from molecules to the whole organism. Students are expected to apply fundamental principles of physics and chemistry to the understanding of the body's function and regulatory mechanisms. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYSI 1111 Physiology Summer Course (5)
T1 & T2 summer courses may be required for students who need to remediate pre-clinical coursework. Contact your course director for more information.

PYSI 5110 Capstone component: PYSI 1002 (0)

PYSI 5500 Clinical Preceptorship - Pysi (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs.

PYSI 5540 Physiology Research (1)
Several faculty members, led by our Chairman, Dr. L.G. Navar, are investigating the role of the kidney and blood vessels in the pathophysiology of hypertension. Students will be exposed to various experimental approaches used in the study of renal function, hemodynamics, tubular transport processes, and fluid and electrolyte regulation. Student can learn techniques for the evaluation of renal function, renal tubule reabsorption, and vascular responses to different antihypertensive drugs, as well as the expression and regulation of genes involved in hypertension. Basic methodological approaches also will be covered in a systematic manner. The remainder of the student's time will be spent in one or more laboratories of participating faculty.

MD - Psychiatry (PYCH)

PYCH 3000 Psychiatry (4)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 3006 Psychiatry (3)

PYCH 3050 Psychiatry Research (4)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 3500 Psychiatry Acting Internship (4)
During the psychiatry sub-internship, students will gain increased supervised responsibility for patients with severe psychopathology in an inpatient setting. The goals are to deepen understanding of psychopathology and psychotherapeutics, learn evaluation and management skills for patients with a broad range of psychiatric disturbances, and begin to gain skills necessary for first-year residency as a psychiatry intern. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4000 Psychiatry (4)
Psychiatry is a 4-week rotation intended to expose students to the basics of mental health, as well psychopathology and its treatment. It is intended to illustrate to students that psychological and psychiatric issues and patients will be part of their career, no matter what specialty they choose. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4001 Specialty Psychiatry (4)

PYCH 4002 Addiction Medicine (4)

PYCH 4020 Assertive Community Treatment (2)
This is a 2-week elective in Psychiatry. The following experiences are available: Assertive Community Treatment and Forensic Psychiatry. See eMedley for more information about sites. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4021 Med-Psych (2)

PYCH 4022 Pain Management & Addiction (2)

PYCH 4040 Child Psychiatry (4)
During this elective, students will have the opportunity to participate in some or all of the following clinical activities: 1) school-based mental health treatment for complex behavioral and emotional disorders; 2) Tulane Parent Education Program – outpatient treatment of children and adolescents and their biological or foster families; 3) Psychiatric Consult/Liaison - consultation in the Tulane ER, Tulane pediatrics and school-based clinics in various Louisiana parishes; 4) Community mental health clinics providing outpatient treatment. Students will also attend Child Psychiatry didactics one day each week, along with clinical case conferences and seminars. Students are able to select a curriculum of varied clinical sites for a broad exposure to child psychiatry or may choose a more intense focused experience. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 4041 Med-Psych (4)
This elective is offered for 4th year medical students interested in combined training and want a closer look at the environments and practice styles of dual-boarded physicians. The elective involves experiences in our two Med/Psych continuity clinics and the consult/liaison service run by a combined physician. Students may also participate in a traumatic brain injury clinic run in conjunction with the NFL and observe forensic evaluations of medically-complicated psychiatric cases. Rotating students will be expected to attend didactics in both the Internal Medicine and Psychiatry departments as well as our weekly Med/Psych conference. By the end of the rotation, the student will lead the weekly conference on a topic chosen in collaboration with the course director. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 5500 Clinical Preceptorship - Pych (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 5534 Psychiatry Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PYCH 9000 Psychiatry Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Public Health (PHEA)

PHEA 4000 Public Health (4)
Required for students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 4001 Tropical Medicine (4)
Available only to TRMD students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 4002 MD/MPH (4)
Only available in T3 May to students in the MD/MPH combined degree program. See MD/MPH Program Office for more information. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHEA 5001 Public Health (1)
T1/T2 elective available only to students in the MD/MPH combined degree program. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Radiology (RADS)

RADS 3020 Radiology (2)
The radiology clerkship is a concentrated two-week experience in diagnostic imaging and its role in patient care. Students attend regular faculty lectures and spend time in each of the imaging areas within the radiology department. The imaging reading areas include: general radiology, CT, ultrasound, nuclear medicine, angiography, neuroradiology, pediatric radiology, musculoskeletal imaging, and mammography. While in the reading areas students can observe the imaging exams and interact with the radiologist as the results are interpreted and dictated. This experience offers opportunity to correlate patient clinical presentation and findings with the results from the appropriate diagnostic imaging exam(s). In addition to faculty lectures and time in the reading areas, students have access to the radiology teaching area where their knowledge can be augmented by participation in teaching files covering the full spectrum of diagnostic imaging. During the two weeks, students are required to complete an assigned programmed text on the principles of chest Roentgenology. Students are evaluated by input from attending radiologists in each of the reading areas (25%), student participation in class lectures (25%), and power point presentation of an interesting case encountered while on service. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 3040 Radiology (4)
See description for RADS3020. The 4-wk RADS3040 rotation will count as 2 weeks of the required RADS3020 and 2 weeks of elective credit. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 3044 Radiology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4000 Interventional Radiology (2)
This course is designed to be a foundational, 2-week experience in interventional radiology. Students interested in or considering pursuing a residency in diagnostic and interventional radiology are encouraged to take the course as T3s, although it is offered for T3s and T4s. Students should expect to participate as a member of the IR team, which will include seeing consults, presenting patients, discussing imaging, and participating in cases in the angiography suites. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4001 Interventional Radiology (4)

RADS 4021 Radiation Oncology (2)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4040 Radiology Oncology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 4041 Radiation Oncology (4)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 5500 Clinical Preceptorship - Rads (1)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 5540 Radiology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RADS 9000 Radiology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Surgery (SURG)

SURG 3000 Surgery (8)
The Surgery clerkship is designed to teach students the role of surgical care in the overall management of patients. Specifically, the students are expected to learn the work-up and evaluation of surgical patients, as well as the indications and contraindications for expected results, risks and complications of specific operations. Students are expected to scrub on a number of operations and will follow patients from presentation, work-up, and treatment, including operations and post-treatment/postoperative care. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3006 Surgery (6)

SURG 3040 Surgery Research (4)
The Surgery Research Elective is designed to encourage students to participate in active research with a faculty member or community faculty member and to understand all aspects involved with current research protocols and steps taken to achieve research goals. The student should be able to feel confident at the completion of the elective with the research process. The student will have research experience and will be able to include this in their CV in order to support their future career opportunities. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3120 Outpatient Surgery (2)
During this rotation, students will broaden their experience in evaluating surgical patients and increase their understanding of the different environments in which surgery is performed. The SURG Dept assigns students to a specific site/specialty. The SURG Dept will query registered students shortly before the block begins and notify students which specialties are available. SURG assigns specialties on a first-come, first-served basis. SOM Student Affairs does not have the ability to assign students to specific sites/specialties or to determine which sites/specialties might be available. Students must be enrolled for SURG3120 to fulfill the outpatient surgery requirement. Students may not request retroactively that an elective fulfill the outpatient surgery requirement. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3121 The IMPRESS Teaching Program (2)

SURG 3240 Honors Surgery (4)
This is a four-week course creating an intense and comprehensive surgical experience. This course will be limited to 4th year medical students. Such students will be chosen/accepted to this course based on high evaluations during their core surgery rotations and have demonstrated an aptitude and interest in a surgical career. The course will consist of the following: Dedicated lectures by selected faculty, which will encompass topics including surgical diseases, innovative surgical procedures, introduction to academic research, career planning and litigation issues; student presentations on specific surgical issues and procedures; dedicated simulation training including "Intern BootCamp" that Tulane surgical interns currently undergo; an introductory course and simulation training on the DaVinci Surgical Robotic system by residents and faculty; an animal lab over two/three days where the students will perform surgical procedures themselves with supervision and feedback; individual time to meet and discuss career goals, resume/personal statement review and interview preparation with faculty members. The overall goal is to help prepare these students to become outstanding interns at the start of their surgical residency. The course will be Pass/Fail, and students may use this to help strengthen their residency applications by stating they were chosen for, and passed the Tulane Honors Surgery Course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3500 Surgery Acting Internship (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 3520 Surgery Acting Internship (2)

SURG 4000 Surgery (4)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon's practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4001 The IMPRESS Program (Introduction to the Medical Profession: a Rotation to Empower Students (4)
The goal of this elective course is to give fourth year medical students the opportunity to assist with the recruitment and teaching of underrepresented minorities in medicine who participate in the "Introduction to the Medical Profession: a Rotation to Empower StudentS (IMPRESS)" program, a 4-week program for students from backgrounds underrepresented in the medical professions. They will do so by teaching college student recruits how to perform basic suturing methods, tying techniques, and laparoscopic moves.

SURG 4002 Surgery (2)
Students on senior electives in surgery will advance their clinical skills and knowledge by focusing on a specific area of surgical practice with a particular surgery service. The students will strengthen their clinical skills in perioperative patient assessment and management, in the use of diagnostic studies pertinent to the surgeon's practice, and assisting or performing procedures under direct supervision. Students are expected to participate in the operating room, clinic, wards fully including taking night or weekend call. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4020 Plastic Surgery (4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4021 Plastic Surgery (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4022 Surgery Research (2)

SURG 4520 SICU (2)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 4540 SICU (4)
The student will receive in-depth exposure to critical care patients in either the surgical or trauma critical care units that will strengthen their clinical skills in perioperative assessment and management of critically ill patients. This will be accomplished by working as a member of a surgical resident team, including approximately weekly night/weekend call. Students will be expected to participate in all rounds, seminars, and resident teaching lectures. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5000 Clinical Research (1)

SURG 5500 Clinical Preceptorship - Surg (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5540 Surgery Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5550 Surgical Pathways (1)
This elective is designed to give you an up close look into the life of a surgeon and that of an academic center's clinical surgical program. We have redesigned the elective in hopes that all of you are able to gain new knowledge while still maintaining your duties and obligations of being a T1/T2 pre-clinical student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 5640 Plastic Surgery Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 9000 Surgery Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SURG 9020 Surgery Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MD - Urology (UROL)

UROL 3500 Urology Acting Internship (4)
The student will function as much in the capacity of an intern as can be permitted under present medico-legal limitations. Ward rounds will be made daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 4000 Urology (4)
Students enrolled in this elective will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 4020 Urology (2)
During this 2-week rotation, students will make ward rounds daily with the residents; attendance and participation in outpatient clinics will be expected; and the student will assist in both diagnostic and operative procedures. Weekly staff pyelogram conferences, IVP conferences, faculty and resident lectures, daily sign out rounds with staff on call, and monthly D & C Conferences are held and the student is expected to attend. All outpatient clinics meet with an attending physician. Seminars and Visiting Professor Programs are open to the student. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 4040 Urology Research (4)
This course is an independent research elective for students in their clinical years: students must identify a faculty PI and negotiate content and deliverables with the faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 5500 Clinical Preceptorship - Uro (1)
Preceptorships are available to T1 & T2 students who are interested in the specialty. Students must identify a physician to shadow. Students must have their preceptorship approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 5540 Urology Research (1)
5000-level research opportunities are available to T1 & T2 students who are interested in the specialty. Students must identify a faculty member with whom to conduct research. Students must have their research prospectus form approved in advance by the Senior Associate Dean of Admissions and Student Affairs. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 9000 Urology Visiting Student (4)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

UROL 9020 Urology Visiting Student (2)
This rotation is available only to visiting MD students, from US schools of medicine, in the clinical phase of their training: Tulane SOM does not accept visiting students from international schools of medicine. Visiting MD students must apply through AAMC's VSAS system to be eligible to enroll; pre-clinical visiting MD students are not eligible. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Media & Design (MDES)

MDES 1100 Introduction to Mass Media (3)
This course is designed to offer a broad appreciation of all types of media, and an understanding of how media shapes and reflects our culture. The course will examine the impact of books, newspapers, magazines, movies, radio, TV and the Internet. The course will also cover advertising and public relations and how these industries are used in mass media to shape consumer perceptions and behaviors.

MDES 1120 Media Writing (3)
The media writing course is designed to develop students' communication writing skills and styles in an effort to communicate with and reach diverse audiences. The course includes an overview of basic rules for becoming a better writer, journalistic writing with an emphasis on Associated Press style, and a comprehensive look at the types of writing assignments that communications professionals use to communicate with diverse audiences.

MDES 1940 Transfer Coursework (0-4)

Maximum Hours: 99

MDES 2000 Media & Design Assessment I (3)
This course provides students the opportunity to master skills within lower-level coursework as determined by faculty advisors. Students may take this course with permission by the Department Chair.

MDES 2110 Media Ethics & Equity (3)
Studying media ethics is central to understanding the pervasive nature that media play in our lives and the impact that the decisions of media practitioners have on society. Ethics play an integral role in every decision we make – from content creation to audience selection. This course begins with a discussion of traditional moral theory and ethical philosophies and applies them to modern-day issues in 21st century media. Topics include truth in media, privacy, social justice, framing the news and current events, media ownership, stereotyping and representation in film, television and advertising, as well as communications law, the Internet and digital media. Media literacy will be a central theme throughout the course and students will be presented with case studies about events and issues and will examine the decisions and implications on society. Ultimately, students are encouraged to become active users of media and, ultimately, content creators whose diverse, equitable and inclusive lens can create actionable change in society.

Prerequisite(s): (MDES 2200 and 3220).

MDES 2120 Media Law (3)
This course provides a historical survey and analysis of the current and future trends in the development of the media-related law in America. Students explore media-related ethical theories and the law in current issues, case studies, and problem-solving scenarios. Students explore the moral philosophies that govern such concerns as royalties, copyright infringement, libel, and intellectual property.

MDES 2200 Principles of Public Relations (3)
This course focuses on the communication between an individual or organization and the public to promote public acceptance and approval. Students explore traditional and emerging components of the public relations process through mass media, as well as the needs of different types of businesses, such as corporations, nonprofit organizations, and government offices.

MDES 2210 Media Research (3)
This course is designed to introduce students to mass media research including equipping students with the tools needed to develop a strategic communications plan including execution and evaluation. The primary focus of the class is on using research for advertising and public relations campaigns. Students will learn about the various types of research, research methods – content analysis, focus groups, in-depth interviews, surveys and experiments – and gain experience with the statistical methods most often used to analyze data.

MDES 2300 Digital Media Principles & Strategy (3)
This course will provide students with an understanding of how goals, audience, and metrics define a strategic approach to online communication and how specific channels, platforms, and tactics are used to achieve that strategy. The course will also focus on the key components of planning and creating an effective inbound strategy to reach an organization's audience.

MDES 2310 Influencer Strategy (3)
This course is designed to introduce students to the basic concepts, strategies, tactics and procedures of influencer marketing - a type of social media marketing that uses endorsements and product mentions from influencers. Course topics will include how to evaluate and decide when and how to work with influencers and how to leverage their social proof to reach your brand's following.

MDES 2400 Principles of Advertising (3)
This course covers the fundamentals of advertising, beginning with the history and evolution of advertising as an element in the economy, a specialized form of communication, a craft, and an area of ethical sensitivity. At the practical level, students will be introduced to media planning and the emergence of new media, market research, agency organization and creativity as well as the legal and ethical concerns that advertising professionals must bear in mind.

MDES 2401 Business of Media and Design (3)
Advertising is all about spends: media spends, agency fees, and production expenses. In this course, students will be exposed to the wide array of costs associated with advertising. We'll take a look at what comprises freelance and agency rate structures; how media is planned, placed, and compensated for; and how production costs and billing structures can be approached. This course will further expose the business side of advertising through developing an understanding of building viable scopes, budgets and timelines that are economically sound for both the agency and the client.

Prerequisite(s): MDES 2400.

MDES 2910 Special Topics in Strat Comm (1-3)
Special topics in strategic communication.

Maximum Hours: 99

MDES 3210 Digital Public Relations (3)
This course explores the opportunities and special demands of digital media in the business and promotion of public relations and PR campaigns. Students are taught the techniques of using blogging, social networking and advanced web technology in the promotion and publicizing of public relations clients.

Prerequisite(s): MDES 1100, 1120, 2110, 2200 and 2210.

MDES 3220 PR Writing (3)
This course emphasizes the factors of information content, creativity, and persuasion in a way that relates specifically to the practice of Public Relations. Students will receive guidance in the preparation of written materials that adhere to high standards of truth and information value, engage and interest the public(s), and take an advocacy stance in support of the originating organization's goals and objectives. These qualities of writing will be fostered for use both in the new media of websites and social media as well as in the traditional media of printed materials, news releases, speeches, letters, multi-media presentations, fact sheets, etc. Public Relations writing's association with marketing and advertising will also be explored.

Prerequisite(s): MDES 1100, 1120, 2110, 2210, 2120, 2200, 3210 and 3240.

MDES 3230 Media Relations (3)
This course is designed to help you better understand the role and practice of media relations and messaging in the private and public sector. Whether working in corporate, non-profit or governmental organizations, students will learn to research media and reporters, develop messages, build strategic media plans, generate media coverage, serve as spokespersons, handle crisis situations, and use digital media strategies to achieve the desired goals.

Prerequisite(s): (MDES 1120, 2200, 3210 and 3220).

MDES 3240 PR Case Studies (3)
This course studies real-life public relations cases and campaigns with discussions on why some campaigns succeed and others fail. Special attention is given to contemporary cases and to development of the tools necessary for effective campaigns including the importance of research, objectives, programming and planning.

Prerequisite(s): MDES 1100, 1120, 2110, 2200 and 2210.

MDES 3250 Non-Profit Communication (3)
Non-Profit Marketers wear many hats. In this day and age, non-profit marketers need to have a variety of skills to fulfill their role, and the outcomes that are needed. They are one of the main ways that an organization reaches its audiences. It includes: public relations, advertising, special event planning, social media, and consumer relationship building. This course will examine how organizations use their marketers to publicize who they are, their mission, and reach donors.

Prerequisite(s): MDES 1100, 1120, 2110, 2200, 2120, 2210, 3210 and 3240.

MDES 3260 Health Communication (3)
This course is designed to address the concepts and functions of health communication. Upon completion, students will have created a strategic health communication plan that can be used by a local organization to address the organization's stakeholders to increase behaviors that lead to positive health outcomes and decrease those that are adverse to their well-being.

Prerequisite(s): MDES 1100, 1120, 2110, 2120, 2200, 2210, 3210 and 3240.

MDES 3270 PR Event Planning (3)
Events are a very important strategy utilized by PR practitioners. This class will examine every aspect of event planning – from research and planning to contracts and budgets. Whether a practitioner is working with members of an internal or external audience, event planning will always be a useful tactic to build community, awareness and influence behavior. Students will also learn to promote events through both traditional and social media.

Prerequisite(s): MDES 2200.

MDES 3280 Crisis Communication (3)
This course will focus on the communication professional's role and responsibilities during a crisis. This class will in equal parts address what constitutes a crisis, which stakeholders are impacted during a crisis, how to manage the crisis and what happens when the crisis is "over." During a crisis, time is of the essence. Thus, students will be presented with several crisis scenarios throughout the class and will be asked to address them preparing them to aid in providing strategic counsel in crisis situations.

Prerequisite(s): MDES 1100, 1120, 2110, 2200, 2210, 2110, 2120, 3210, 3240 and 3220.

MDES 3300 Creating Digital Content (3)
This course will teach students how to think critically when developing digital content for different online channels and platforms, including long-form writing, short-form copy and headlines, images, infographics, and long-form videos and short clips.

Prerequisite(s): DDSN 2103 and MDES 2300.

MDES 3310 Digital Media Analytics & Reporting (3)
This course will take a deeper look at developing metrics, reporting tactics, and evaluating results of digital media and marketing communication campaigns. Students will have hands-on access to multiple platforms that track performance on different channels (social, paid media, email, etc.) and will analyze and report results.

Prerequisite(s): MDES 2300, 2210, 3300, 3450 and 2110.

MDES 3320 CRM and Digital Media (3)
This course is designed to present how customer relationship management (CRM) software is used to manage customer and audience relationships with digital media and marketing communication strategies, campaigns, and tactics. Students will learn and evaluate different CRM and engagement database platforms and develop strategies, tactics, and processes to help manage relationships with an organization's customers, constituents, and audience.

Prerequisite(s): DDSN 2103, MDES 2300 and 3300.

MDES 3330 SEO & SEM Strategies (3)
This course will present the basic principles of Search Engine Optimization, Search Engine Marketing, and Paid Media. It will focus on both creative and technical applications and strategies guided by industry research and best practices. Students will have hands-on access to the platforms available to research, build, and measure digital media effectiveness across platforms.

Prerequisite(s): DDSN 1100, 2103, MDES 2300, 2110, 2210, 3300, 3450, 3310 and 3320.

MDES 3333 Advancement Review (0)
This course will prepare students for the advancement review through advising and portfolio preparation. Students are expected to take this course as a pre-requisite or concurrently with MDES 3240 PR Case Studies or MDES 2210 Media Research.

MDES 3440 Project Management for Advertising (3)
This course is designed to expose students to the ways in which an advertising agency functions, specifically how work flows through it and how various roles impact agency output. Working and collaborating with others is part and parcel of the strategic communications industry and understanding the process will help students understand the value that each member of the team brings to the campaign's success. Exploring the role that both the traffic and production departments play in an agency or campaign setting will further students' grasp of the dynamic between the various departments.

Prerequisite(s): MDES 2400 and DDSN 2103.

MDES 3450 Brand & Campaign Strategy (3)
This course is designed to introduce students to the foundations of building memorable brands and effective campaigns. We'll address the core values of brand development, from brand creation to rebrands; as well as building and maintaining relationships with the consumer, while managing client expectations. Students will examine the elements involved in campaign development from planning and budgeting, to executing and managing campaigns. This course sits on the line where creativity and feasibility meet: how to tell a story in its most effective and authentic way, while accounting for not only budgets and timelines, but where and how that message could be best received – thus maximizing reach, repetition and relevancy of dollars spent.

Prerequisite(s): MDES 2400, DDSN 2103 and MDES 2401.

MDES 3460 Media Planning & Buying (3)
This course is designed to introduce students to the basic concepts, strategies, tactics and procedures of media planning and buying. Course topics will include how to evaluate and decide where and when to buy and place advertisements to achieve an organization or clients' marketing, advertising and media objectives.

Prerequisite(s): MDES 2400, 3450 and DDSN 2103.

MDES 3900 Special Topics (3)

Maximum Hours: 99

MDES 3901 Special Topics (3)

Maximum Hours: 99

MDES 3902 Special Topics (3)

Maximum Hours: 99

MDES 4000 Media & Design Assessment II (3)
This course provides students the opportunity to master skills within upper-level coursework as determined by faculty advisors. Students may take this course with permission by the Department Chair.

MDES 4150 Capstone: Media & Design (3)
This course is designed to emulate an agency in which students in the Media + Design program will come together to produce a campaign that includes conducting research, developing a plan, implementing strategies and tactics and measuring campaign success for real-world clients. This capstone course will provide students with the ability to put into practice the skills they learned throughout their coursework and create compelling portfolio works.

Prerequisite(s): MDES 1120, 2200, 2110, 2210, 2120, 3210, 3240, 3220 and 3230.

MDES 4190 Internship: Media & Design (3)
An internship is a hands-on experience in a professionally supervised environment to further students knowledge and skills within real-world context. B.A. candidates will spend at least 100 hours working and documenting their output in the Media and Design industries directly related to their academic major. Prerequisite(s): Successful completion of Review.

Maximum Hours: 99

MDES 4200 Strategic Corporate Communication (3)
This course will focus on the role and responsibilities of the corporate communications function and the integral nature of the corporate stakeholders. Understanding the role that stakeholders – individuals or groups who have a shared interest in the success or failure of a business such as employees, customers, shareholders, local community, society, media, etc. – is critical in the entire process. In this course, students will come to understand the role that corporate communicators play.

Prerequisite(s): MDES 1100, 1120, 2200, 2110, 2210, 2120, 3210, 3240 and 3220.

MDES 4210 Portfolio: Media & Design (3)
This class is designed to assist students in the development of their professional portfolios. This course and the creation of portfolios will position students for their career opportunities after graduation. Students will curate work from their courses and/or internships to produce professional-level portfolios that reflect mastery of strategy and tactical execution. The course will also include a focus on resume development and professional networking. Professionals in the respective industries will evaluate student portfolios against the highest industry standards and students will be expected to present their portfolios at the end of the semester. Prerequisite(s): By permission of Department Chair.

MDES 4300 DMMC Studio (3)
This course will provide a hands-on, applied learning experience using digital media and marketing communications automation software suites. Students will work in groups with real-life companies and organizations to create, implement and analyze the effectiveness of their digital media and marketing communication campaign. Peers, faculty, and other industry experts will evaluate and judge the performance of the group's plan and results.

Prerequisite(s): DDSN 1100, 2103, MDES 2300, 2110, 2210, 3300, 3450, 3310 and 3320.

MDES 4400 Advertising Studio I (3)
Building on the Principles of Advertising, this course requires students to develop and present advertising campaigns that involve organizing research, establishing goals and objectives, developing creative and messaging strategies, and preparing budgets similar to what advertising agencies do on a daily basis. The projects will provide a greater mastery of advertising principles and provide students with completed projects for their portfolio.

Prerequisite(s): MDES 2400, DDSN 2103 and MDES 3450.

MDES 4401 Advertising Studio 2 (3)
Building on the Advertising Studio 1, this course requires students to continue to develop and execute strategic advertising campaigns for real-world clients that includes research, planning, implementation and evaluation. The establishing goals and objectives, developing creative and messaging strategies, and preparing budgets similar to what advertising agencies do on a day-to-day basis. The projects will provide a greater mastery of advertising principles and provide completed projects for their portfolio.

Prerequisite(s): MDES 2400, DDSN 2103, MDES 4400 and 3450.

MDES 4404 NSAC Student Competition (3)
This studio course explores the interdisciplinary opportunities of the media and design industry by creating a real-world multi-media campaign for the American Advertising Federation National Student Advertising Competition (NSAC) client. This course is by application only.

MDES 4900 Special Topics (3)

Maximum Hours: 99

MDES 4901 Special Topics (3)

Maximum Hours: 99

MDES 4902 Special Topics (3)

Maximum Hours: 99

MDES 4910 Independent Study (1-3)
This course explores special topics with the Media & Design field. The student will work one-on-one with the faculty member to create portfolio ready works in a concept-driven environment. The independent study may be taken twice for credit if the topics vary.

Maximum Hours: 99

MDES 4990 Honors Thesis (3)

MDES 5380 Junior Year Abroad (1-20)

Medieval & Early Modern Studies (MEMS)

MEMS 1290 Semester Aboard (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MEMS 1890 Service Learning (0-1)

Maximum Hours: 99

MEMS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

MEMS 1999 Medieval and Early Modern Events Management (1-3)
This course will introduce students to the theory and practice of supporting, promoting, and managing arts and humanities events in general and specifically those focused on the medieval (500-1400) and early modern (1400-1800) periods. Course emphasizes event planning, multimedia communications (creating, editing, producing, and distributing), community outreach, and coordination. Planning events related to the medieval and early modern periods can also involve archival research, image reproduction, preservation, and curatorship. In addition to gaining practical experience in outreach and events management, the course also has a classroom component that will introduce students to contemporary theories of events planning and management, with particular attention on community relationships and inclusivity. Course may be repeated 2 times for credit.

Course Limit: 2

MEMS 2000 Intro to Medieval Studies (3)
An introduction to the interdisciplinary nature of medieval studies focusing on the relationships between history, language, and the production of literary texts.

MEMS 2200 Topics in the Early Modern Period (1-3)
Topics in the Early Modern Period focuses on specific topics in Early Modernity (1400-1800), inclusive of art, literature, history, philosophy, science, music, language, and religion. Topics, format, and requirements will vary. Course may be repeated 4 times for credit.

Course Limit: 4

MEMS 2201 Topics in the Early Modern Period (1-3)
Topics in the Early Modern Period focuses on specific topics in Early Modernity (1400-1800), inclusive of art, literature, history, philosophy, science, music, language, and religion. Topics, format, and requirements will vary. Course may be repeated 4 times for credit.

Course Limit: 4

MEMS 2202 Topics in the Early Modern Period (1-3)
Topics in the Early Modern Period focuses on specific topics in Early Modernity (1400-1800), inclusive of art, literature, history, philosophy, science, music, language, and religion. Topics, format, and requirements will vary. Course may be repeated 4 times for credit.

Course Limit: 4

MEMS 2390 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MEMS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

MEMS 3600 Writing the Past (4)
Writing the Past is a writing intensive course that focuses on critical, analytical, instructive, and creative writing about the world before 1800. Specific topics will vary, but the course will ask students to critically examine writings about the past (which may include but are not limited to old manuscripts or printed books, modern scholarship or journalism about the past, creative adaptations of the past, exhibitions or events focusing on the past) and learn to write about the past with a critical eye. This is not a history class or a class in archival research. Writing about the past can and very often does mean learning to look critically at how the past is represented in our world and to think critically about how we ourselves represent it. This class fulfills the second tier writing requirement and will require each student to write 5000 words (about 20 pages) of academic prose and to revise their writing after peer and instructor feedback. Course may be repeated two times for credit.

Course Limit: 2

MEMS 4000 Topics in Medieval Studies (3)
Each course will treat a particular area of medieval and early modern studies, within an interdisciplinary framework. Course may be repeated up to 2 times for credit.

Course Limit: 2

MEMS 4910 Independent Study (1-3)
Independent Study

Course Limit: 99

MEMS 4990 Honors Thesis (3)
Honors Thesis.

MEMS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): MEMS 4990.

MEMS 5190 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MEMS 5370 Washington Semester (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MEMS 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MEMS 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MEMS 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

Microbiology - Graduate (MIIM)

MIIM 7010 Seminar Microbiol,Immun (1,2)

MIIM 7020 Graduate Journal Club (1,2)

MIIM 7030 Topics in Microbiology (1-3)

MIIM 7050 Thesis Research Design (2)

MIIM 7065 Scientific Writing (2)
This course is for students in the Master of Science Program in Microbiology and Immunology who have chosen the thesis track for completion of their degree. This course will guide students through the scientific writing process, with a focus in the field of biomedical science. In doing so, students will be expected to critically analyze scientific literature in the fields of microbiology and immunology. Weekly sessions will focus on the scientific writing process, critical analysis of published literature, slide presentation preparation, and providing constructive feedback as a reviewer.

Prerequisite(s): MIIM 7050.

MIIM 7100 Clincl Cases & Underlying Mech (2)
Prerequisite(s): MIIM 7600 and 7500.

Prerequisite(s): MIIM 7600 and 7500.

MIIM 7120 Advanced Virology (4)
Prerequisite(s): MIIM 7500.

Prerequisite(s): MIIM 7500.

MIIM 7150 Dynamics Immuno & Microb Inter (3)

MIIM 7210 Special Problems (1-5)

MIIM 7220 Advanced Research Methods (1-4)

MIIM 7250 Vaccine Biology (3)

MIIM 7310 Research (1-10)

MIIM 7320 Research (1-10)

MIIM 7400 Responsible Conduct-Biomed Rsh (2)

MIIM 7500 Graduate Microbiology (4)

MIIM 7550 Microbiology Laboratory (3)

MIIM 7600 Medical Immunology (3)

MIIM 7620 Advanced Immunology (3)
Advanced Immunology

MIIM 7720 Medical Mycology (3)

MIIM 7750 Medical Parasitology (3)

MIIM 7790 Advanced Methods in Molecular Biology (2)
This course is designed to introduce graduate students to the advanced and most recently developed methods and techniques in Molecular Biology. We will focus on recent new methods and technologies, including Gibson Cloning, DNA- and RNA guided CRISPR, Proximity Ligation, and Single Cell Sequencing etc., as well as the software tools and public databases for gene analysis and project design. Students need to have learned basic molecular biology or taken courses like Advanced Cell Biology (BMSP 6070), Genetics (EPID 6070 or GBCH 7170), or Methods in Biochemistry (GBCH 7580).

MIIM 7810 Special Topics (1-2)

Maximum Hours: 99

MIIM 8100 Viral Pathogenesis Jrnl Club (2)

MIIM 9970 Master's Thesis (1-2)
Master's Thesis

Course Limit: 2

MIIM 9980 Master's Research (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MIIM 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Music (MUSC)

MUSC 1000 Fundamentals of Theory (3)
Basic course in the elements of music. Both semesters.

MUSC 1010 Adv Fund Theory Songwrt (3)
The focus of this course involves writing songs and acquiring basic skills in arranging.

MUSC 1030 Music at Midday (3)
A music appreciation class focused on examining, evaluating, and understanding the musical compositions and performances of classical, jazz, electronic and world music presented at the Music Department's Music at Midday concert series, interspersed with readings and discussions of writings on music performance philosophy.

MUSC 1050 The Art of Listening (3)
A course designed to increase the listener's perception and enjoyment of music employing masterworks of the European classical tradition.

MUSC 1060 Survey of Euro Art Music (3)
A chronological survey of masterworks of the European classical tradition.

MUSC 1080 Music of the Mexico-US Border (3)
The Mexico-U.S. border has historically been a site of contention. Walls and policing try to keep the two sides separate and to make the U.S. impenetrable. But sound has different boundaries and is hard to contain. Moreover, for large groups of people, the border is a way of life where the categories "Mexican" and "American" have fluid meaning. This course examines musical recordings and performances from a transnational perspective, pointing at the limits of the nation-state and of the category of "Hispanic" to understand and embrace border populations and their musics.

MUSC 1090 Intro To Popular Music (3)

MUSC 1190 Freshmen Writing Seminar (4)

MUSC 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 1410 Hist Euro Music To 1800 (3)
Primarily for music majors and minors.

MUSC 1420 Hist European Music Since 1800 (3)
Primarily for music majors and minors.

MUSC 1510 Music Theory I (3)
Note: A basic understanding of the rules of tonal melody and chord construction is required. If remedial work is required, sign up for MUSC 1000 (Fundamentals). Harmony is the study of "simultaneous sounds (chords) and of how they may be joined with respect to their architectonic, melodic, and rhythmic values and their significance, their weight relative to one another." Music Theory I is essentially the study of diatonic and secondary chord structures and progressions with written exercises and analysis of music from the common practice period. First, an emphasis will be placed on chord construction, four-part writing, and voice leading, building on the relationship between counterpoint and harmony and the fundamental harmonic rules of the common practice period. Furthermore, throughout the semester, basic elements of the form of tonal music will be addressed so that the students will be able to see how these fundamental principles function within the context of a piece of music. During the semester there will be in-class and homework harmonization and analysis assignments, quizzes, a midterm exam, and to end the semester a final take-home exam project. At the end of the semester you will hand in a 3-ring binder containing a portfolio of all of your work for the semester.

Corequisite(s): APMS 1090.

MUSC 1520 Music Theory II (3)
Theory II picks up where Theory I (MUSC-1510) left off, delving into the use of chromaticism in the common practice period. As a continuation of MUSC-1510, this class begins with the exploration of secondary harmonic functions. The course continues from that point into a detailed study of the different modulatory techniques, mode mixture, and the use of other chromatic chords. After a look at tonal harmony in the late Nineteenth Century, this class shifts focus to the study of form and analysis in preparation for the following course in the sequence, MUSC-2010, Analysis I.

Prerequisite(s): MUSC 1510.
Corequisite(s): APMS 1100.

MUSC 1531 Composition & Arranging (3)
In this course, we will explore approaches to musical composition and the fundamentals of arranging, including the range, transposition, idiomatic techniques of instruments, and styles of ensemble arranging. Our primary text is Richard Sussman and Michael Abene's Jazz Composition and Arranging in the Digital Age, and a recommended text is Samuel Adler's The Study of Orchestration, 3rd Edition or any comparable orchestration book. Additional score excerpts and recordings will be supplied. Through written arrangement exercises and class discussion, we will practice the basic skills of composition and arranging that can be applied to your own music projects. Completion of MUSC 1530 is suggested.

MUSC 1650 History West Art Music (3)

MUSC 1810 Special Topics (3)
Special Topics in Music; title and topic varies by semester.

MUSC 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 1900 Music in New Orleans (3)
This course is intended as an introductory survey of New Orleans music, including jazz, brass band, Mardi Gras Indian, rhythm and blues, funk, and hip-hop, through an intensive exposure to existing research, field trips, and occasional visits from local researchers and musicians. Musical socialization--the role of young people in extending the city's musical traditions--will be a running theme throughout the course and will connect the course materials to the optional service learning project.

MUSC 1901 Sound Studies (3)
Sound is one of the five senses and a primary way we relate to one another and to the world. Speech distinguishes humans from other animals; we locate ourselves in spaces through echo; we feel sound in our bodies and vibrate sympathetically; we capture sound waves on vinyl or as binary codes. In this introduction to the field of sound studies, we will take up familiar topics like voice and listening, music and technology, and unpack them through readings from leading scholars. We will listen intently to speech and song, silence and noise. And we will dive into case studies that focus on people and places in the Unites States.

MUSC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

MUSC 2010 Music Analysis I (3)
Analysis, or Form, is the study of the "disposition [of the material] for the construction and development of musical ideas."1 This course is essentially an in-depth study of harmonic, melodic, contrapuntal, rhythmic, and formal procedures in works selected from a vast array of time periods and musical styles. the Baroque through the Romantic periods that are representative of the common-practice tonal system. This course will incorporate review of harmony & voice-leading principles, the fundamental elements of phrase design, further aspects of phrase design, and important formal constructs of tonal music.

Prerequisite(s): MUSC 1520.
Corequisite(s): APMS 2090.

MUSC 2016 Music, Sound and Climate Change (3)
This course explores the relation between music, sound and climate change. We do an overview of the field of acoustic ecology and explore key terms such as ambient music, soundscape, keytones and soundwalks, environmental sound art, among others. We look at issues of sound pollution and the sonic relations between humans and non-humans across different cultures, especially environmental racisms and the relation between climate change, music and the colonial. We explore these issues through specific audiovisual and sonic materials.

MUSC 2020 Music Analysis II (3)
MUSC-2020, Music Analysis II, covers music from the end of the 19th & beginning of the 20th century, including Debussy, Stravinksy, Schoenberg, and Boulez. to the composers of today, including composers like Saariaho, Furrer, Czernowin, and Fure. In this class, selected compositions that represent significant developments in composition in the 20th and 21st Centuries will be studied to give you a clear representation of the many styles of composition that have grown out of these centuries. As we move through the 20th and 21st Centuries, we will also look at other musics that arose and influenced or were influenced by the composers of the classical world, as well as some music that may not have any connection but is valuable to understanding music of the 20th and 21st centuries.

Prerequisite(s): MUSC 1520.
Corequisite(s): APMS 2100.

MUSC 2030 Comparative Music History: Listening and Music in Cross Cultural Perspective (3)
This course is meant to introduce students to thinking about music history globally. It does so in two ways: first, by approaching comparative sets of practices of musicking and listening across cultures. This means we explore practices such as singing the sacred, court music, the rise of recorded music, large ensembles, the use of the voice, what is a musical instrument, etc. across cultures. Thus what is compared is not a chronological period but a musical practice, even if it comes from different historical moments. Second, this course proposes a global comparative perspective that explores the interconnected aspects of changing music histories, exploring the colonial, the rise of a global recording music industry, and other global changes and how they affect specific music genres and practices of listening. Grading is based as much on writing as on being able to develop listening skills.

MUSC 2040 Music, Culture, and Society (3)
This course begins with the premise that the study of music and the study of musicians are intertwined. Using methods from musicology and ethnomusicology, we will focus as much on the lives of musicians, and how their cultures and societies shape their practices, as we do on the analysis of musical sounds. Rather than separating out genre labels like traditional folk, commercial popular music, and erudite concert music, we will explore how these practices all inhabit the same cultural fields. During the semester, we will use particular case studies, such as K-pop, Claude Debussy, Brazilian bossa nova and Tuvan throat singing, as entry points to discussions regarding broader questions of culture and society. How is music intertwined with questions of economics, geography, cultural identity, religion, politics and history? This course seeks to attune your ears to novel sounds through listening assignments, and contextualize what they hear through weekly readings. It also serves to introduce you to methods and approaches within cultural study of music.

MUSC 2050 Orchestral Music (3)
The development of music for orchestra from Bach to Mahler. Listening, reading, and written reports.

MUSC 2170 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

MUSC 2290 Hist Amer Popular Music (3)
This is a survey history of American popular music from pre-Civil War Minstrelsy to MTV. The course is intended for the general student body, with no musical prerequisites required. Lectures integrate an in-depth discussion of the music itself, generously illustrated by recordings, with a solid presentation of the music's historical and cultural context. Major topics include the multicultural roots of American popular musics, the parallel development of four separate streams of popular music (an urban mainstream and three rural sub streams), the increasing tendency of these separate streams to interact to create new popular styles, and the function of the music industry in the dissemination of popular musical styles.

MUSC 2300 Computer Apps In Music (3)
An introduction to the critical role of computers in the music field today. As a survey of computer tools and techniques, this course will include applied work with notation, MIDI, digital sound-editing and multi-media software.

MUSC 2310 Electronic Music History (3)
This course will involve an examination of the electronic music repertoire with a focus on both the music and technology. We will learn about the history of electronic music through philosophies, aesthetics, and technologies that have been and are being used today.

MUSC 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 2410 American Music (3)
A chronological survey of music in the United States from the Pilgrims to jazz and rock. The course traces the widely varied paths taken by music in America and shows how the three spheres of folk, popular, and classical music have continually interacted to form a variegated whole. Lectures move from genre to genre, placing each in its historical and sociological order.

MUSC 2420 World Musics (3)
An overview of the field of ethnomusicology and the types of issues and concerns that have guided the research of world music within that field. A number of selected musical case studies from Asia, the Middle East, Africa and the Americas that illuminate the differences and similarities between Western musics and their counterparts in other parts of the world. Particular interest will be given to the way in which cultural, social, and religious beliefs have informed stylistic, performance practice, and aesthetic development in other parts of the world as a means of reflecting about the same types of connections in Western music.

MUSC 2450 Intro To Opera (3)
Course includes lectures concerning the nature of opera and also a historical outline of the development of opera in Europe. Emphasis is then placed on viewing a number of complete operas, which will be screened on laser discs.

MUSC 2530 Black American Music Theory (3)
This course will be an intense study of Black American Music theory. There will be emphasis on the application of rhythm, melody, and harmony. The course is designed for music majors and minors as well as for non-majors who have a firm grasp of music fundamentals.

Prerequisite(s): MUSC 1000.
Corequisite(s): APMS 2200.

MUSC 2800 Intro To Music Business (3)
This course prepares students for operational and administrative as well as creative and technical positions within the music and entertainment industry.

MUSC 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 2910 Special Topics (3)
Course Limit: 99

MUSC 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

MUSC 3200 Listening to Art Music (3)
Students will study selected topics of concert music in the Western tradition, from the Middle Ages to present day. Emphasis is on listening in two senses: informed listening and analysis of repertory and reception history. Lectures move chronologically, situating each composer, genre, and style in historical and sociocultural context. This course requires students to be able to read scores and know music theory terms related to tonal music.

Prerequisite(s): MUSC 1510.

MUSC 3300 Music Cultures of World (3)
A survey of music in different societies throughout the world with assignments and readings in music other than Western art music. The lectures explain how to listen to this music and consider systematically the function of music in societies ranging from Australian Aborigines, to Indian classical musicians, to urban popular music in Latin America.

MUSC 3310 Topics: Musics Latin Amr (3)
This course will provide a survey of Latin American music and culture. The content of the course will change on a rotating basis each fall term. Topics include: Caribbean; Andean Countries; Mexico and Central America. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 3320 Musical Theatre In Amer (3)
A survey of vernacular theatre music in America from its European roots in opera buffa, ballad opera, and operetta through the jazz and rock developments of the sixties.

MUSC 3330 Jewish Music (3)
Survey of Jewish liturgical music from Biblical times to the present, and of Jewish popular, theatre, and folk music. Emphasis on European, Israeli, Sephardic, and American traditions.

MUSC 3340 History of Jazz (3,4)
Development of jazz as a cultural, sociological phenomenon, and survey of jazz styles.

MUSC 3350 Music In Contem Society (3)
An introduction to the music of the contemporary world as it interacts with social, political, and cultural processes that distinguish the 20th century. Examines the full spectrum of modern musical styles (classical, jazz, popular, folk, rock) as they have adapted to the mass communications technology of the present day.

MUSC 3360 The Latin Tinge: Jazz and Latin American Music in New Orleans and Beyond (3,4)
This course explores the relationship of African-American popular music and Latin American popular music, with a special focus on how New Orleans is a key site mediating these musical mixtures. It compares U.S. popular styles with styles from other countries in the hemisphere.

MUSC 3370 Studies in Great Composers (3)
The music of three influential composers is studied in depth against the background of their careers and times. The composers selected will change each term; contact the instructor or department for more information. Student must have ability to read, analyze, and discuss musical notation in order to be successful in the course.

Prerequisite(s): MUSC 1410*, 1420* and 2010*.
* May be taken concurrently.

MUSC 3390 World Vocal Traditions (3)
This course is an ethnomusicological exploration of selected vocal traditions from around the world. Anchored around three sets of guest lectures and live performances by Tuvan throat singers, a Persian Jewish singer, and a singer of Afro-Cuban religious music, the course will examine both the musical sounds that voices can produce, and the ways in which these voices are woven into the cultures from which they emerge.

MUSC 3410 Russian Music (3)
The history of 19th- and 20th-century Russian music with special emphasis on Tchaikovsky, Prokofiev, and Shostakovich.

MUSC 3421 Women Die in Opera (3-4)
Opera has been an elite form of musical entertainment in Western culture since the seventeenth century. Even though most famous lead roles in opera are for women, operas until the twentieth century have been predominantly written by men librettists and composers. They capture and prescribe the predominant values of modern Western patriarchy. In this course, we watch and listen to operas from 1600 to the present time. We pair the viewings with readings to answer the question: why do women so frequently die (and lie) in opera?

MUSC 3430 Blues In American Life (3)
The blues, as both a musical form and a state of being, is the primary layer of African American culture. This course considers how the blues permeates American life, through the music of work songs, rural blues, classic blues, jazz, rhythm and blues, cowboy and rock n roll.

MUSC 3440 Black Music, Black Lives (3,4)
Black music is celebrated as the signature artistic contribution America has given to the world. Music has been a source of power for people subject to enslavement, legal segregation, and an ongoing struggle for political citizenship and economic equity. This course highlights the agency of black musicians and the political significance of the music they have created, from slave songs to hip-hop. This is a social and cultural history, and no musical training is required for understanding course materials.

MUSC 3441 Black Music Lab (1)
This lab is for music majors, minors, or any other performing musicians who are enrolled in MUSC-3440 “Black Music, Black Lives.” Students will discuss and perform the musical aspects of the material covered in that course. The two courses should be taken concurrently.

Corequisite(s): MUSC 3440.
Course Limit: 1

MUSC 3450 Music & Politics (3)
Though often considered apart from social and political trends, music is central to thought and action in the public sphere. Whether in protest marches or in dance clubs, music challenges the belief that public opinion is expressed solely through language. We will concentrate on conflicts across lines of social identity: race, ethnicity, gender/sex, religion, and nationality. We will focus especially on racism against Black Americans in the U.S., anti-Semitism against Jews in Nazi Germany, and the Israeli-Palestinian conflict.The course is open to all undergraduate students.

MUSC 3460 Music, Religion, Spirit (3,4)
Music forms vital part of ritual for most religions around the world. In performing and listening to music, religious affiliates seek connection with the supernatural, foster community ties, and create tradition bridging past, present, and future. Furthermore, music gives religious groups visibility in the broader society, whether in live or recorded performance. This course explores the traditional musical practices of the three major monotheistic religions -Judaism, Christianity, Islam - followed by one unit on Indian religions, and one unit about of selected spiritual practices inherited from Africa currently practiced in the Americas, including voodoo, candomble, and Santeria. We will also critically look at historical and current social perceptions reacting to these musical practices and to their practitioners. This is a cultural history class; no musical training is required.

MUSC 3480 Music and Gender (3,4)
In this course, we'll explore the relationship between gender and music in the West over the past 450 years. How have shifting rules and boundaries of gender identity interacted with similarly shifting rules and boundaries about beauty, function, and construction of music? In what ways has music helped to represent and/or define gender in culture? Further, how do gender identities intersect with other categories if social and cultural identity such as race, ethnicity, and class? This course will use a variety of case studies from popular and art music to explore the relationships between musical practice and gender identification, including: the courtesans and castrati of Baroque opera; Glam Rock; Clara Schumann, jazz singers; and Elvis Presley. Course open to both music majors and non-majors.

MUSC 3535 Listening to Black American Music (3)
Survey of Black American Music styles with an emphasis on listening to recordings such as gospel, blues, jazz, R&B, funk, and hip hop to discern the stylistic evolution of the music and the musicians themselves.

MUSC 3700 Contemporary Music Industry (3)

MUSC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

MUSC 4110 Chamber Music (3)

MUSC 4270 Indigenous media and sound in Latin America (3)
This course explores how indigenous musics and sounds have been inscribed into ethnographic media. We explore how the notion of indigenous musics arose in the late nineteenth century based on how it was collected and inscribed on specific sound and audiovisual formats, creating a racialized and colonial notion of indigenous musics. Then we explore how indigenous peoples themselves, often in collaborative processes, are decolonizing and appropriating such histories by rethinking the early archives or documenting their own musics and sounds in new ways. In so doing, they challenge Western notions of musicality, of media inscription, of racialized histories of music, and how human and non-human sounds are understood. Graduate students: some readings in Spanish.

MUSC 4330 Music of the Latin American Outlaws (3,4)
Music sounds loud and clear at the edge of law. From bandits to illegal immigrants, from underdogs to drug dealers, people who subscribe to their own rules reach out to our ears through song and dance. Their stories and sounds both fascinate and scare audiences well beyond their immediate surroundings, making their way to mass media and live events big and small. In this class, we will focus on Spanish-and Portuguese-speaking regions in the Americas, and our point of entry will be the music produced by and for groups or individuals who live(d) at the margin of law in the nineteenth and twentieth centuries. Your study time will be equally divided between learning and practicing aural skills and musical terminology, and critically reading texts of historical significance. In the long term, I hope that this course helps you look at any outlaw groups in new, more informed ways. I invite you to let the musics we will study challenge our preconceptions about Latin American cultures.

MUSC 4400 Music & Dsp (3)
This course introduces the student to the breadth and depth of signal processing used in musical applications. The course will cover fundamentals of signal processing and familiarize the student with classic computer music theories as well as state-of-the art topics for sound synthesis, analysis, and computer music composition. Students work mostly in a graphical coding language for audiovisual applications called Pure Data. No prior coding experience is required although experience with Matlab, Python or other languages translates well. Pure Data is an excellent coding language for students interested in both creative applications and science and engineering projects.

MUSC 4410 Music Performance System (3)
This Human Computer Interaction (HCI) course focuses on creative and innovative applications of engineering and design in the context of musical performance and composition. Students learn about the history of technology as it relates to musical instrument design and music composition as they design their own custom instruments, synthesizers, and controllers.

MUSC 4420 Algorithmic & Comp Music (3)
This course will be an exploration of computer music composition using various available techniques and state-of-the-art tools. This will be a hands-on course with compositional exercises and projects, working in our digital studio, and producing a concert at the end of the term.

MUSC 4440 Music Performance Systms (3)

MUSC 4560 Internship (1,3)
Qualified junior and senior majors may receive credit for work in musical institutions in the community, such as recording studios, the New Orleans Opera Association, the Louisiana Philharmonic Orchestra, and the like; this is to be accompanied by an academic component. Registration is administered by the Office Manager in the Department of Music, Brandt v. B. Dixon Performing Arts Center, Room 10. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4570 Internship (1,3)
Qualified junior and senior majors may receive credit for work in musical institutions in the community, such as recording studios, the New Orleans Opera Association, the Louisiana Philharmonic Orchestra, and the like; this is to be accompanied by an academic component. Registration is administered by the Office Manager in the Department of Music, Brandt v. B. Dixon Performing Arts Center, Room 10. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4900 Intro New Orleans Jazz (3)
This course is designed to provide an historical introduction to the origins, idiomatic coalescence, and early development of New Orleans jazz.

MUSC 4910 Independent Study (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4920 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4930 Seminar (3)

MUSC 4940 Seminar (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4950 Spec Topic In Musicology (1-4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 4951 Special Topics in Musicology (1-4)

MUSC 4952 Special Topics (1-4)
Course Limit: 99

MUSC 4953 Special Topics (1,4)
This class provides an overview of the benefits of music education in the lives of young people. We will consider the influence of teachers in the development of professional musicians as well as the value of teamwork, leadership, and discipline imparted to all students. Focusing on marching bands in New Orleans, we will visit school bandrooms, attend a high school football game, and host visits from music educators. Students will get a birds-eye view of the fate of music education while researching the effects of increasing cutbacks in arts education.

MUSC 4954 Special Topics in Musicology (1-4)

MUSC 4955 Spec Topic In Musicology (1-4)

MUSC 4956 Spec Topic In Musicology (1-4)

MUSC 4990 Honors Thesis (3)

MUSC 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

MUSC 5000 Honors Thesis (3-4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): MUSC 4990.

MUSC 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): MUSC 4991.

MUSC 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 5370 Washington Semester (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 5390 Junior Year Abroad (0-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

MUSC 6010 Advanced Theory (3)

MUSC 6020 Advanced Theory (3)

MUSC 6030 Band Instrum & Arranging (3)

MUSC 6050 Analytical Methodology (3)

MUSC 6060 Culture & Power in New Orleans (3)
New Orleans is renowned for culture and it has been Black New Orleanians, above all, whose creativity has shaped the city's musical, culinary, architectural, and religious identity. This course places culture at the center of struggles for full citizenship by African Americans and Creoles of Color as well as Italians, Jews, Latinos, and Vietnamese. Under colonial, antebellum, and Jim Crow rule, culture was a source of power in terms of fomenting an ethics of care and a politics of rebellion against white supremacy. Since the Civil Rights era, culture has increasingly been incorporated into the tourist economy. This added value has trickled down unevenly, with Black culture workers most exploited and subject to surveillance, enclosure, and extraction. This course will investigate the deep history of local culture as a contested source of value, drawing upon historical, anthropological, and cultural studies of Blackness and whiteness in New Orleans.

MUSC 6090 Music Before 1600 (3)

MUSC 6100 17th & 18th Centry Music (3)

MUSC 6110 Chamber Music (3)

MUSC 6120 17th & 18th Cen Sem (3)

MUSC 6130 Opera (3)

MUSC 6140 Symphonic Literature (3)

MUSC 6150 Music of 19th Century (3)

MUSC 6160 20th Century Music (3)

MUSC 6190 Symphonic Literature (3)

MUSC 6200 Opera (3)

MUSC 6201 Women Die in Opera (3)
Opera has been an elite form of musical entertainment in Western culture since the seventeenth century. Even though most famous lead roles in opera are for women, operas until the twentieth century have been predominantly written by men librettists and composers. They capture and prescribe the predominant values of modern Western patriarchy. In this course, we watch and listen to operas from 1600 to the present time. We pair the viewings with readings to answer the question: why do women so frequently die (and lie) in opera?

MUSC 6210 Chamber Music (3)

MUSC 6230 Keyboard Lit 1600-1750 (3)

MUSC 6240 Keyboard Lit 1750-1970 (3)

MUSC 6250 The German Lied (3)

MUSC 6260 The French Art Song (3)

MUSC 6270 Indigenous Media and Sound in Latin America (3)
This course explores how indigenous musics and sounds have been inscribed into ethnographic media. We explore how the notion of indigenous musics arose in the late nineteenth century based on how it was collected and inscribed on specific sound and audiovisual formats, creating a racialized and colonial notion of indigenous musics. Then we explore how indigenous peoples themselves, often in collaborative processes, are decolonizing and appropriating such histories by rethinking the early archives or documenting their own musics and sounds in new ways. In so doing, they challenge Western notions of musicality, of media inscription, of racialized histories of music, and how human and nonhuman sounds are understood. Graduate students: some readings in Spanish.

MUSC 6310 History/Music In The US (3)

MUSC 6320 Musical Theatre In Ameri (3)

MUSC 6330 Music of the Latin American Outlaws (3)
Music sounds loud and clear at the edge of law. From bandits to illegal immigrants, from underdogs to drug dealers, people who subscribe to their own rules reach out to our ears through song and dance. Their stories and sounds both fascinate and scare audiences well beyond their immediate surroundings, making their way to mass media and live events big and small. In this class, we will focus on Spanish- and Portuguese-speaking regions in the Americas, and our point of entry will be the music produced by and for groups or individuals who live(d) at the margin of law in the nineteenth and twentieth centuries. Your study time will be equally divided between learning and practicing aural skills and musical terminology, and critically reading texts of historical significance. In the long term, I hope that this course helps you look at any outlaw groups in new, more informed ways. I invite you to let the musics we will study challenge our preconceptions about Latin American cultures.

MUSC 6340 Seminar In Jazz (3)

MUSC 6350 Music and Gender (3)

MUSC 6370 Mus In Contemporary Soc (3)

MUSC 6400 Music & Dsp (3)
See MUSC 4400 for course description.

MUSC 6410 Music Performance System (3)
See MUSC 4410 for course description.

MUSC 6420 Algorithmic & Comp Music (3)
See MUSC 4420 for course description.

MUSC 6430 The Creative Soundscape (3)
This course introduces students to approaches of art and research that consider environmental sound. Students will learn technical skills, develop compositional processes, and engage with theoretical perspectives to inform the generation of original creative works, ranging from composed and improvised musical pieces to podcast episodes and radio dramas. Topics covered will include frameworks for environmental acoustics including ontologies of sound; listening practices; field recording; microphone technique; compositional strategies; audio editing and creative audio processing; spectral analysis; sonification; and more.

MUSC 6440 Music Performance Systms (3)

MUSC 6480 Music and Gender (3)

MUSC 6600 Theory of American Music (3)

MUSC 6610 Analysis of American Mus (3)

MUSC 6700 Creative Process (3)
In this course, we will together explore different topics as they relate to the creative process, with a focus on improvisation, collaboration, and communication. Our primary text will come from The Oxford Handbook of Critical Improvisation Studies, Volumes 1 & 2, edited by George E. Lewis & Benjamin Piekut, with additional text from Keywords in Sound, edited by David Novak & Matt Sakakeeny, and other texts, recordings, and videos that will be supplied on Canvas. The goals of this class are to explore a range of perspectives on the creative process through class material and from the range of perspectives offered by visiting guest speakers, and to form ideas for creative projects of your own.

MUSC 6840 Special Topics (1-6)
Graduate level special topics course.

Course Limit: 99

MUSC 6900 Summer Lyric Theatre (2-6)

MUSC 6930 Independent Study (1-3)

MUSC 6940 Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 6941 Special Topics (3)

MUSC 6942 Special Topics (3)

MUSC 6943 Special Topics (3)

MUSC 7010 Advanced Composition (3)

MUSC 7020 Advanced Composition (3)

MUSC 7030 Intro To Graduate Study (3,4)

MUSC 7040 Seminar Musical Analysis (3)

MUSC 7050 History of Theory (3)

MUSC 7060 Musical Cultures - New Orleans (3)
New Orleans is an American city with a unique history as a European colony, a hub for the slave trade, and a destination for immigrants from Europe and the Americas. The city celebrated musical traditions have been created by a diverse mix of people and shaped by their interactions in the shared spaces of the city. This course is intended as a comprehensive overview of New Orleans music, including jazz, brass band, Mardi Gras Indian, rhythm and blues, funk, and hip-hop, through an intensive exposure to existing research and visits from local researchers and musicians. No musical training is required for understanding course materials.

MUSC 7080 Jazz Transcription (3)

MUSC 7400 Musical Tiimbre (3)

MUSC 7420 Directed Research (1-4)

MUSC 7430 Electroacoustic Mus Anal (3)

MUSC 7440 Electroacoustic Mus Comp (3)

MUSC 7770 Graduate Computer Music Workshop (3)
Students in Graduate Computer Music Workshop choose research or creative topics in consultation with the faculty and engage in personalized semester long study of these topics resulting in the presentation of creative work on end of semester concerts and submission to relevant festivals and conferences. Topics typically include Large Scale Electronic Media Composition, Acousmatic Music, Custom Instrument Design, Electronic Music Performance Techniques, Algorithmic Composition, Surround Sound, Interactive Composition, Electro-acoustic Composition, Musique Concrete, and Advanced Sound Synthesis.

Course Limit: 4

MUSC 7930 Independent Study (3)

MUSC 7940 Special Project (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 9980 Master's Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MUSC 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Music (PAMU)

PAMU 2910 Special Topics (3)
Special Topics Music course taught by visiting or permanent SoPA Faculty. May be repeated up to unlimited times under separate topics.

Maximum Hours: 99

PAMU 3330 Creole &Cajun Music Hist (3)
French Louisiana music (Cajun and Creole) was largely ignored in mainstream music culture, except by a handful of collectors, scholars, and commercial promoters who sought to popularize it. From the first recordings in the 1920s to the transformation of the genre by the 1970s, the spread of this regional sound was driven by local, national, and international elites who saw the music's traditions and performers in the context of larger social, political, and cultural developments, including the folk revival and the civil rights and ethnic revival movements.

Music - Applied (APMS)

APMS 1090 Musicianship Lab I (1)
Basic musicianship laboratory.

Corequisite(s): MUSC 1510.

APMS 1100 Musicianship Lab II (1)
Intermediate musicianship laboratory.

Corequisite(s): MUSC 1520.

APMS 1290 Semester Abroad (1-20)
Can be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

APMS 2030 Band & Orchestral Instru (1)

APMS 2040 Band & Orchestral Instru (1)

APMS 2090 Musicianship Lab III (1)
Advanced musicianship laboratory.

Prerequisite(s): APMS 1100.
Corequisite(s): MUSC 2010.

APMS 2100 Musicianship Lab IV (1)
Writing and aural skills based on 20th century melodic, rhythmic, and harmonic principles.

Prerequisite(s): APMS 1100.
Corequisite(s): MUSC 2020.

APMS 2171 Vocal Ensemble (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2172 Men's Chorus (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2173 Instrumental Ensemble (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2174 Tulane-Newcomb Choir (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2175 TU Opera Workshop Prod & Desig (1)
The purpose of this Opera Workshop Production and Design is to provide opportunities for growth in the area of operatic repertoire, role preparation, operatic scenic/costume design, and compelling performance, direction, or design for the stage. The course will focus on the study and performance of operatic literature from traditional, contemporary, and diverse cultural sources. Admission is BY AUDITION in the semester prior to the opera. The course is open to music majors and non-music majors from across the University. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2181 Percussion Ensemble (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2182 Concert Band (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2183 Marching Band (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2184 Big Jazz Band (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2185 Jazz Combo (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2186 Orchestra (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2187 Musical Theatre Workshop (1)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition), as indicated. Students are permitted to earn 8 credits total toward their undergraduate degree in ensemble credit in APMS 2171-2187.

Course Limit: 8

APMS 2200 Black American Music Lab (1)
This lab course will be an intense study of the application of Black American Music Theory into practice through improvisation and composition. There will be emphasis on students' demonstration of rhythm, melody, and harmony of Black American Musics. The course is designed for music majors and minors as well as for non-majors who have a firm grasp of music fundamentals. Required for the Black American Music Pathway

Corequisite(s): MUSC 2530.

APMS 2210 Voice/Vocal Jazz (2)
One 50-minute private lesson per week (2 credits). Students assigned to guitar, piano or voice meet for two 50-minute classes each week (2 credits); all beginners must start with a class. Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2211 Voice Class I (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2212 Voice Class II (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2213 Voice/Vocal Jazz (2)
One 50-minute private lesson per week (2 credits). Students assigned to guitar, piano or voice meet for two 50-minute classes each week (2 credits); all beginners must start with a class. Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2214 Voice/Vocal Jazz (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2218 Composition (2)
One 50-minute private lesson per week (2 credits). Students assigned to guitar, piano or voice meet for two 50-minute classes each week (2 credits); all beginners must start with a class. Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2220 Instrument (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2221 Piano/ Jazz Piano (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2222 Piano Class (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2223 Piano Class II (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2225 Guitar (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2226 Guitar Class I (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2227 Guitar Class 1-A (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2228 Drums (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 2230 Composition for Electronic Media I (2)
Students in Composition for Electronic Media work closely with the instructor to develop facility with compositional tools available in commercial Digital Audio Workstations. Students first pursue short composition assignments focused on the use of samples, virtual instruments, digital audio effects, and basic recording techniques. After a level of proficiency has been achieved students undertake a larger scale project to be presented on an end of semester concert.

Course Limit: 4

APMS 2320 Music Recording Techniques I (3)
This is an applied music course. It includes an in-depth study of the techniques and methods used to produce small-scale, home studio, and mobile studio recordings. Special emphasis is placed on recording methods and microphone techniques for music recording that translate between modern recording studio environments and home studios and live music recording situations.

Maximum Hours: 6

APMS 2390 Semester Abroad (1-20)
Can be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 2810 Special Topics (0-4)

Maximum Hours: 99

APMS 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 2891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 2893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

APMS 3020 Counterpoint (18th Cen) (3)
Eighteenth-century counterpoint. Principles of canonic and fugal composition in the style of J.S. Bach. Analysis of pertinent compositions. Sight singing and dictation.

Prerequisite(s): APMS 1520.

APMS 3130 Tech of Instru Conduct (1)
Prerequisite(s): MUSC 1520 and 2020.

Prerequisite(s): MUSC 1520 and 2020.

APMS 3140 Tech of Instru Conduct (1)

APMS 3210 Voice/Vocal Jazz (2)
One 50-minute lesson per week at the intermediate level culminating in half recital. Course may be repeated 4 times for credit.

Course Limit: 4

APMS 3211 Instrument (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 3212 Piano.Jazz Piano (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 3213 Composition (2)
One 50-minute lesson per week at the intermediate level culminating in half recital. Course may be repeated 4 times for credit.

Course Limit: 4

APMS 3214 Voice/Vocal Jazz (2)
Course may be repeated 4 times for credit.

Course Limit: 4

APMS 3230 Composition for Electronic Media II (2)
Students in Composition for Electronic Media II work closely with the instructor first on advanced audio composition assignments utilizing Digital Audio Workstations and Computer Programming languages to place and manipulate audio samples, midi note information, and effects parameter automation. Topics are chosen based on student and faculty interests and can include Algorithmic Composition, Surround Sound, Interactive Composition, Electro-acoustic Composition, Musique Concrete, and Advanced Sound Synthesis.

Course Limit: 4

APMS 3330 Music For Film (3)
This course provides both critical analysis of music and sound for film as well as practical approaches to the medium. Students will complete several music for film projects, such as scoring original music for a scene from a silent film.

APMS 3340 The Creative Soundscape (3)
This course introduces students to approaches of art and research that consider environmental sound. Students will learn technical skills, develop compositional processes, and engage with theoretical perspectives to inform the generation of original creative works, ranging from composed and improvised musical pieces to podcast episodes and radio dramas. Topics covered will include frameworks for environmental acoustics including ontologies of sound; listening practices; field recording; microphone technique; compositional strategies; audio editing and creative audio processing; spectral analysis; sonification; and more.

APMS 3400 The Story Road Project (3,4)
In this course, students will prepare, perform and tour a work of music theatre to area schools and civic organizations. The participants will not only perform, but also create educational materials to accompany the production, take on marketing responsibilities, and act as moderators with the audience members following the performances. This course fulfills the first or second tier service learning requirement. There is no prerequisite for the course, but instructor permission is needed for registration.

Corequisite(s): APMS 3891.

APMS 3450 Music & Musicians in Community (1)
Music service learning students will gain firsthand knowledge of how emerging musicians can serve and create music in the New Orleans community - creating musical programs, cultural events, or major service projects for the Bishop Perry Center, and by learning how to prepare and work in the Chapel of the Holy Spirit's church music setting. (This a 1 credit course, with an additional 1 credit service learning component).

APMS 3500 Improvisation (2)
Students will work with instructors individually and in small groups to develop the ability to logically respond to the harmonic, melodic, rhythmic, and formal implications inherent in specific types of musical material. Students will also examine compositional techniques characteristic of Black American Music. This course may be repeated 3 times for credit.

Course Limit: 3

APMS 3510 Jazz Arrangements (3)
Students will work with the instructors individually and in small groups to develop the ability to understand the challenges involved in the process of creating jazz arrangements. Student will focus on the concepts of music notation characteristic of the jazz idiom and on the idiomatic writing for instruments. They will also examine the sound characteristics of individual instruments, the mixtures, and the crucial issues of balance within the ensembles.

Course Limit: 2

APMS 3810 Special Topics (0-4)

Maximum Hours: 99

APMS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 4030 Advanced Analysis (3)

APMS 4040 Orchestration (3)
The instruments of the orchestra; their construction, ranges, and playing techniques; methods of effective instrumental writing; the mechanics of reading and writing a score. Written exercises, analysis of scores, study of recorded performances and live demonstrations.

APMS 4230 Adv Voice/Recital Prep (3)
One 50-minute lesson per week at the advanced level. This course may be repeated 2 times for credit.

Course Limit: 2

APMS 4231 Adv Instrument/ Recital Prep (3)
One 50-minute lesson per week at the advanced level. This course may be repeated 2 times for credit.

Course Limit: 2

APMS 4232 Adv Piano/Recital Prep (3)
One 50-minute lesson per week at the advanced level. This course may be repeated 1 time for credit.

Course Limit: 2

APMS 4233 Adv Composition/Recital Prep (3,4)
One 50-minute lesson per week at the advanced level. This course may be repeated 2 times for credit.

Course Limit: 2

APMS 4234 Adv Voice/Recital Prep (3)
One 50-minute lesson per week at the advanced level. This course may be repeated 2 times for credit.

Course Limit: 2

APMS 4300 Adv Comp/ Sr. Recital (3,4)
One 50-minute lesson per week at the advanced level culminating in a senior recital.

APMS 4500 Materials Pedagogy Piano (3)

APMS 4810 Special Topics (0-4)

Maximum Hours: 99

APMS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 4910 Lect Rec Prep/Lect Rec (2)
This course is offered to transfer students or students going abroad, who will have missed one of their required 8 courses in private lessons necessary for the BFA in the track of Performance. It takes the place of ONE of the pre-senior year lessons courses.

APMS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

APMS 4950 Spec Top In Music Theory (3)
Ensemble courses are open, for credit, to all students of the University. Some are by instructor approval (audition)

APMS 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 5370 Washington Semester (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

APMS 6810 Special Topics (0-4)

Maximum Hours: 99

APMS 6900 Summer Lyric Theatre (1)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

APMS 6920 Summer Lyric Theatre (2)

APMS 6940 Summer Lyric Theatre (3)

APMS 7250 TU Opera Workshop Prod & Desig (3)
The purpose of this Opera Workshop Production and Design is to provide opportunities for growth in the area of operatic repertoire, role preparation, operatic scenic/costume design, and compelling performance, direction, or design for the stage. The course will focus on the study and performance of operatic literature from traditional, contemporary, and diverse cultural sources. Admission is BY AUDITION in the semester prior to the opera. The course is open to music majors and non-music majors from across the University. Course may be repeated 6 times for credit.

Course Limit: 6

APMS 7510 Applied Music (3)

APMS 7520 Applied Music (3)

APMS 7530 Applied Music (3)

APMS 7540 Applied Music (3)

APMS 7810 Applied Music Special Topics (1-3)
Applied Music Special Topics for Graduate Students

Maximum Hours: 99

Native American and Indigenous Studies (NAIS)

NAIS 1810 Special Topics (3)
For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

NAIS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level.

Maximum Hours: 99

NAIS 2810 Special Topics (3)
For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

NAIS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level.

Maximum Hours: 99

NAIS 3810 Special Topics (3)
For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

NAIS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level.

Maximum Hours: 99

NAIS 4560 Internship Studies (3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAIS 4570 Internship Studies (3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAIS 4810 Special Topics (3)
For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

NAIS 4910 Independent Study (1-3)
Independent Study.

NAIS 4920 Independent Study (1-3)
Independent Study.

NAIS 4940 Transfer Coursework (0-20)
Transfer Coursework at the 4000 level.

Maximum Hours: 99

Neuroscience (NSCI)

NSCI 1015 Introductory Neuroscience with Laboratory (3)
Introduction for high school students enrolled in the TSSP summer program.

NSCI 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

NSCI 2660 Special Topics (3)
Special topics in Neuroscience. Topic varies by semester.

Maximum Hours: 99

NSCI 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

NSCI 3300 Brain and Behavior (3)
Lectures cover the function and structure of the nervous system and the role of brain activity in the regulation of behavior. This course provides Neuroscience majors with a first exposure to the biological bases of behavior and should be taken prior to other Neuroscience courses at the 3000-level and above.

Prerequisite(s): PSYC 1000 or 1100.

NSCI 3310 Cellular Neuroscience (3)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students also will be introduced to the synaptic organization of higher neural systems, such as the visual, auditory and somatic sensory systems.

Prerequisite(s): CELL 1010 and (NSCI 3300 or PSYC 3300).

NSCI 3315 Cellular Neuroscience Lab (1)
This is an interactive lab class giving students hands-on experience working with techniques used in the study of cellular neuroscience. Techniques include: behavioral testing using invertebrates, tissue staining, immunocytochemistry, and intracellular electrophysiological recordings.

Prerequisite(s): CELL 3310 or NSCI 3310.

NSCI 3320 Systems Neuroscience (3)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences.

Prerequisite(s): CELL 1010 and (CELL 3310 or NSCI 3310).

NSCI 3325 Neuroanatomy Lab (1)
The subject of this course is the anatomy of the human nervous system. Students will learn to identify and map the structure and position of nuclei, pathways, and anatomical divisions of the brain and spinal cord. The course is a practical correlate to Systems Neuroscience (NSCI 3320), and is intended to prepare students for further study in the neurosciences.

Prerequisite(s): CELL 3320* or NSCI 3320*.
* May be taken concurrently.

NSCI 3330 Experiential Learning in Neuroscience (0)
Zero-credit add-on to 3 credits of NSCI/SCEN 4910 (Research/Lab); or 3 credits of SCEN 4570 (Internship); or another appropriate experience formally approved by the Neuroscience Curriculum Committee. S/U graded.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 3360 Neuroanatomy & CNS Dissection (3)
The course emphasis is extracting intact Central Nervous System (CNS) structures with connecting peripheral nerves. The course will look at specific pathways (afferent, efferent, dermatomes) and discuss related clinical manifestations associated with lesions to the individual CNS and peripheral nerve structures. Team dissection will attempt to save substantial segments of cranial nerves and will explore the structures with which they communicate. As student progress through the dissection they will: 1) identify structures that surround and or cover the CNS; 2) log them in a course notebook and then dissect appropriate structures. Grading will be based upon participation, complete notebooks and final dissection results. (e.g., did you remove the brain, spinal cord, and peripheral nerves as a single unit in reasonable condition?)

NSCI 3660 Special Topics (1-4)
Courses offered by visiting professors or permanent faculty primarily for undergraduates. For description, consult department.

NSCI 3665 Special Topics Lab (1-3)
Special Topics Lab.

NSCI 3770 Sensation & Perception (3)
Course provides the student with an appreciation for the different senses and the psychological phenomena associated with each sense. Topics include the major theories and experimental methods and findings associated with each of the sensory systems. Emphasis is placed on understanding sensory functions from an evolutionary perspective. The objective is for the student to obtain a firm understanding of the sensory functions and psychological phenomena associated with each sense.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 3775 Sensation & Percptn Lab (1)
Course provides the student with hands on activities in order to gain a deeper understanding for the different senses and the methods used to study psychological phenomena associated with each sense. Satisfies neuroscience laboratory requirement.

Prerequisite(s): NSCI 3770* or PSYC 3770*.
* May be taken concurrently.

NSCI 3780 Sex, Gender, and the Brain (3)
How do we define sex? How do we define gender? How do we communicate research on sex differences with the public? Using an inclusive framework, we will learn the basics of sexual development and differentiation, including prenatal, adolescent, and beyond. Then, with a critical lens, we will explore current neuroscience research regarding gender/sex differences in humans and animal models.

Prerequisite(s): (NSCI 3300 or PSYC 3300).

NSCI 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

NSCI 3942 Neuroscience Lecture Elective Transfer Credit Behav Cog (0-20)
Credit for Neuroscience lecture course taken at another institution of higher learning that counts to fulfill the Behavioral/Cognitive neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 3943 Neuroscience Lecture Elective Transfer Credit Cell Molec (0-20)
Credit for Neuroscience lecture course taken at another institution of higher learning that counts to fulfill the Cellular/Molecular neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 3944 Neuroscience Lecture Elective Transfer Credit other (0-20)
Credit for Neuroscience lecture course taken at another institution of higher learning that counts to fulfill the "other" neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 3945 Transfer Course Work Lab (1-3)

NSCI 4060 Behavioral Endocrinology (3)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 4065 Behavioral Endocrinology Lab (1)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary neuroendocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation.

Prerequisite(s): (NSCI 3300 or PSYC 3300) and (NSCI 4060* or PSYC 4060*).
* May be taken concurrently.

NSCI 4080 Computational Neurochemistry (3)
Introduction to 3D computational modeling of electrochemical signaling, including laws of diffusion, electrochemistry, resting and action potentials, synaptic communication between neurons, and synaptic plasticity.

Prerequisite(s): CHEM 1080 and (CELL 3310 or NSCI 3310).

NSCI 4110 Brain and Language (3)
The goal of this course is to learn how the brain is organized to produce and comprehend language and to understand linguistic disorders attendant on brain damage. There is an optional service learning component in which students can work with a speech therapist at a local health-care provider.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 4130 Sport Rel Brain Injury (3)
This course will provide students with a conceptual and practical appreciation of contemporary neuroscience techniques that are utilized for the assessment and rehabilitation of athletes that suffer sport related concussion(s), including both strengths and limitations. The course will provide an innovative and engaging environment within the community for supervised exploration of specific components of sport concussion management including education/prevention and baseline testing. The students will also communicate research findings in oral and written formats. Course grades will be determined by the students' performance on test(s), scientific article critiques, student lead class discussions, and a group project. In lieu of a final exam, students will submit a group project that will simulate the process to complete a clinical research project.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 4200 General Endocrinology (3)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered.

Prerequisite(s): CELL 1010 and 2050.

NSCI 4260 Methods for Functional MRI (3)
This course will cover methods for noninvasive functional imaging of the human brain using magnetic resonance imaging (fMRI). The course will include both lectures and computer lab sessions involving hands-on analysis of fMRI data. Topics include physical basis of the MRI signal, image encoding, data preprocessing, statistical analysis, multivoxel pattern analysis, and functional connectivity.

Prerequisite(s): PSYC 3300 or NSCI 3300.

NSCI 4330 Neurobiol Learn & Memory (3)
An introduction to the study of the neural mechanisms involved in learning and memory. The course involves detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 4340 Neurobiology of Disease (3)
Advanced course on the higher neural functions of the nervous system and neurological diseases resulting from disruption of these functions. An emphasis is placed on the physiology of the nervous system and neural dysfunction caused by inherited and acquired diseases. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. Clinical interventions as well as current research are discussed.

Prerequisite(s): CELL 3310 or NSCI 3310.

NSCI 4350 Developmental Neurobiology (3)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse and activity-dependent development, and applications of these to injury and disease.

Prerequisite(s): CELL 2050, 3310 or NSCI 3310.

NSCI 4370 Molecular Neurobiology (3)
Introduction to the molecular biology of neurons and neuronal function. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology.

Prerequisite(s): CELL 3310 or NSCI 3310.

NSCI 4380 Cognitive Neuroscience (3)
An introduction to the study of human behavior and cognition using neuroscience methods. The course will examine the neural basis of perception, attention, memory, language, motor control, and emotions.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 4385 Cognitive Neuroscience Lab (1)
A laboratory course that provides training in experimental design and ethical issues, data collection, analysis, and manuscript preparation for cognitive neuroscience experiments. Methods used in cognitive neuroscience research, such as event-related potentials, structural and functional MRI, also will be discussed. Students will conduct their own studies using behavioral and brain electrical activity measures. Note: Satisfies psychology and neuroscience laboratory requirement. Fulfills college laboratory requirement. Prerequisite(s): (NSCI 3300, 3670, PSYC 3300 or 3670) and NSCI 380*. * May be taken concurrently.

Prerequisite(s): (NSCI 3300, 3670, PSYC 3300 or 3670) and NSCI 4380*.

* May be taken concurrently.

NSCI 4450 Genome Biology (3)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics. and proteomics will be covered in the context of disease and the development of novel therapeutics. NOTE: Cross-listed as CELL/NSCI 4450/ 6450/ 7450.

Prerequisite(s): NSCI 4370, CELL 4370 or 3030.

NSCI 4500 Advanced Molecular Neurobiology (3)
This course provides detailed description and in-depth discussion of current techniques and experimental topics in the field of molecular neurobiology.

Prerequisite(s): NSCI 4370 or CELL 4370.

NSCI 4510 Biological Psychology (3)
A survey of biological psychology with an emphasis on neuroanatomy and research methods used to study mechanisms of learning and memory, mental disorders, emotion, stress, and other psychological phenomena.

Prerequisite(s): NSCI 3300 or PSYC 3300.

NSCI 4513 Music and Brain (3)
An introduction to current research linking music education to brain development and function. Fulfills writing intensive and service-learning requirements. NOTE: Cross-listed with PSYC 4513.

Prerequisite(s): NSCI 3300 or PSYC 3300.
Corequisite(s): NSCI 4890.

NSCI 4515 Biological Psychology Lab (1)
A laboratory course providing training in behavioral and neurobiological methods, experimental design, data collection and analysis and preparation of research reports. Fulfills the writing intensive requirement.

Prerequisite(s): PSYC 4510* or NSCI 4510*.
* May be taken concurrently.

NSCI 4530 Psychopharmacology (3)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states.

Prerequisite(s): NSCI 3300 or PSYC 3300.
Enrollment limited to students in the Neuroscience or Psychology departments.

NSCI 4535 Psychopharmacology Lab (1)
Optional laboratory that fulfills laboratory requirement for Neuroscience and Psychology majors.

Prerequisite(s): NSCI 4530* or PSYC 4530*.
* May be taken concurrently.

NSCI 4570 Service Learning Internship (3)
An experiential learning process coupled with pertinent academic course work. Apply and register through the Center for Public Service for the three credit internship that fulfills the Second Tier service requirement.

Maximum Hours: 99

NSCI 4580 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Registration is completed in the department. S/U graded. Does not count towards any major requirements, but does count as required credits for graduation.

Maximum Hours: 3

NSCI 4590 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Registration is completed in the department. S/U graded. Does not count as credits required for graduation.

NSCI 4622 Neuroscience Special Topics Behavior Cognition (3)
Credit for Neuroscience special topics course that counts to fulfill the "behavior/cognitive" neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 4660 Special Topics in Neuroscience (1-4)
Various topics in Neuroscience based on faculty and student interest.

Maximum Hours: 99

NSCI 4661 Special Topics in Neuroscience (1-4)
Various topics in Neuroscience based on faculty and student interest.

NSCI 4662 Neuroscience Special Topics Behavior Cognition (3)
Credit for Neuroscience special topics course that counts to fulfill the "behavior/cognitive" neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 4663 Neuroscience Special Topics Cell Molec (3)
Credit for Neuroscience Special Topics course that counts to fulfill the "cell/molecular" neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 4664 Neuroscience Special Topics Other (3)
Credit for Neuroscience special topics course that counts to fulfill the "other" neuroscience lecture elective requirement for the neuroscience major.

Maximum Hours: 99

NSCI 4665 Special Topics Lab (1-3)
Special Topics Lab.

NSCI 4730 Neurodevelopment and Disease (3)
The assembly of a functional nervous system is one of the most complex developmental processes in nature. This course provides advance knowledge on the mechanisms controlling nervous system development, at the cellular, circuit, and functional levels, and how failure on these mechanisms underlie neurodevelopmental disorders. Also, this course will introduce the student to most current techniques and research topics on neurodevelopment.

Prerequisite(s): CELL 3310 or NSCI 3310.

NSCI 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): NSCI 4513.

Maximum Hours: 99

NSCI 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 4910 Independent Study (1-3)
Laboratory research under direction of a faculty member. Registration is completed with the Neuroscience Program. A three-credit independent study may be used to fulfill a neuroscience laboratory requirement. Course may be repeated for up to 6 credits.

Maximum Hours: 6

NSCI 4920 Independent Study (1-3)
Laboratory research under direction of a faculty member. Registration is completed with the Neuroscience Program. Graded S/U.

Course Limit: 99

NSCI 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

NSCI 4945 Transfer Course Work Lab (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 4950 Special Projects In NSCI (1-3)
Individual projects supervised by program faculty members. Open to qualified students with approval of instructor and advisor. Registration is completed with the Neuroscience Program.

NSCI 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

NSCI 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): NSCI 4990.

NSCI 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 6030 Brain Institute Seminar (1)
Students attend weekly departmental seminars as an introduction to research hypotheses, techniques and presentations. For Graduate Students Only. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 6040 Trends In Neuroscience (1)
Students select, analyze, present, and discuss recent empirical articles in the field of Neuroscience. During most weeks, an article authored by a neuroscientist who is presenting a departmental colloquium will be selected to facilitate understanding of the presentation. For Graduate Students Only. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 6060 Behavioral Endocrinology (3)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

NSCI 6070 Neurobiology of Aging (3)
This course will survey the current literature in clinical and research journals regarding the Neurobiology of the aging process. Emphasis is placed on the state of research in aging, looking at experimental design issues as well as published results. Connections will be drawn between the research literature and current clinical practice, as well as what the research literature says regarding aging and lifestyle.

NSCI 6080 Computational Neurochemistry (3)
Introduction to 3D computational modeling of electrochemical signaling, including laws of diffusion, electrochemistry, resting and action potentials, synaptic communication between neurons, and synaptic plasticity.

Prerequisite(s): CELL 6310 or NSCI 6310.

NSCI 6105 Philosophy of Neuroscience (3)
This course will introduce students to interdisciplinary research at the intersection of philosophy and neuroscience. The course will cover both historical and current material. Topics will include the relationship between neuroscience and psychology, neuroscience and the "self," the neural correlates of consciousness, and the localization of function in the brain.

NSCI 6110 Brain and Language (3)
The goal of this course is to learn how the brain is organized to produce and comprehend language and to understand linguistic disorders attendant on brain damage. There is an optional service learning component in which students can work with a speech therapist at a local healthcare provider.

NSCI 6130 Sport Rel Brain Injury (3)
This course will provide students with a conceptual and practical appreciation of contemporary neuroscience techniques that are utilized for the assessment and rehabilitation of athletes that suffer sport related concussion(s), including both strengths and limitations. The course will provide an innovative and engaging environment within the community for supervised exploration of specific components of sport concussion management including education/prevention and baseline testing. The students will also communicate research findings in oral and written formats. Course grades will be determined by the students performance on test(s), scientific article critiques, student lead class discussions, and a group project. In lieu of a final exam, students will submit a group project that will simulate the process to complete a clinical research project.

NSCI 6170 Psychedelics (3)
This course will examine the pharmacology, neuroscience, and sociological impacts of psychedelic drugs. Emphasis will be on the actions of these agents at the cellular and neuronal network level. Potential therapeutic applications and existing published data will be examined. Cross-listed with CELL 6170. Open to Graduate Students only.

NSCI 6200 General Endocrinology (3)
This course explains the basics of hormone action and hormone interactions with their receptors, with an emphasis on the molecular mechanisms by which homeostasis is maintained in multicellular organisms. Physiological outcomes of hormone actions on different organs, as well as aberrant hormone action will be covered. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6220 Neural Microengineering (3)
In recent years, a number of technologies have been developed and utilized for probing the nervous system. This course will focus on microscale tools, technologies, and techniques employed for the control, manipulation, and study of the nervous system in vitro. Course material will be presented primarily by students who prepare presentations from extensive background literature review. A number of projects will be assigned as design challenges in which multiple interdisciplinary groups will research and present proposed solutions to the same challenge. No background in engineering or math is required. Generally offered every other Spring.

NSCI 6260 Methods for Functional MRI (3)
This course will cover methods for noninvasive functional imaging of the human brain using magnetic resonance imaging (fMRI). The course will include both lectures and computer lab sessions involving hands-on analysis of fMRI data. Topics include physical basis of the MRI signal, image encoding, data preprocessing, statistical analysis, multivoxel pattern analysis, and functional connectivity.

NSCI 6310 Cellular Neuroscience (3)
In-depth coverage of the basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, and synaptic signaling. Students also will be introduced to the synaptic organization of higher neural systems, such as the visual, auditory and somatic sensory systems. In addition, a term paper is required. Open to graduate students only.

NSCI 6320 Systems Neuroscience (3)
The subject of this course is the human nervous system, its anatomy, connectivity and function. Discusses the normal structure of the nervous system and the relationship of that structure to physiological function. The course is taught from a practical, clinical point of view and is intended to prepare students for further study in the neurosciences. In addition, a term paper is required.

Prerequisite(s): CELL 6310 or NSCI 6310.

NSCI 6325 Neuroanatomy Lab (1)
The subject of this course is the anatomy of the human nervous system. Students will learn to identify and map the structure and position of nuclei, pathways, and anatomical divisions of the brain and spinal cord. The course is a practical correlate to Systems Neuroscience, and is intended to prepare students for further study in the neurosciences.

Prerequisite(s): NSCI 3320*, 3320, 3320, 3320, CELL 3320*, 3320, 3320 or 3320.
* May be taken concurrently.

NSCI 6330 Neurobiol Learn & Memory (3)
An introduction to the study of the neural mechanisms involved in learning and memory. The course involves detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory. Open to undergraduates by petition who plan to transfer credit in Neurobiology of Learning and Memory to the 4+1 Program in Neuroscience.

NSCI 6340 Neurobiology of Disease (3)
Advanced course on the higher neural functions of the nervous system and neurological diseases resulting from disruption of these functions. An emphasis is placed on the physiology of the nervous system and neural dysfunction caused by inherited and acquired diseases. Topics range from motor control and neuromuscular diseases to high cognitive function and dementia. Clinical interventions as well as current research are discussed. In addition, a term paper is required. Open to undergraduates by petition who plan to transfer credit in Neurobiology of Disease to the 4+1 Program in Neuroscience.

NSCI 6350 Developmental Neurobiol (3)
A broad overview of the different stages of neural development. Examination of the molecular aspects of developmental neurobiology, with reference to some important signaling pathways involved in neural growth and specification. Particular attention will be given to those active research fields, such as growth cone guidance and collapse and activity-dependent development, and applications of these to injury and disease. In addition, a term paper is required. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6362 Neuroscience & CNS Dissection (3)
The course emphasis is extracting intact Central Nervous System (CNS) structures with connecting peripheral nerves. The course will look at specific pathways (afferent, efferent, dermatomes) and discuss related clinical manifestations associated with lesions to the individual CNS and peripheral nerve structures. Team dissection will attempt to save substantial segments of cranial nerves and will explore the structures with which they communicate. As student progress through the dissection they will: 1) identify structures that surround and or cover the CNS; 2) log them in a course notebook and then dissect appropriate structures. Grading will be based upon participation, complete notebooks and final dissection results. (e.g., did you remove the brain, spinal cord, and peripheral nerves as a single unit in reasonable condition?) Notes: Satisfies neuroscience laboratory requirement. Cross-listed with NSCI 3360.

NSCI 6365 Comparative Neuroanatomy Lab (1)
This course focuses on the relevant similarities and differences of model systems in the neurosciences. Students in the laboratory will engage in an intensive comparative study of the structural and functional anatomy of commonly used living model systems. Hands-on dissections of the nervous system from various species is utilized to reinforce learning, demonstrate how the nervous system is modified to match body type and lifestyle, and to give students experience in practical skills for neuroscience research. In addition, students will pursue an independent project on a protein of their choice. Students will use a literature search to try to map the relative expression of this protein across the nervous system.

NSCI 6370 Molecular Neurobiology (3)
Introduction to the molecular biology of neurons and neuronal function. Topics of study will include: the molecular composition of nerve cells, and how this provides a basis for their functional properties; their synaptic connectivity; how they receive, transmit and retain information at a molecular level. Studies will focus on current research in the field of molecular neurobiology. In addition, a term paper is required. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6380 Cognitive Neuroscience (3)
An introduction to the study of human behavior and cognition using neuroscience methods. The course will examine the neural basis of perception, attention, memory, language, motor control, and emotions. Open to undergraduates by petition who plan to transfer credit to the 4+1 Program in Neuroscience.

NSCI 6400 Neuroscience Applied (3)
This course is designed for neuroscience graduate students to help them utilize and apply their skills and knowledge of neuroscience and to help prepare them for their future professions. The course consists of individual and group presentations, discussion of selected readings, career preparation activities, invited speakers, evaluation/feedback, and a final project as students develop their critical thinking, analytical, and communication skills. For Graduate Students only.

NSCI 6450 Genome Biology (3)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics. and proteomics will be covered in the context of disease and the development of novel therapeutics. NOTE: Cross-listed as CELL/NSCI 4450/ 6450/ 7450.

Prerequisite(s): NSCI 4370 or CELL 3030.

NSCI 6530 Psychopharmacology (3)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states. Open to graduate students. Open to undergraduates by petition who plan to transfer credit in Psychopharmacology to the 4+1 Program in Neuroscience.

NSCI 6550 Synaptic Organization of the Brain (3)
The goal of this course is to discuss and understand functional connections within and between areas of the brain to lead to a greater understanding of brain function and behavior. We will focus on limbic and memory systems. A strong emphasis will be placed on in- class discussions and student presentations to enhance critical thinking and oral presentation skills.

Prerequisite(s): CELL 3310 or NSCI 3310.

NSCI 6660 Special Topics (1-3)
Courses offered by visiting professors or permanent faculty primarily for graduates. For description, consult department.

Maximum Hours: 99

NSCI 6661 Special Topics in NSCI (0-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 6665 Special Topics Lab (1-3)
Special Topics Lab.

NSCI 6730 Neurodevelopment and Disease (3)
The assembly of a functional nervous system is one of the most complex developmental processes in nature. This course provides advance knowledge on the mechanisms controlling nervous system development, at the cellular, circuit, and functional levels, and how failure on these mechanisms underlie neurodevelopmental disorders. Also, this course will introduce the student to most current techniques and research topics on neurodevelopment.

NSCI 6900 Graduate NSCI Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

NSCI 7030 Cognitive Neuroscience (3)
This course provides an introduction to the study of human behavior and cognition using neuroscience methods. The course will describe methods used to study human systems neuroscience and examine the neural basis of perception, attention, memory, language, motor control, and emotions.

Prerequisite(s): PSYC 7090.

NSCI 7100 Special Projects In NSCI (1-3)
Individual studies in a selected field with approval of instructor and advisor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 7110 Graduate Neuroscience I (3)
An advanced survey of cellular neuroscience team-taught by members of the Tulane Neuroscience Program faculty. Topics covered include, among others: neuronal electrogenic properties, synaptic transmission and neuromodulation, signal transduction, neurotransmitter systems, synaptic plasticity, blood-brain barrier, glia, and neuropsychiatric disorders. The objective of the course is to achieve a fluency in neuroscience that will provide a foundation for pursuing further graduate-level neuroscience study and research. Restrictions: Open only to graduate students in Neuroscience

NSCI 7120 Graduate Neuroscience II (3)
This course is concerned with the structure and function of the human nervous system. In addition to lectures, this course provides hands-on examination of neuroanatomical structures. Most neuroscience research requires a working knowledge of the structural components of the nervous system as the basis of understanding conceptual aspects of nervous system function. This course is designed to provide a clear and concise account of the anatomy of the human nervous system in sufficient detail to understand the main functions and common disorders which impact the nervous system. This method will demonstrate how knowledge of neuroanatomy can aid in understanding clinical symptoms and emphasizes those areas of neuroanatomy which are particularly relevant to human neurological disorders. In addition, this course will focus on some broad aspects of human neuroscience and how they are rooted in the structure of the nervous system. Restrictions: Open only to graduate students in Neuroscience.

Prerequisite(s): NSCI 7110, CELL 6310 or NSCI 6310.

NSCI 7130 Research Rotations (3)
First-year doctoral students in Neuroscience complete research rotations in three different laboratories lead by faculty members of the Tulane Brain Institute before placement in a permanent laboratory to pursue doctoral training. The research objectives of each rotation are outlined by the supervising faculty member at the beginning of the rotation, typically 6-8 weeks in length. Three credits are earned for the first research rotation completed during the fall semester in the doctoral program and three additional credits are earned for the two research rotations completed during the spring semester. Course may be repeated 2 times for credit. Restrictions: Open only to first-year doctoral students in Neuroscience

Course Limit: 2

NSCI 7140 Scientific Communications (3)
This course will cover fundamental principles of scientific communication. The course will be workshop-based, with students creating communication products and receiving peer and instructor feedback. Topics include fellowship grant writing, oral presentations, poster presentations, figure making, and public engagement.

NSCI 7240 College Teaching Pedagogy (3)
The objective of Teaching Pedagogy is to provide a structured learning experience for doctoral students in Psychology and Neuroscience to facilitate their preparation to teach at the collegiate level and to increase their competitiveness on the job market. The course focuses on strategies and techniques to teach undergraduate and graduate courses in Psychology and Neuroscience.

NSCI 7241 College Teaching Practicum (1-4)
College Teaching Practicum allows doctoral students in Psychology and Neuroscience to design, prepare, and team-teach a section of an undergraduate course in their areas of expertise. Students receive supervision and mentoring based on classroom observations by Dr. Dohanich and other faculty members. Each student enrolled in the course teaches approximately 25% of an undergraduate course. Final grades are based on the effectiveness of teaching as evaluated by Dr. Dohanich using the attached rubric provided the CELT Peer Observation Program. The College Teaching Pedagogy course (PSYC/NSCI 7240) is the mandatory pre-requisite course for College Teaching Practicum.

NSCI 7260 Graduate Communications (3)
In today's competitive science market place, effective communication can be THE deciding factor in obtaining postdoctoral fellowships, faculty positions or alternative career options, as well as in getting grants funded and manuscripts published. Deliberate practice of these skills is therefore critical for graduate level science trainees. This course will involve extensive discussion and practice of oral and written communication. By the end of the semester, students will have prepared a draft of a NIH F-31 proposal, similar to that required for qualifying exams and will receive input on the clarity, rigor, format, grammar, and writing style of this document. This course is open to Ph.D. students only, and is recommended to students in their 4th semester of graduate study.

NSCI 7450 Genome Biology (3)
Genome-level science is changing the pace of biomedical research and medicine. This course will examine how whole genomes, transcriptomes, and proteomes are studied, and what we are learning about the biology of multiple organisms using these novel techniques. Epigenetics, genomics. and proteomics will be covered in the context of disease and the development of novel therapeutics. NOTE: Cross-listed as CELL/NSCI 4450/ 6450/ 7450.

NSCI 7660 Special Topics (1-3)

Maximum Hours: 99

NSCI 7940 Transfer Credit-Grad (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 7980 Research In Neuroscience-PhD (1-9)
Individual research supervised by faculty.

Maximum Hours: 99

NSCI 7981 Research in Neuroscience -MA (1-9)
Individual research supervised by faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 9980 Master's Thesis Research (0-3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NSCI 9990 Dissertation Research (0-3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Nursing (NRSG)

NRSG 3000 Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 1 (3)
This course [Part 1] focuses on the fundamental knowledge and content of pathophysiology and pharmacology for nurses. The course focuses on the disruption of physiological processes that produce disease states and examines the underlying mechanisms and alterations in normal bodily functions that contribute to the development, progression, and manifestations of diseases. The course integrates pharmacokinetics (how drugs are absorbed, distributed, metabolized, and excreted in the body) to conceptualize how drugs can prevent or ameliorate these disruptions, and provides the foundation for implementing drug therapy.

NRSG 3010 Integrated Pathophysiology and Pharmacology for Nursing Practice: Part 2 (3)
This course [Part 2] focuses on application to nursing practice and expands upon the fundamentals learned in Part 1. The course considers the influence of genetics, social and environmental factors, and lifespan on the development, progression, and manifestations of diseases. Pharmacodynamics (how drugs produce their effects), nursing considerations related to medication administration, patient education, and relevant non-pharmacologic interventions will be covered. Clinical judgment, patient safety, and evidence for best practice are integrated throughout the course.

Prerequisite(s): NRSG 3000.

NRSG 3100 Wellness and Professional Success (3)
This course provides the student with the opportunity to explore the basic concepts of Wellness from both a self-care and a professional development perspective. Theories and models of holism, wellness, stress, health promotion, health belief, and change are introduced as frameworks by which the student learns to reflect upon the lifestyle and behavior choices that influence health and well-being and are key factors in achieving and sustaining professional success. The course focuses on developing professionalism in nursing and includes topics in interprofessional collaboration, effective communication, and cultivating cultural humility. The course also provides a broad overview of topics relevant to professional nursing practice. Past and present influences that shape the role of nurses in the interdisciplinary healthcare system are discussed.

NRSG 3200 Foundations of Nursing Practice (3)
This course provides students with the knowledge and skills necessary to provide basic nursing care to adult individuals. Evidence-based principles and concepts of nursing will be covered including the nursing process, communication skills, physical assessment and the performance of nursing skills, and infection control. Students will apply principles and concepts of nursing interventions to patient care scenarios. Students will also learn about legal and ethical considerations in nursing practice and cultural competence in delivering patient care across the continuum of care.

Corequisite(s): NRSG 3205.

NRSG 3205 Foundations of Nursing Practice Practicum/Lab (1)
This practicum is a hands-on laboratory course designed to provide essential practical experience and basic skills necessary for entry-level nursing practice. This course serves as a complement to the theoretical knowledge gained in the Foundations of Nursing course. Students will apply foundational nursing concepts and techniques within the safety of the laboratory and simulated healthcare settings. The course aims to develop students' clinical reasoning and technical skills while promoting professionalism and safe person-centered care.

Corequisite(s): NRSG 3200.

NRSG 3210 Adult Health Assessment (3)
This course provides the skills and knowledge required for a comprehensive and systematic assessment of the physical, mental, emotional, and social well-being of adult individuals. The course teaches effective techniques for gathering comprehensive health histories including past medical history, family history, social history, and review of systems. The course focuses on developing methodical systems assessment skills and is a foundational course that prepares students to conduct health assessments as part of their nursing practice.

Corequisite(s): NRSG 3215.

NRSG 3215 Advanced Skills and Health Assessment Practicum/ Lab (1)
This practicum is a hands-on laboratory course designed to provide direct practice in the comprehensive assessment and advanced skills necessary for entry-level nursing practice. This course serves as a complement to the theoretical knowledge gained in the Health Assessment course. Throughout the practicum, students will apply assessment techniques and utilize advanced nursing skills in laboratory and simulated healthcare settings. The course aims to develop students' clinical judgment, communication, and technical skills while promoting professionalism, ethical conduct, and person-centered care.

Corequisite(s): NRSG 3210.

NRSG 3350 Community Immersion Preparation (1)
The course emphasizes the importance of cultural competence, empathy, and ethical decision-making when engaging with diverse communities. This initial immersion experience prepares students with basic competencies related to community health such as Basic Life Support certification, basic first aid, and beginning knowledge in Disaster Preparedness. The experience provides students with an opportunity to observe, learn from, and actively contribute to the community they serve. Students will be introduced to social issues, community dynamics, and the complexities of social change. Throughout the immersion experience, students will be guided to reflect on their personal biases, assumptions, and privilege. Students will examine their own values and perspectives in relation to social justice and community engagement. The course provides opportunities for students to utilize communication and interpersonal skills with empathy and compassion and experience a sense of social responsibility.

NRSG 3400 Adult Health Nursing (4)
This comprehensive course explores the concepts, theories, and evidence-based practices necessary for understanding and addressing the unique healthcare needs of adults, and specifics related to older adults, in various healthcare settings. The course will also examine the diverse physiological, psychological, social, and cultural aspects of adult health and wellness. The course emphasizes the promotion of health, the prevention of illness, and the management of acute, chronic, and surgical conditions. Additionally, students will utilize clinical judgment and ethical decision-making to evaluate safe, person-centered care within the interdisciplinary healthcare team.

Prerequisite(s): NRSG 3000, 3200, 3205, 3210 and 3215.
Corequisite(s): NRSG 3450.

NRSG 3450 Adult Health Practicum (3)
This Practicum is a clinical course designed to provide students with practical experience and skills in the care of adult patients across various healthcare settings. The course focuses on the application of learned assessment skills and evidence-based nursing interventions, and the development of clinical reasoning and clinical judgment skills specific to adult health. Students will have the opportunity to apply theoretical knowledge gained in previous coursework to real-world clinical and simulated healthcare settings. The practicum aims to enhance students' competence in assessing, planning, implementing, and evaluating nursing care for adult patients while promoting patient safety, interdisciplinary collaboration, and professionalism and advocates for a holistic and person-centered approach. Emphasis is also placed on the knowledge and skills necessary to provide comprehensive and compassionate care to older adults in various healthcare settings.

Corequisite(s): NRSG 3400.

NRSG 3500 Psychiatric Mental Health Nursing (3)
This course is designed to provide a comprehensive understanding of the principles and practices of psychiatric mental health nursing. The course explores the promotion, maintenance, and restoration of mental health across the lifespan, as well as the prevention and management of mental health disorders and psychiatric conditions. Students will examine the biological, psychological, and environmental factors that influence mental health and well-being. The course emphasizes the importance of a holistic and person-centered approach to care, fostering therapeutic relationships, and utilizing evidence-based interventions to support individuals with mental health challenges.

Prerequisite(s): NRSG 3000, 3200, 3205, 3210 and 3215.
Corequisite(s): NRSG 3550.

NRSG 3550 Psychiatric Mental Health Practicum (2)
This Practicum is a clinical course designed to provide students with real-world experience and skills in the care of individuals with mental health challenges. The course focuses on the application of theoretical concepts and nursing interventions in a variety of mental health care settings and through simulated experiences. Students will have the opportunity to engage in direct patient care, therapeutic interventions, and interdisciplinary collaboration within mental health care teams. The practicum aims to develop students' clinical competence, clinical judgment, therapeutic communication, and empathy while promoting recovery-oriented and person-centered care.

Corequisite(s): NRSG 3500.

NRSG 4000 Nursing Research and Evidence-Based Practice (3)
This course introduces students to the different types of research methodologies used by healthcare disciplines to apply evidence-based findings to clinical practice. Topics include the introduction of clinical questions, ethical conduct of research, research methodologies, concepts of measurement, qualitative and quantitative research design, the influence of government on research, and the analysis and dissemination of research findings. Students will also learn how to integrate their clinical expertise, patient preferences and values, along with the best available evidence, to make informed clinical decisions.

NRSG 4400 Complex Adult Health Nursing (4)
This is an advanced course that builds upon the foundational knowledge and skills gained in prior courses. It concentrates on providing advanced nursing care to patients with complex or life-threatening health conditions. The course will provide content on the etiology, diagnostic tests and procedures, and management of complex health conditions, including recognizing and managing polypharmacy and providing emotional support to patients and their families. It also provides content related to the unique physiological, psychological, and social aspects of older adults. The course emphasizes the integration of theory and practice to enhance clinical reasoning, decision-making, advanced assessment techniques, and evidence-based nursing interventions.

Prerequisite(s): NRSG 3010, 3400 and 3450.
Corequisite(s): NRSG 4450.

NRSG 4450 Complex Adult Health Practicum (2)
This Practicum is designed to provide students with advanced practical experience and skills in the nursing care of adult and older adult patients who have multiple health issues and complex needs or who are experiencing life-threatening conditions. Building upon the foundational knowledge and skills acquired in previous courses, this clinical course focuses on the application of advanced assessment, evidence-based nursing interventions and the development of clinical competence in managing complex healthcare needs. Students will be provided the opportunity to improve their organizational skills by experiencing the expanding complexity of patient acuity levels and workloads in demanding real-life and simulated healthcare settings. The practicum emphasizes clinical judgment, technical skills, and interdisciplinary collaboration while promoting patient safety, holistic care, and professionalism.

Corequisite(s): NRSG 4400.

NRSG 4500 Population and Community Health Nursing (3)
This course provides students with a broad introduction to the principles, theories, and practices related to nursing care in the community. The course explores the role of the community health nurse in promoting, maintaining, and improving the health of individuals, families, and populations across the healthcare continuum and in various community settings. Students will examine the determinants of health, health promotion strategies, and the impact of social, cultural, and environmental factors on community health. The course emphasizes the application of evidence-based practices, health education, and collaboration with community stakeholders to address the unique health needs and challenges of underserved and diverse populations.

Prerequisite(s): NRSG 3350, 3500 and 3550.
Corequisite(s): NRSG 4550.

NRSG 4550 Community Immersion Practicum (3)
This a clinical course designed to immerse students in delivering nursing care in community settings. This practicum complements the theoretical knowledge gained in the Community Health Nursing course and focuses on the application of evidence-based practices to promote health, prevent disease, and address the unique health needs of underserved and diverse populations. Students will have the opportunity to work directly with individuals, families, and communities to provide comprehensive and holistic nursing care. The practicum aims to develop students' clinical competence, clinical judgment, cultural sensitivity, and collaborative skills while promoting community engagement and addressing health disparities.

Corequisite(s): NRSG 4500.

NRSG 4600 Pediatric Nursing (3)
This is a specialized course that builds on developmental theory and focuses on the principles of nursing care for children and their families who are experiencing acute, complex, and/or chronic health problems. This course focuses on the provision of holistic care to pediatric patients across various healthcare settings. The course covers various aspects of pediatric nursing including growth and development, common health conditions, nursing assessments, interventions, and health promotion specific to pediatric patients. The course emphasizes family-centered care, cultural considerations, and ethical principles in pediatric nursing practice.

Prerequisite(s): NRSG 3450 and 3550.
Corequisite(s): NRSG 4650.

NRSG 4650 Pediatric Nursing Practicum (1)
This practicum is a clinical experience that provides students with the opportunity to apply theoretical knowledge and develop practical skills in the field of pediatric nursing. The course provides students with the opportunity to provide direct care to infants, children, and adolescents in various real-time and simulated healthcare settings. The course emphasizes clinical competence, decision-making, and professional development in pediatric nursing practice.

Corequisite(s): NRSG 4600.

NRSG 4700 Maternal Newborn Nursing (3)
This is a specialized course designed to provide students with an introduction to the process of childbirth and the practical concepts related to nursing care during the child-bearing period. The course explores health promotion, physiologic changes associated with pregnancy, high-risk conditions, and fetal development. Racial disparities in maternal and child health outcomes will be addressed. The course emphasizes the provision of holistic care to women, infants, and families throughout the pregnancy, childbirth, and postpartum periods with a focus on the cultural needs of a diverse population.

Prerequisite(s): NRSG 3450 and 3550.
Corequisite(s): NRSG 4750.

NRSG 4750 Maternal Newborn Nursing Practicum (1)
This practicum is a clinical experience that provides students with the opportunity to apply theoretical knowledge and develop practical skills in maternal newborn nursing. This course provides students with the opportunity to provide direct care to women, infants, and families in real-time and simulated prenatal, intrapartum, or postpartum settings. Emphasis is placed on clinical judgment, stress adaptation, and problem-solving.

Corequisite(s): NRSG 4700.

NRSG 4800 Management and Leadership in Nursing (3)
The course is an introduction to a variety of theoretical frameworks that support principles of leadership and management in nursing. Emphasis is placed on developing, enhancing, and demonstrating leadership skills, competencies, and aptitudes. Students are exposed to practical situations in the management of current and practical patient care in diverse healthcare settings. Topics include organizational structure, comparison of management and nursing processes, decision-making, change, oral and written communication skills, effective interpersonal skills, interprofessional collaboration, team building, quality improvement, and the nurse-sensitive indicators of structure, process, and outcomes.

Prerequisite(s): (NRSG 3400 and 3450) and (NRSG 3500 and 3550) and (NRSG 4400 or 4450) and (NRSG 4500 or 4550).

NRSG 4950 Nursing Generalist Preceptorship & Seminar (4)
This course is a culminating course that provides students with an opportunity to synthesize their knowledge, increase their responsibility and accountability, and prepare to successfully transition to professional nursing practice. The course provides students with the opportunity to demonstrate competence and readiness for practice in real-world settings under the guidance of a registered nurse preceptor. The course emphasizes advanced nursing concepts, clinical judgment, delegation, leadership, and NCLEX-RN preparation in concert with self-reflection, feedback, and committing to professional growth.

Prerequisite(s): NRSG 4400, 4450, 4500 and 4550.

Pharmacology - Graduate (GPHR)

GPHR 7040 Neuropharmacology (2)
Enrollment limited to students in the Pharmacology department.

Course Limit: 2

GPHR 7050 Cellular Control Mechanm (2)
Course Limit: 2

GPHR 7055 Practicing Professionalism (1)
The goal of this course is to teach and assess the practice of professional behavior for students in our graduate program.

Enrollment limited to students in the Pharmacology department.

Course Limit: 2

GPHR 7060 Endocrine Pharmacology (2)
Course Limit: 2

GPHR 7120 Adv Topics In Cardiobiol (2)

GPHR 7180 Selected Topics (0-9)

GPHR 7190 Pharmacology Seminar (1)
Enrollment limited to students in the Pharmacology department.

GPHR 7200 Seminar Pharmacology (1)
Course Limit: 2

GPHR 7210 Pharm Advances (1)
Enrollment limited to students in the Pharmacology department.

GPHR 7220 Adv In Pharmacology (1)
Course Limit: 2

GPHR 7230 Principles of Pharmacol (3)
Enrollment limited to students in the Pharmacology department.

GPHR 7240 Principles of Pharmacol (2)
Enrollment limited to students in the Pharmacology department.

Course Limit: 2

GPHR 7250 Medical Pharmacology (3-6)
Medical Pharmacology

Enrollment limited to students in the Pharmacology department.

GPHR 7260 Medical Pharmacology (4)
Course Limit: 2

GPHR 7505 Master's Research (2)
Enrollment limited to students in the Pharmacology department.

GPHR 7510 Pharmacological Lab Research (2)

GPHR 7520 Pharmacology ePortfolio (1-2)
Course Limit: 2

GPHR 7530 Molecular & Cellular Pharmacol (2)
Enrollment limited to students in the Pharmacology department.

GPHR 9980 Master's Research (2)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

GPHR 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Pharmacology department.

Maximum Hours: 99

Philosophy (PHIL)

PHIL 1010 Introduction to Philosophy (3)
A general introduction to the most persisting questions of philosophy: Is there a God? Do I exist? Can I live forever? Do I have free will? How should I live?

PHIL 1020 Philosophies of The Self (3)
An examination of several theories of the nature of self and its relation to society and to the world.

PHIL 1030 Ethics (3)
A critical study of alternative theories of the good life, virtue and vice, right and wrong, and their application to perennial and contemporary moral problems.

PHIL 1040 Beginning With Minds (3)
A topical introduction to philosophy which surveys historical and current work in philosophy of mind and the study of cognition. The material revolves around the reasons we have to attribute minds to people. We explore several reasons for having a mind: the capacity for knowledge, innate representations, language, consciousness, agency, control over the body, freedom from natural causality. This course is particularly useful for those students interested in the cognitive studies program, a coordinate major.

PHIL 1050 Introduction to Medical Ethics (3)
This is an introductory course to Medical Ethics and focuses on the major ethical principles and values related to several aspects of life and death. In the first part of the course, we will examine case studies, the second part of the course will be focused on ethical and conceptual questions regarding the nature and significance of autonomy, decisional capacity, and informed consent, and the third part will be focused on issues relating to social justice, equality, and equity in the practice of medicine.

PHIL 1060 Critical Thinking (3)
This course is intended to enhance the student's analytical reasoning skills. Emphasis is placed on the study of arguments and the development of techniques of informal logic for assessing their cogency.

PHIL 1210 Elementary Symbolic Logic (3)
The course concerns techniques of analyzing sentences and arguments by uncovering the formal structures and relations which underlie them. This involves translating ordinary language into the symbolic formulas of elementary logical systems and proving formalized arguments.

PHIL 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 1330 Meaning of Life (3)
The question, What is the meaning of life?, has been regarded as one of the most important and profound of human inquiries. This course will examine a number of different philosophical attempts to address this question.

PHIL 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PHIL 2010 History of Ancient Phil (3)
A study of ancient Greek philosophy, focusing on the thought of the Pre-Socratics, Plato, and Aristotle.

PHIL 2020 History of Modern Phil (3)
A study of early modern philosophy, focusing on the period from Descartes through Kant.

PHIL 2030 Minds, Machines & Experiences (3)
Introduction to philosophical issues in the study of mind and consciousness. Topics include: the place of mind in the natural world; mechanism and thought; computer intelligence; consciousness and the mind-body problem; mental causation and explanation.

PHIL 2040 East Meets West (3)
This course places into dialogue major thinkers of the Eastern and Western traditions, exploring fundamental issues of metaphysics, knowledge and language, ethics, politics and human nature.

PHIL 2110 Classics Ancnt Poli Phil (3)
A study of classical works of political philosophy in the Western tradition, primarily Plato's Republic and Aristotle's Politics.

PHIL 2120 Classics Modrn Poli Phil (3)
A study of classical works of modern political philosophy in the Western tradition, including those of Machiavelli, Hobbes, Locke, Rousseau, Marx, or Mill.

PHIL 2190 Phil & Hist Nat Science (3)
Scientific method will be analyzed as a process of stages and illustrated by historical examples. The philosophical presuppositions of science are examined in light of the historical shift from Aristotelian to modern science. Whether change in scientific theories is revolutionary or evolutionary is studied with reference to actual case histories.

PHIL 2200 Matter and Consciousness (3)
A systematic survey of philosophical and foundational theories of mind and cognition of this century. The course begins with the philosophical legacy of earlier centuries (mind/body dualism, consciousness and privileged access, introspection, sense data, and phenomenology), considers the first scientific response to this legacy (behaviorism and the rise of scientific psychology), and then follows the major theoretical positions and debates of this century such as physicalism and reductionism, functionalism and the computer model of the mind, eliminative materialism and neurophilosophy, instrumentalism, and common sense psychology.

PHIL 2600 Ethics In Business (3)
This course is about how to deal with moral problems in business management with integrity. The scope and resources for making principled responses to ethical challenges will be examined and a variety of cases will be analyzed.

PHIL 2930 Special Topics: Phil (3)
Examination of philosophical issues not typically covered in existing courses. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 2931 Special Topics: Phil (3)

PHIL 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

PHIL 3010 Philosophy of Religion (3)
A study of major philosophical ideas and figures in the philosophy of religion.

PHIL 3020 Topics in Bible & Philosophy (3,4)
The Western tradition has two roots: Jerusalem and Athens, or the Bible and Greek philosophy. This course will be devoted to a reading of the Bible with a view to the fundamental philosophic questions it raises. Courses in different semesters will focus on various biblical texts (Genesis; Exodus and Deuteronomy; Samuel and Kings; Job), with relevant philosophic reflections drawn from Plato, Aristotle, Maimonides, Machiavelli, Kant, Kierkegaard, and others. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3030 Philosophy of Art (3)
A philosophical inquiry into the nature of art in its various forms, including poetry and literature, painting and sculpture, dance and music. Based on readings of classical and contemporary texts, we will address questions such as: What makes an object a work of art? How do different forms of art influence each other? How is art related to scientific inquiry and philosophy? What is the role of art in social and political life?

PHIL 3040 Mathematical Logic (3)
An introduction to and survey of the mathematical study of formalized logical systems.

PHIL 3050 Moral Philosophy (3)
A critical inquiry into the major issues of normative and critical ethics. Problems and positions concerning moral conduct and responsibility and the meaning and justification of ethical discourse are discussed in connection with readings from classical and contemporary sources.

PHIL 3090 Existentialism (3)
A study of characteristic existentialistic themes as exemplified in the writings of thinkers like Kierkegaard, Nietzsche, Heidegger, or Sartre.

PHIL 3100 19th Cent European Phil (3)
A study of major philosophical ideas and figures from Hegel through Nietzsche.

PHIL 3110 Contemporay European Philosophy (3)
A study of major philosophical issues and figures in 20th-century continental philosophy, including Husserl, Heidegger, and Sartre, among others.

PHIL 3120 Analytic Philosophy (3)
An introduction both to major figures in the analytic tradition such as Frege, Russell, and Quine, and to major problems such as meaning, reference, and truth.

PHIL 3130 Classic American Thought (3)
Readings in American philosophy from early 17th century to late 19th century, covering representative thinkers from the Puritans to the pragmatists.

PHIL 3140 Recent American Philosophy (3)
Readings in American philosophy from the pragmatists to the present.

PHIL 3150 Logical Empiricism (3)
Survey of main figures and movements in logical empiricism. Topics may include meaning and verification, the nature of philosophical inquiry, the unity of scientific discourse.

PHIL 3190 Philosophy of Social Science (3)
Exploration into the logic, methods, and foundations of social sciences such as psychology, economics, and political science.

PHIL 3200 Plato (3)
An in-depth reading of one or more of the Platonic dialogues.

PHIL 3240 Medieval Philosophy (3)
A study of major thinkers in the Christian, Islamic, and Jewish traditions, such as Augustine, Aquinas, Alfarabi, Averroes, or Maimonides.

PHIL 3250 Descartes & 17th Century (3)
Exploration of Descartes' writings that focuses on his place in and influence on the scientific and religious revolutions of the 17th century.

PHIL 3340 Humanity's Place in Nature (3)
This course will compare the predominant Western conception of humanity's place in nature with alternative conceptions, including those held by non-Western thinkers.

PHIL 3410 Theory of Knowledge (3)
An introduction to epistemology. Topics may include the problem of skepticism, theories of epistemic justification, the nature of empirical knowledge, a priori or mathematical knowledge, and our introspective knowledge of our mental states.

PHIL 3420 Metaphysics (3)
An introduction to one or more topics in metaphysics, including causality, identity, modality, existence, persons and minds, universals and particulars, space and time, and the nature and possibility of metaphysics itself.

Prerequisite(s): PHIL 2020.

PHIL 3430 Semantics of Nat. Langu. (3)
An introduction to the study of meaning in natural languages. The central techniques involve extending the methods of logical semantics for formal languages. No prerequisites, but prior exposure either to generative grammar (e.g., ANTH 3590) or symbolic logic (e.g., PHIL 1210) would not be wasted.

PHIL 3490 Buddhist Ethics (3)
This course provides an overview of Buddhist ethics, including a comparison of Buddhist and Western ethical theories, the Buddhist presentation of intention and action theory, and an examination of some key topics from Buddhist moral psychology, such as care, the afflictions, and equanimity.

PHIL 3500 Buddhism (3)
This course examines the metaphysical, epistemological, religious, and psychological dimensions of Buddhism, while also tracing its development from India into Southeast Asia, China, Japan, and the West.

PHIL 3510 History of Ethics (3)
The historical development of philosophies concerning the good life, moral duty and right, choice and consequences, freedom and necessity in their personal and social nature.

PHIL 3540 Gender and Justice (3-4)
Many contemporary moral and political controversies concern sex- and gender-related issues, and there are also difficult conceptual and theoretical questions about the nature of sex and gender. This course introduces students to some of those practical and theoretical questions by examining work in philosophy, both historical and contemporary, that theorizes about sex, gender, and justice. It examines some foundational theoretical questions (e.g., what sex and gender are, what sex- and gender-related injustice is, and what individuals and the state ought to do about it) and some contemporary moral and political questions (e.g., questions about the gendered division of labor, the gender pay gap, abortion, the #MeToo movement, and trans rights). Students will learn to use the tools of philosophical analysis to achieve a better understanding of the difficult issues implicated in these important theoretical and practical questions.

PHIL 3550 Medical Ethics (3)
A systematic and critical study of ethical problems in medicine concerning the physician-patient relationship, life and death, and social responsibility.

PHIL 3560 Social & Polit Ethics (3,4)
A study of the arguments and positions advanced by philosophers with regard to the need for and justification of social and political institutions and with regard to the character of human rights, justice, and the good society.

PHIL 3570 Ethics of Abortion (3)
Investigates the philosophical arguments surrounding the most controversial moral issue of our time, including arguments about moral status, the rights of women, personhood and its potential, and the development of pain and consciousness.

PHIL 3580 Ethical Theory (3)
This course surveys the prominent ethical theories of the late nineteenth and twentieth centuries. It considers both theories of meta ethics and normative ethics. Theories to be examined include: relativism, subjectivism, egoism, moral realism, utilitarianism, Kantianism, contractualism, virtue theory, and Existentialism.

PHIL 3590 Greek Philo & Jewish Thought (3,4)
Western culture has a double source, the Bible and Greek philosophy, or Jerusalem and Athens. Are the two traditions harmonious or do they stand in some essential tension with each other? This course will approach that question by examining the response of some important Jewish thinkers, Maimonides in particular, in their encounter with the teachings of Plato and Aristotle.

PHIL 3640 Philosophy of Law (3)
A study of the character and justification of law and legal systems. Legal realism, legal positivism, and natural law theories are explored as are such law-related issues as punishment, the enforcement of morals, and the grounds of legal responsibility.

PHIL 3650 Crime and Punishment (3)
This course offers a critical examination of philosophical issues involving crime and punishment. In the first half, we will ask what forms of behavior, if any, the state is entitled to declare to be criminal, focusing on such issues as drug abuse, prostitution, blackmail, gambling, hate speech, suicide, pornography, ticket scalping, insider trading, and gun control. In the second half, we will ask what forms of punishment, if any, the state is entitled to impose on those who violate those laws, if any, which are permissible, focusing on such issues as capital punishment, corporal punishment, and competing justifications of punishment in general.

PHIL 3660 Anarchy (3)
This course examines diverse philosophic treatments of anarchy. Specific topics may include: various anarchist views, such as those embracing private or communal property; defenses of anarchism based in natural rights, autonomy, efficiency, or avoidance of pernicious tendencies of states; theories according to which the state is justified as a means for addressing conflicts or deficiencies endemic in an anarchic state of nature; arguments regarding the authority of states and our obligations to obey laws; philosophical fiction concerning anarchistic utopias or related themes.

PHIL 3710 Altered Experience (3,4)
This course will serve as a philosophical overview to a variety of unique experiences, including delusions, drug experiences, and religious experiences, and will analyze these from the perspective of philosophy of psychology.

PHIL 3720 Philosophy of Science (3)
Science, according to most, is our best way of gathering objective knowledge about the world. But what, if anything, guarantees the "objectivity" of science? While we tend to think of our current scientific theories as providing us with knowledge, how do we know those theories will not be displaced by better ones, as theories in the past have been? Moreover, how should we reconcile the fact that science is geared towards knowledge with the fact that it is pursued by individuals with their own political aims, biases, and values? In this course, we will consider what characteristics of science allow for objective knowledge.

PHIL 3740 Consciousness (3)
This course addresses questions such as the following: What is consciousness and why is it puzzling, if not mysterious? Is consciousness one phenomenon or many? What mechanisms and competencies underpin consciousness? Where (brain location)? Who are the possessors of consciousness, phylogenetically and ontogenetically? Why consciousness: its rationale and functions? How does consciousness emerge from matter (if at all)?

PHIL 3750 Philosophy of Cognitive Science (3,4)
This course will serve as an overview to theoretical approaches and debates in cognitive science, viewed through a philosophical lens.

PHIL 3760 Interpreting Minds (3)
A systematic introduction to the recent and dynamic interdisciplinary research area in naive psychology or theory of mind. The course begins with the philosophical debates about naive or folk psychology, then surveys the main empirical data, key experiments and hypotheses about ape and child interpretation of minds, and concludes with a comparative analysis of several much debated proposals about how the interpretation of minds is accomplished through innate mechanisms (modules), by simulation or in terms of a naive theory.

PHIL 3765 Imagination (3,4)
This class is an advanced undergraduate overview of imagination, construed as cognitive competence. In an interdisciplinary spirit, covering data and theories from philosophy, cognitive and developmental psychology as well as neuroscience, the class surveys such topics as the evolutionary reasons for imagination; the cognitive and cerebral mechanisms of imagination; the format of imaginative representations-pictorial versus symbolic; the ontogeny of imagination; and connections between imagination and reasoning, deliberation and foresight.

PHIL 3800 Language and Thought (3,4)
An introduction to the philosophy of language and mental representation. Major topics: the relations between language and thought, models of mind, representation as computation, the language of thought, mental imagery, propositional attitudes, meaning and intentionality.

PHIL 3850 Terrorism (3)
An examination of terrorism and counter terrorism with emphasis on moral issues.

PHIL 3870 Mind In Evolution (3)
As any biological capacity, the mind must have evolved. Can evolution explain its design? The mind has many components, from perception to language and thinking. Are they all products of natural selection, of other evolutionary forces, or of no such forces at all? Can evolution explain the uniqueness of the human mind? What could be the factors that explain this uniqueness: tool making, language, social life? In attempting to answer these questions, the class brings an evolutionary perspective to some important topics in philosophy of mind and philosophical psychology and offers a multidisciplinary introduction to the emerging but rapidly developing field of evolutionary cognitive science.

PHIL 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3894 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3930 Special Topics In Phil (3,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3931 Special Topics in Philosophy (3,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3932 Special Topics in Phil (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3933 Special Topics in Philisophy (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 3940 Special Topics In Phil (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 4560 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 4570 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 4910 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 4920 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 4990 Honors Reading (3)

PHIL 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): PHIL 4990.

PHIL 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 5390 Junior Year Abroad (1-20)

Maximum Hours: 99

PHIL 6010 Metaphysics of Mind (3,4)
Discussion of topics related to the place of mind in the natural world. Topics may include mental causation, materialism and dualism about mind, fundamental and derivative reality. Prerequisites: PHIL 2010, PHIL 2020, or PHIL 2030; or permission of instructor.

PHIL 6040 Philosophy of Law (3,4)
Explores important questions about the law and legal systems, including: What is law? What are the criteria for legal validity? What is the relation between law and morality? What are the conditions for criminal responsibility?

PHIL 6050 Moral Philosophy (3,4)
An advanced critical inquiry into the major issues of normative and critical ethics. Problems and positions concerning moral conduct and responsibility and the meaning and justification of ethical discourse are discussed in connection with readings from classical and contemporary sources.

PHIL 6060 Advanced Symbolic Logic (3)
Translation of propositions into quantified formulas with single-place and relational predicates. Deduction by quantification rules. Also, theorematic development of an axiomatic logistic system.

PHIL 6070 Mathematical Logic (3)
This course treats soundness and completeness of first-order systems of deduction, arithmetical coding of syntax, unprovability of consistency, and undefinability of truth. The course develops these topics and reflects on their philosophical significance. Instructor approval strongly recommended.

PHIL 6100 Skepticism (3)
A study of historical and contemporary skepticism about knowledge.

PHIL 6105 Philosophy of Neuroscience (3,4)
This course will introduce students to interdisciplinary research at the intersection of philosophy and neuroscience. The course will cover both historical and current material. Topics will include the relationship between neuroscience and psychology, neuroscience and the "self," the neural correlates of consciousness, and the localization of function in the brain.

PHIL 6120 Metaphysics (3,4)
An examination of basic problems of metaphysics (e.g. being, substance, universals, identity, freedom) as treated by the main traditions in classical and contemporary thought.

PHIL 6130 Moral Psychology & Meta-Ethics (3,4)
This seminar offers students the opportunity to develop more deeply their understanding of the origins and nature of moral attitudes and beliefs, and thus to probe more fully issues to which they had been introduced in previous courses in ethics. Optional Capstone for senior majors and second semester juniors with 5110 add-on. Writing Practicum option.

PHIL 6150 Freedom & The Self (3,4)
Free will is one of the main puzzles in philosophy. While human beings ordinarily think that their choices are free, it is difficult to see how this conception can go together with modern scientific conceptions of nature. The problem is not only to establish whether human beings have free will, but whether it is an intelligible conception at all. This course will examine major approaches put forward to solve this puzzle, drawn from contemporary as well as classical sources.

PHIL 6160 Philosophy of Action (3)
Investigates the causes of human behavior, the nature of action and human agency, the relations between intentions, motives, desires, and beliefs, how to individuate and describe actions, and the nature of free action.

PHIL 6162 Philosophy of Language (3)
Discussion of topics in philosophy of language (reference, meaning, descriptions, truth) with an emphasis on how these topics bear on issues in metaphysics, philosophy of mind, and logic.

Prerequisite(s): PHIL 2010 or 2020.

PHIL 6170 Philosophy of Perception (3,4)
A systematic philosophical and interdisciplinary examination of major theories of perception.

PHIL 6180 Mental Representation (3,4)
A survey and evaluation of major theories of mental representation drawing on recent work in philosophy of mind, cognitive psychology, linguistics, semantics, and artificial intelligence. Major topics: linguistic representation, the language of thought, propositional attitudes, mental imagery, and innate representations.

Prerequisite(s): PHIL 1040, 3740, 3750 or 3760.

PHIL 6190 Philosophy of Mind (3)
The mind-body problem, knowledge of other minds, and problems about thought, action, and feelings are discussed in the light of readings from classical and contemporary sources.

Prerequisite(s): PHIL 1210 and 2020.

PHIL 6200 Topics in Plato (3,4)
An in-depth study of one or more of the Platonic dialogues, Republic, Theaetetus, Sophist, Statesman, Parmenides, Philebus or Timaeus, with reading and discussion of related dialogues as background. Course may be repeated 6 times for credit.

Prerequisite(s): PHIL 2010 or 2110.
Course Limit: 6

PHIL 6210 Topics in Aristotle (3,4)
An in-depth study of one or more of the Aristotelian treatises, Metaphysics, Physics and De anima, Ethics, Politics, or the logical writings. Course may be repeated 6 times for credit.

Course Limit: 6

PHIL 6250 Locke's Moral & Political Phil (3)
A detailed critical examination of the political philosophy of John Locke. Locke is arguably the pivotal figure in the development of modern individualist liberalism. Both historically and philosophically, the course examines Locke's doctrines of natural law, freedom, property rights, contractually grounded government, rights of resistance and rebellion, and the rights of toleration

PHIL 6260 Rationalism (3)
Descartes, Spinoza, and/or Leibniz examined individually and as contributors to one of modern philosophy's historical developments.

PHIL 6270 Empiricism (3)
Locke, Berkeley and/or Hume examined both individually and as contributors to one of modern philosophy's historical developments.

PHIL 6280 Kants Critique of Pure Reason (3,4)
An examination of Kant's Critique of Pure Reason. Topics include Kant's epistemology (e.g. his Copernican Revolution), as well as his metaphysics (e.g. freedom and the self).

PHIL 6290 Kant's Ethics (3,4)
An examination of Kant's Groundwork and Critique of Practical Reason. Topics include Kant's view of the nature of morality, the role of the Categorical Imperative, as well as his views on worth, respect, dignity and autonomy.

PHIL 6300 Philosophies of India (3)

PHIL 6310 Hegel (3-4)
A close reading and critical examination of selected major works of Hegel.

PHIL 6330 Nietzsche (3,4)
A close reading and critical examination of selected major works of Nietzsche.

PHIL 6340 Heidegger (3)
A close reading and critical examination of selected major works of Heidegger.

PHIL 6420 Heidegger (3)

PHIL 6490 17th Century Political Philoso (3)
This course will focus on the most important political philosophers of the 17th century , e.g., Hugo Grotius, Thomas Hobbes, and John Locke--authors who founded and set the agenda for much of modern western political philosophy. A central theme of the course will be the attempts by these authors to reconcile the autonomous pursuit by individuals of their own self-preservation and happiness with moral order and social cooperation. What sort of state (if any) with what sort of authority (if any) facilitates individual freedom, justice, and social order? (Optional Capstone)

PHIL 6510 Theories of Economic Justice (3,4)
A study of alternative conceptions of economic justice including the conceptions offered by utilitarians, contractarians, natural rights theorists, and Marxists. Other topics include the just distribution of natural resources and the choice between command and market economies.

PHIL 6520 Environmental Ethics (3)
Examination of ethical issues regarding treatment of nonhuman beings. Major topics include moral extentionism, as well as critiques of attempts to extend human-centered moral doctrines to nonhuman beings.

PHIL 6530 Philosophy and Gender (3-4)
An examination of conceptions of gender in the history of philosophy and in contemporary philosophic discussions. Topics may include relations between gender and identity, ethics, law, and science.

PHIL 6540 Global Justice (3)
A study of the justice of relations among nations and among individuals across national boundaries. Topics include international distributive justice, the ownership of global resources, the morality of secession, just war, and terrorism.

PHIL 6620 Philosophical Logic (3)
Central topics in philosophical logic are covered, including reference, predication, vagueness, logical form, counterfactuals, propositional attitudes, logical truth, and paradoxes.

PHIL 6730 Con Empirical Pol Theory (3)

PHIL 6740 Contemporary Polit Phil (3-4)
An analysis of contemporary approaches to normative concepts in politics, concentrating on political philosophers such as Arendt, Marcuse, Oakeshott, Rawls, and Strauss.

PHIL 6750 Utilitarianism (3,4)
An examination of the utilitarian tradition and the modern debate over whether some version of utilitarianism is likely to serve as the most adequate moral and political philosophy.

PHIL 6760 Mill's Util Liberalism (3)
A study of the liberal moral and political philosophy of John Stuart Mill, including his utilitarian ethics, doctrine of individual liberty, theory of constitutional democracy, and analysis of capitalism versus socialism.

PHIL 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6920 Independent Study (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6930 Special offerings (1-4)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6931 Special Topics (3,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6935 Special Topics (3,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6940 Special offerings (3,4)
For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6941 Special Offerings (3,4)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 6942 Special Topics (3,4)

Maximum Hours: 99

PHIL 7020 Metaphysics (3)

PHIL 7030 Epistemology (3)

PHIL 7040 The Mind At Work (3)

PHIL 7050 Explanation & Interpreta (3)

PHIL 7060 Ethical Theory (3)

PHIL 7080 Sem Phil of Language (3)

PHIL 7100 Game Theory (3)

PHIL 7150 Phil Psychol (3)

PHIL 7160 Set Theory (3)

PHIL 7170 Logical Positivism (3)

PHIL 7200 Topics in the Hist of Philo (3)

PHIL 7210 Aristotle (3)

PHIL 7280 Kant Critique Pure Reaso (3)

PHIL 7290 Kant's Later Writings (3)

PHIL 7300 Hegel (3)

PHIL 7310 Kierkegaard (3)

PHIL 7320 Wittgenstein (3)

PHIL 7340 Pragmatism (3)

PHIL 7370 Peirce (3)

PHIL 7380 William James (3)

PHIL 7390 Phenomenology (3)

PHIL 7410 Topics In Am Phil (3)

PHIL 7420 Heidegger (3)

PHIL 7430 Whitehead (3)

PHIL 7440 Continental Philosophy (3)

PHIL 7450 Dewey (3)

PHIL 7480 Nietzsche (3)

PHIL 7490 Topics Moral Poli Philo (3)

PHIL 7500 Recent Soc & Polit Phil (3)

PHIL 7510 Contemp Issues In Logic (3)

PHIL 9980 Masters Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHIL 9981 Master's Thesis Research (3)
Thesis option for Masters students wishing to receive course credit for the thesis.

Course Limit: 2

PHIL 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Physics (PHYS)

PHYS 1010 Great Ideas in Science & Technology (4)
For non-scientists. Basic principles of science, applications and their relevance to our world. Typically includes astronomy, universe, Newtonian mechanics, energy and applications, symmetry in nature, order and disorder, electricity and applications, quantum mechanics, atoms and molecules, DNA, computer technology, and ethical issues. Laboratory. Course may be repeated up to unlimited credit hours.

Corequisite(s): PHYS 1011.
Course Limit: 2

PHYS 1011 Great Ideas in Science & Technology Lab (0)
Lab section for PHYS 1010.

Corequisite(s): PHYS 1010.

PHYS 1015 Materials Science & Eng & Lab (3)
This summer session will focus on the field of Materials, which is an interdisciplinary field applying the properties of matter to various areas of science and engineering. This two-week (ten-day) course is intended for high school students who wish to explore and stimulate their interest in the materials sciences and engineering. The course consists of rotations between six materials science research laboratories in the Department of Physics and Engineering Physics. Each rotation combines lectures with hands-on laboratory activities to excite and introduce students to contemporary methods and issues in superconductivity, optics and lasers, biomaterials, nanomaterials, nanotechnology, and energy harvesting materials and technologies. Emphasis is placed on demonstrating basic principles and hands-on student involvement. Laboratory activities will be supervised by Tulane faculty members and graduate students.

PHYS 1025 Optical Images and Illusions (3)
Physics-by-inquiry learning about optics, including how light behaves when it reflects off mirrors or refracts through transparent media. We will learn to explain various phenomena like image creation and optical illusions. For high school students only.

PHYS 1050 Physics for Architects (3)
A non-calculus course in classical physics stressing the fundamental physical laws and their application to architecture. Main topics include Newtonian mechanics with an emphasis on equilibrium applications, elasticity, fluids, and thermal processes. Credit not given for PHYS 1050 and PHYS 1210 or 1310. Does not count towards the B.S. Physics or B.S.E. Engineering Physics degrees.

PHYS 1210 Introductory Physics I (4)
A non-calculus course in classical physics stressing the fundamental physical laws. Newtonian mechanics, oscillations, and classical waves normally are treated in 1210. A weekly laboratory is included; the laboratory includes a review of techniques of problem solving, as well as experiments in classical physics. PHYS 1210 is mutually exclusive with PHYS 1310. Students may receive credit for only one of PHYS 1210 or PHYS 1310 in the undergraduate degree. Does not count towards the B.S. Physics or B.S.E. Engineering Physics degrees.

Corequisite(s): PHYS 1211.

PHYS 1211 Introductory Physics I Lab (0)
Lab section for PHYS 1210.

Corequisite(s): PHYS 1210.

PHYS 1220 Introductory Physics II (4)
A continuation of PHYS 1210. Electricity and magnetism, optics, and thermal phenomena. A weekly laboratory is included. Not open for credit to students who have completed 1320. PHYS 1220 is mutually exclusive with PHYS 1320. Students may receive credit for only one of PHYS 1220 or PHYS 1320 in the undergraduate degree. Does not count towards the B.S. Physics or B.S.E. Engineering Physics degrees.

Prerequisite(s): PHYS 1210 or 1310.
Corequisite(s): PHYS 1221.

PHYS 1221 Introductory Physics II Lab (0)
Lab section for PHYS 1220.

Corequisite(s): PHYS 1220.

PHYS 1310 General Physics I (4)
Prior or concurrent study in calculus is required. A calculus-based course in classical physics designed primarily for physical science and engineering majors. Newtonian mechanics, oscillations, and classical wave motion are studied. Emphasis is on understanding basic principles and solving problems. A weekly laboratory is included. The laboratory includes a review of techniques for problem solving, as well as experiments in classical physics. PHYS 1310 is mutually exclusive with PHYS 1210. Students may receive credit for only one of PHYS 1210 or PHYS 1310 in the undergraduate degree.

Prerequisite(s): MATH 1150*, 1210* or 1310*.
* May be taken concurrently.
Corequisite(s): PHYS 1311.

PHYS 1311 General Physics I Lab (0)
Lab section for PHYS 1310.

Corequisite(s): PHYS 1310.

PHYS 1320 General Physics II (4)
A continuation of PHYS 1310. Emphasis on electricity and magnetism, with selected topics in optics and modern physics. The laboratory includes a review of techniques for problem solving, as well as experiments in classical physics. PHYS 1320 is mutually exclusive with PHYS 1220. Students may receive credit for only one of PHYS 1220 or PHYS 1320 in the undergraduate degree

Prerequisite(s): PHYS 1310.
Corequisite(s): PHYS 1321.

PHYS 1321 General Physics II Lab (0)
Lab section for PHYS 1320.

Corequisite(s): PHYS 1320.

PHYS 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PHYS 2350 Modern Physics I (3)
Quantitative treatment of important topics of 20th-century physics, focused on special relativity and introductory quantum physics. Planck's and de Broglie's hypotheses, photons, the Bohr model, introduction to wave mechanics, the hydrogen atom, spatial quantization, spin, exclusion principle, multi-electron atoms.

Prerequisite(s): PHYS 1320 or 1310.

PHYS 2360 Modern Physics II (3)
An overview of the major fields in modern physics. Quantum statistics. Diatomic molecules, electrons in metals, band theory of solids, superconductivity, properties of nuclei, radioactivity, nuclear reactions, interaction of particles with matter, elementary particles, the standard model and cosmology.

Prerequisite(s): PHYS 2350.

PHYS 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 2910 Intro to Physics Pedagogy (1)
Introduction to the theory and practice of teaching physics courses through workshops, observations and assisting teachers at local schools with lectures and/or classroom demonstrations.

Prerequisite(s): (PHYS 1210 or 1310) and (PHYS 1220 or 1320).

PHYS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

PHYS 3010 Theoretical Physics (3)
An introduction to the methods of theoretical physics emphasizing modern mathematical techniques, numerical methods using computers, and computer algebra. Prerequisites: 11 credits of mathematics, or approval of instructor.

Prerequisite(s): PHYS 2350.

PHYS 3150 Intro To Neutron Science (3)
An introduction to the theory and applications of neutron scattering, neutron optics, neutron interferometry and neutron beta decay. This course explores the many uses of thermal and cold neutron beams to study condensed matter, nuclear, molecular and biological systems; test fundamental principles of quantum mechanics and advance the frontier of particle physics.

Prerequisite(s): MATH 2210, 2240, PHYS 2350 and 2360.

PHYS 3170 Computnl Physics & Engr (3)
An introduction to the use of computational methods in physics and engineering. Writing computer code and using data visualization techniques to help solve experimental and theoretical problems. Data analysis and modeling, Monte Carlo simulations, numerical differentiation and integration, ordinary and partial differential equations, electrostatics nonlinear dynamics and chaos, fast Fourier transform, noisy signal processing, quantum spectra, thermodynamics.

Prerequisite(s): PHYS 2350 and (MATH 2210 or 2240).

PHYS 3180 Introduction to Feedback Control and Control Theory (3)
This course introduces tools for controlling systems via a feedback loop, which power the world around us – from consumer products to ecological and economic systems. The presented mathematical principles are illustrated using MATLAB and a variety of examples. No prior experience with MATLAB and programming is required. The topics covered include the control of nonlinear systems via Lyapunov theory, linearization of nonlinear dynamics, controllability and observability, the Kalman filter, transfer functions, stability, and robustness, as well as the proportional-integral-derivative controller.

Prerequisite(s): MATH 2210.

PHYS 3210 Molecular Biophysics & Polymer Physics (3)
An introduction to the physics of polymers and the physical bases underlying the biofunctionality of macromolecules in living systems. Themes of molecular self-organization, conformation, complementarity, and information content are emphasized and related to protein, lipid, and nucleic acid structure and processes. Introduction to scattering and other spectroscopic techniques.

Prerequisite(s): MATH 1220 or 1310.

PHYS 3230 Quantum Information Science & Engineering (3)
This survey course introduces students to the new world of quantum information, quantum communication, and quantum computing. The course is intended for advanced undergraduates and beginning graduate students in physics, engineering, and mathematics. Topics include: Quantum states, operators, and linear algebra; Bits and qubits; Ensembles and density operators; Unitary transformations; Gates and circuits; Information and entropy; POVM measurement; Multipartite systems; Bell inequality, Bell states, and non-locality; Measures of entanglement; Quantum communication and cryptography; Teleportation; Superdense coding; Quantum noise and error correction; Classical and quantum computational complexity; Quantum algorithms; Deutsch-Jozsa, Grover, Shor; DiVincenzo criteria; Physical realizations of quantum computers: trapped ions, solid state qubits; Quantum optics and quantum internet; Topological quantum computation; Quantum biology.

Prerequisite(s): PHYS 2350 and (MATH 2210 or 2240).

PHYS 3290 Computation Material Science & Engineering (3)
Computational Materials Science and Engineering: This course will cover theories, implementations, and applications of common quantum mechanical software for computational study of materials. State-of-the-art computational methods will be introduced for materials research with emphasis on the atomic and nano scales and hands-on modeling on PCs and supercomputers. The class is aimed at beginning graduate students and upper level undergraduate students, and will introduce a variety of computational methods used in different fields of materials science. The main focus is quantum mechanical methods with a short overview of atomistic methods for modeling materials. These methods will be applied to the properties of real materials, such as electronic structure, mechanical behavior, diffusion and phase transformations. Computational design of materials using materials database via high-throughput and machine learning methods will also be covered.

Prerequisite(s): PHYS 2350 and 2360.

PHYS 3310 Quantum Optics (3)
Quantum optics is an emerging field of physics that involves the study of semi-classical and quantum-mechanical models of the electromagnetic field, as well as its interaction with atoms and molecules. These nonclassical and quantum features of light have been shown to break the barriers imposed by classical physics in a variety of fields, such as communication, interferometry, computation, and imaging. The main emphasis of this course will be to introduce these nonclassical features, quantize the electromagnetic field, introduce fundamental tests of quantum mechanics by use of optics, and explore the applications of nonclassical concepts such as entanglement.

Prerequisite(s): PHYS 1320*.
* May be taken concurrently.

PHYS 3350 Kinetics of Material Systems (3)
This course covers all aspects of kinetics in material systems. Topics include thermodynamics, steady state and time dependent diffusion, phase transformations, statistical mechanics, structure evolution, boundaries and interfaces, solidification, and precipitation effects.

Prerequisite(s): ENGP 3120.

PHYS 3360 Structure of Materials (3)
The properties of matter depend on which of the about 100 different kinds of atoms they are made of and how they are bonded together in different crystal structures; specifically, the atomic structure primarily affects the chemical, physical, thermal, electrical, magnetic, and optical properties of materials. Metals behave differently than ceramics, and ceramics behave differently than polymers. Students will learn the different states of condensed matter and develop a set of tools for describing the crystalline structure of all of them. They will gain a better understanding of the principles of structure common to all materials. Key concepts, such as symmetry theory will be introduced and applied to provide a common viewpoint for describing structures of ceramic, metallic, and polymeric materials and the latter includes optical microscopy, electron optics, x-ray diffraction and some surface analytical techniques. Structure-sensitive properties of real materials will also be introduced.

PHYS 3370 Processing of Biomaterials (3)
Processing of biomaterials gives an overview of the most advanced techniques to process biomaterials into structures that satisfy next generation applications. All materials classes will be covered including polymers, ceramics, metals, composites and cells and tissues. In each case, the material-specific processing and the properties and potential applications will be covered.

PHYS 3380 Materials for Energy (3)
The course begins with a history of our understanding and utilization of different sources of energy and a review of thermodynamics. In all cases, the most effective materials used are discussed as well as the relevant fundamental equations used and approaches for improving the figure-of-merit. The 5 different forms of energy are introduced - mechanical, electromagnetic, thermal, chemical, and nuclear - and discussed. Materials and techniques used for energy applications are discussed including thermoelectrics, fossil fuels, nanoparticles, different approaches for energy storage, fuel cells, nuclear energy (fission and fusion), energy biological systems - from cellular scale and ATP and catabolism/anabolism to biomass conversion, and magnetohydrodynamics. Techniques for energy conversion, biomimetics, energy and the environment and material issues for energy transformation are discussed. The sun is also discussed as a source of energy for photosynthesis, photovoltaics, and photothermal power generation.

Prerequisite(s): ENGP 3120.

PHYS 3390 Synthesis of Nanomaterials (3)
This course focuses on the fundamentals of nanomaterials synthesis mechanisms and characterization. The course gives an introduction for nanomaterials classes and their importance for today's world, followed by basics of physical chemistry of solid surfaces. Then, top-down and bottom-up synthesis approaches for nanomaterials systems including gas, liquid and solid phase processes are covered. Characterization techniques of special importance for nanomaterials are taught. During the semester students will study and review scientific articles focused on nanomaterials synthesis and characterization.

Prerequisite(s): ENGP 3120.

PHYS 3450 Elementary Particle Physics (3)
An introduction to modern elementary particle physics, with an emphasis on the Standard Model, its phenomenology, and dynamics. The Standard Model explains, in principle and with remarkable success, virtually all phenomena that are observed in nature except gravity. The course begins with a qualitative examination of the electromagnetic, strong, and weak interactions and an introduction to the elementary particles through the use of Feynman diagrams. This is followed by relativistic kinematics, the quantum theory of angular momentum and spin, discrete symmetries, and bound states of leptons and quarks, with a focus on the hadrons. Finally the Dirac equation, the Feynman calculus, and the mathematical tools needed to calculate basic decay lifetimes and cross sections involving the electromagnetic and weak interactions are developed and applied.

Prerequisite(s): PHYS 2360 and MATH 2210.

PHYS 3530 Advanced Laboratory (3)
Advanced experiments in modern physics, particularly nuclear physics, emphasizing research techniques and analysis of data using computers.

Prerequisite(s): PHYS 2350.

PHYS 3560 Photonic Materials & Devices (3)
This course will cover the theory, design, fabrication, characterization, and application of photonic materials and devices. The course will start with a review of the fundamentals of photonics, including ray optics, wave optics, and nanophotonics/quantum optics. The course will then focus on light-matter interactions and photonic materials, including dielectrics, semiconductors, metals, metamaterials, and photonic crystals. Using these principles and materials, we will explore a number of device architectures, including LEDs, lasers, photodetectors, photovoltaics, etc. We will then discuss fabrication methods for making these materials and devices and common optoelectronic characterization techniques. The course will conclude with exploration of cutting edge topics in photonics research.

Prerequisite(s): PHYS 2350 and 2360.

PHYS 3570 Semiconductor Devices (3)
An introduction to the physics and technology underlying semiconductor electronic and optoelectronic devices, including electrons and holes in semiconductors, energy-band diagrams, carrier transport, metal-semiconductor contacts, p-n junctions, and heterostructures. Device examples include bipolar transistors, MOSFETs, LEDs, and solar cells.

Prerequisite(s): MATH 1220, PHYS 1320 and 2350.

PHYS 3600 Nanoscience & Technology (3)
Nanoscience and technology is often branded the science of the 21st century. It has been promised that nanotechnology will have similar stimulating effects on the world's economy and society as the industrial-and microelectronics- revolution. Nanoscience is an interdisciplinary effort with the aim to manipulate and control matter at length scales down to single molecules and atoms and thus to create materials and devices with novel properties. With diminishing dimensions material properties are being governed by quantum mechanics. The description and exploitation of quantum phenomena in novel devices is the quintessence of nanophysics. Consequently, the main emphasis of this course is to give an overview of the physics of low dimensional solid state systems. This course is supplementary to courses in solid state physics and surface science but can be taken independently.

Prerequisite(s): PHYS 2350.

PHYS 3620 MicroFab and Nanotech (3)
Nano/micro-electromechanical devices (N/MEMS) require knowledge of a broad range of disciplines, from the fundamental physics of mechanics and electromagnetism to practical nano/microfabrication processes and techniques. This course is opened for the introduction of this interdisciplinary engineering field, using examples and design projects drawn from real-word N/MEMS applications. Lectures will cover nano/micro-fabrication technologies, material properties at different scaling, physical principle and behaviors of nano/microstructural behavior, piezoresistive and capacitive sensing, electrostatic actuation, fluid damping, noise, and feedback systems.

Prerequisite(s): PHYS 2360.

PHYS 3630 Electromagnetic Theory (3)
Electrostatic fields in a vacuum, dielectric materials, solutions to Laplace's and Poisson's equations, currents, magnetic fields, vector potentials, electromagnetic induction, relation to Special Relativity, Maxwell's equations, and the properties of classical electromagnetic waves.

Prerequisite(s): PHYS 1310, 1320 and MATH 2210.

PHYS 3650 Optics (3)
Geometrical, physical and quantum optics, with an emphasis on the classical electromagnetic aspects of optics pertaining to scattering, reflection, refraction, dispersion, polarization and interference. Applications to optical instruments, spectroscopy, interferometry, and Fourier optics. Course was previously listed as PHYS 4650. Students may not earn degree-applicable credit for both PHYS 3650 and PHYS 4650.

Prerequisite(s): PHYS 1320 and MATH 2210.

PHYS 3660 Special Topics (1-3)
Special Topics.

PHYS 3700 Electronic Properties of Materials (3)
Quantum physics, electronics and energy bands in crystals, electronic transport in materials, photoconductivity, Hall effect, quantum Hall effect, superconductors and their applications, magnetic properties of material and their applications, thermal properties of materials and dielectric properties of materials.

Prerequisite(s): PHYS 2350 and 2360.

PHYS 3720 Mechanic Behavior of Materials (3)
he course covers the general foundations of elasticity and plasticity theory, dislocation theory, and strengthening mechanisms. Basics of materials forming processes are studied. An overview for non-destructive testing of materials is taught. The course emphasis is on destructive mechanical testing of materials including; tension, torsion, hardness, fatigue and creep tests, in addition to fracture mechanics and failure analysis.

Prerequisite(s): ENGP 3120, 2430 and MATH 2210.

PHYS 3740 Classical Mechanics (3)
Newtonian mechanics, oscillations, central force motion, special theory of relativity, dynamics of rigid bodies, and the Lagrangian formulation of classical mechanics.

Prerequisite(s): PHYS 1320 and MATH 2210.

PHYS 3760 Thermodynamics of Materials (3)
The course covers the general foundation of both statistical thermodynamics and classical thermodynamics, including thermodynamics laws, auxiliary functions, and behavior of gases and solutions. In addition, special attention is dedicated to equilibria of reactions and phase diagrams of materials. Computer-based programs will be used to solve thermodynamics problems for complicated materials.

PHYS 3800 Physics Colloquium (1)
A series of undergraduate and faculty seminars emphasizing topics and points of view not covered in the standard curriculum, but which are nonetheless important to the education of a physicist. Notes: Required of all majors. Prerequisites: Junior standing or departmental approval.

PHYS 3880 Writing Practicum (1)
Writing Practicum. Notes: Does not count toward Physics courses or electives for the Physics major. Prerequisites: Successful completion of the First-Year Writing Requirement. Corequisites: Three-credit departmental course.

PHYS 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

PHYS 4230 Thermal Physics (3)
A study of the physical properties of matter where temperature is an important variable. The laws of thermodynamics, equations of state, thermodynamic potentials. Kinetic theory of gases. Elementary statistical postulates. Ensembles, the partition function. Entropy, phase transitions.

Prerequisite(s): (PHYS 1210) and (PHYS 1220) or (PHYS 1310) and (PHYS 1320).

PHYS 4470 Intro Quantum Mechanics (3)
The postulates of quantum mechanics, Schroedinger equation, operator methods, angular momentum, fermion and boson systems, and Heisenberg formulations, applications to simple physical systems.

Prerequisite(s): PHYS 2350 and MATH 2210.

PHYS 4660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 4910 Independent Studies (1-3)
Independent Studies. Prerequisites: Approval of instructor and chair of department. Course may be repeated up to 6 credit hours.

Maximum Hours: 6

PHYS 4920 Independent Studies (1-3)
Independent Studies. Prerequisites: Approval of instructor and chair of department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

PHYS 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

PHYS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): PHYS 4990.

PHYS 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 6010 Techniques Theor Phys I (3)
Mathematical techniques used in theoretical physics. Topics include partial differential equations, orthogonal coordinate systems, separation of variables, introduction to ordinary differential equations, series solutions and convergence; Sturm Liouville theory, eigensystems and orthogonal functions; complex variables, Taylor and Laurent series, contour integration, integration by steepest descents, and conformal mappings.

PHYS 6020 Techniques Theor Phys II (3)
A continuation of PHYS 6010. Calculus of variations, Rayleigh Ritz technique, Bessel and Legendre functions, Fourier series, Fourier and Laplace transforms, Green functions. An introduction to group theory and symmetry.

Prerequisite(s): PHYS 6010.

PHYS 6070 Astrophysics (3)
Fundamentals of stellar atmospheres and interiors: nuclear astrophysics, energy generation in stars, stellar evolution, nucleo-synthesis, and theories of supernovae. Gravitational collapse and properties of superdense stars. Galactic structure and evolution, elements of cosmology.

PHYS 6150 Intro To Neutron Science (3)
An introduction to the theory and applications of neutron scattering, neutron optics, neutron interferometry and neutron beta decay. This course explores the many uses of thermal and cold neutron beams to study condensed matter, nuclear, molecular and biological systems; test fundamental principles of quantum mechanics and advance the frontier of particle physics.

PHYS 6170 Computnl Physics & Engr (3)
An introduction to the use of computational methods in physics and engineering. Writing computer code and using data visualization techniques to help solve experimental and theoretical problems. Data analysis and modeling, Monte Carlo simulations, numerical differentiation and integration, ordinary and partial differential equations, electrostatic nonlinear dynamics and chaos, fast Fourier transform, noisy signal processing, quantum spectra, thermodynamics.

PHYS 6180 Introduction to Feedback Control and Control Theory (3)
This course introduces tools for controlling systems via a feedback loop, which power the world around us – from consumer products to ecological and economic systems. The presented mathematical principles are illustrated using MATLAB and a variety of examples. No prior experience with MATLAB and programming is required. The topics covered include the control of nonlinear systems via Lyapunov theory, linearization of nonlinear dynamics, controllability and observability, the Kalman filter, transfer functions, stability, and robustness, as well as the proportional-integral-derivative controller.

PHYS 6210 Molec Biophysics & Polymer Phy (3)
An introduction to the physics of polymers and the physical bases underlying the biofunctionality of macromolecules in living systems. Themes of molecular self-organization, conformation, complementarity, and information content are emphasized and related to protein, lipid, and nucleic acid structure and processes. Introduction to scattering and other spectroscopic techniques.

PHYS 6230 Quantum Information Sci & Eng (3)
This survey course introduces students to the new world of quantum information, quantum communication, and quantum computing. The course is intended for advanced undergraduates and beginning graduate students in physics, engineering, and mathematics. Topics include: Quantum states, operators, and linear algebra; Bits and qubits; Ensembles and density operators; Unitary transformations, Gates and circuits; Information and entropy; POVM measurement; Multipartite systems; Bell inequality; Bell states and non-locality; Measures of entanglement: Quantum communication and cryptography; Teleportation, Superdense coding; Quantum noise and error correction; Classical and quantum computational complexity; Quantum algorithms; Deutsch-Jozsa, Grover, Shor; DiVincenzo criteria; Physical realizations of quantum computers; trapped ions, solid state qubits; Quantum optics and quantum internet; Topological quantum computation; Quantum biology.

PHYS 6300 General Relativity (3)
Review of special relativity. Tensor analysis. Differential forms and manifolds. Geodesics and curvature two-forms. The metric tensor. The stress-energy tensor and the Einstein equations. The initial data problem. The Schwarzschild and Kerr solutions: classical black holes. Elementary relativistic cosmology. Generation and detection of gravitational waves. Experimental tests of general relativity: the PPN formalism. Global techniques and the Hawking-Penrose singularity theorems. Hawking radiation and the Bekenstein bound.

PHYS 6310 Quantum Optics (3)
Quantum optics is an emerging field of physics that involves the study of semi-classical and quantum-mechanical models of the electromagnetic field, as well as its interaction with atoms and molecules. These nonclassical and quantum features of light have been shown to break the barriers imposed by classical physics in a variety of fields, such as communication, interferometry, computation, and imaging. The main emphasis of this course will be to introduce these nonclassical features, quantize the electromagnetic field, introduce fundamental tests of quantum mechanics by use of optics, and explore the applications of nonclassical concepts such as entanglement.

PHYS 6450 Elem Particle Physics (3)
An introduction to modern elementary particle physics, with an emphasis on the Standard Model, its phenomenology, and dynamics. The Standard Model explains, in principle and with remarkable success, virtually all phenomena that are observed in nature except gravity. The course begins with a qualitative examination of the electromagnetic, strong, and weak interactions and an introduction to the elementary particles through the use of Feynman diagrams. This is followed by relativistic kinematics, the quantum theory of angular momentum and spin, discrete symmetries, and bound states of leptons and quarks, with a focus on the hadrons. Finally the Dirac equation, the Feynman calculus, and the mathematical tools needed to calculate basic decay lifetimes and cross sections involving the electromagnetic and weak interactions are developed and applied.

PHYS 6600 Nanoscience & Technology (3)
Nanoscience and technology is often branded the science of the 21st century. It has been promised that nanotechnology will have similar stimulating effects on the world's economy and society as the industrial-and microelectronics- revolution. Nanoscience is an interdisciplinary effort with the aim to manipulate and control matter at length scales down to single molecules and atoms and thus to create materials and devices with novel properties. With diminishing dimensions material properties are being governed by quantum mechanics. The description and exploitation of quantum phenomena in novel devices is the quintessence of nanophysics. Consequently, the main emphasis of this course is to give an overview of the physics of low dimensional solid state systems. This course is supplementary to courses in solid state physics and surface science but can be taken independently.

PHYS 6660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 6700 Electrnc Prop of Materls (3)
Quantum physics, electronics and energy bands in crystals, electronic transport in materials, photoconductivity, Hall effect, quantum Hall effect, superconductors and their applications, magnetic properties of material and their applications, thermal properties of materials and dielectric properties of materials.

PHYS 6750 Modern Cosmology (3)
The Friedmann cosmological models: open, flat, and closed; matter and radiation dominated. The cosmological constant. Three degree blackbody radiation and its theoretical implications. Experimental tests in cosmology. Nucleosynthesis and galaxy formation. Anisotropic and inhomogeneous cosmologies: the Bianchi models, primarily Kasner and Type IX. GUTs in the very early universe: baryogenesis and phase transitions. Dark matter. Cosmic strings and magnetic monopoles. Inflationary models. Chaotic inflation. Future history and final state of the universe.

PHYS 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

PHYS 7060 Theoretical Mechanics (3)
Advanced studies of theoretical mechanics. Lagrangian and Hamiltonian methods. Integrable and non-integrable problems.

PHYS 7100 Statistical Mechanics (3)
Advanced studies of statistical mechanics. Probability theory, random walks, statistical ensembles, entropy, quantum statistical mechanics and applications.

PHYS 7130 Solid State Physics (3)
Advanced studies of solid state physics. Properties of the solid state, semiconductors, novel systems, applications.

PHYS 7160 Atomic/Molecular Physics (3)
Advanced studies of atomic and molecular physics. The hydrogen, helium and many electron atoms. Diatomic and polyatomic molecules.

Enrollment limited to students in the Physics department.

PHYS 7170 Quantum Mechanics I (3)
Advanced studies of quantum mechanics. Quantization, probability, quantum wave functions, quantum entanglement. Two, three and multi-level quantum systems and applications.

Enrollment limited to students in the Physics department.

PHYS 7180 Quantum Mechanics II (3)
Continuation of PHYS 7170.

Prerequisite(s): PHYS 7170.
Enrollment limited to students in the Physics department.

PHYS 7230 Electromagnetic Theory I (3)
Advanced studies of electromagnetic theory. Maxwell's equations and applications. Electric and magnetic fields and their properties. Applications.

PHYS 7240 Electro-Magnetic Thry II (3)
Continuation of PHYS 7230.

Enrollment limited to students in the Physics department.

PHYS 7310 Advanced Spec Problems (3)
Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Physics department.

Maximum Hours: 99

PHYS 7311 Advanced Special Problems (3)
Enrollment limited to students in the Physics department.

PHYS 7312 Advanced Special Problems (3)

PHYS 7320 Adv Special Problems II (1-9)

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Enrollment limited to students in the Physics department.

PHYS 7810 Seminar (3)
Enrollment limited to students in the Physics department.

PHYS 7820 Seminar (1)
Enrollment limited to students in the Physics department.

PHYS 7910 Research I (3)
Individual research supervised by faculty.

PHYS 7920 Research II (3)
Individual research supervised by faculty.

PHYS 7930 Research III (3)
Individual research supervised by faculty.

Enrollment limited to students in the Physics department.

PHYS 7940 Research IV (3)
Individual research supervised by faculty. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 7951 Advanced Research I (3)

PHYS 7952 Advanced Research II (3)

PHYS 7990 Research (1-9)
Individual research supervised by faculty.

Enrollment limited to students in the Physics department.

PHYS 9980 Masters Research (3)
Research toward completion of a masters degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PHYS 9990 Dissertation Research (0-3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Physiology - Graduate (GPSO)

GPSO 6010 Medical Physiology (6)
A major physiology course taught by various faculty in the Physiology Department. This course covers most important concepts in medical physiology, along with updated information and in-depth discussion in all fields of interest related to physiological function.

GPSO 6060 Experimental Physiol Lab (2)
This course provides students' hands-on experiences to perform the physiological experiments with human body, animals and computer simulation modeling systems.

GPSO 6250 Membrane Physiology (2)
The course covers the major structure and function of ion channels, the basic physiological mechanisms of voltage gated ion channels, and transmitter gated ion channels. Also a brief consideration will also be given to certain pathophysiological mechanisms leading to disease.

GPSO 7175 Med Terminology (3)
This on-line course provides definition and appropriate use of common medical terminology and abbreviations. It is especially beneficial for students who are newly committed in medical sciences and who have foreign culture background.

GPSO 7180 Selected Topics (1-5)
Self-study under the direction of a faculty mentor in a selected topic in physiology. A final report is required.

GPSO 7320 Renal Physiology (3)
This course provides updated information regarding renal function and renal/hormonal control of blood pressure. The roles of kidney function in hypertension, diabetes mellitus and other human diseases are also covered.

GPSO 7350 Translational Physiology (2)
Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

Course Limit: 2

GPSO 7560 Signal Transduction/Hormone Ac (2)
This course provided current molecular mechanisms for cellular signal transduction pathways and hormone action including membrane receptors and downstream pathways, second messenger systems, receptor-ion channels, kinase/phosphatases, extracellular matrix signaling, signaling and cell death, Wnt signaling pathways and nuclear receptor signaling.

GPSO 7600 Integrative Cardiovascular Physiology (3)
This advanced course covers in-depth topics in cardiovascular physiology and its association with other systems to regulate body function. The objective of the course is to provide the students with comprehensive knowledge of cardiac and vascular function and its regulation by neural, hormonal and other systems.

GPSO 7910 Seminar Physiology (1)
Seminars in physiology present cutting edge research scientists of national prominence and Tulane Faculty. A one-page report is required at the end of each seminar.

Course Limit: 2

GPSO 7980 Research (3)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

GPSO 7990 Research (1-9)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required.

Prerequisite(s): GPSO 7980.

GPSO 9990 Dissertation Research (0)
Research thesis under the direction of faculty. Students are required to independently choose topic, conduct experiments, analyze and report data. A concise thesis based on experimental data is also required. Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Physiology department.

Maximum Hours: 99

Political Economy (PECN)

PECN 1290 Semester Abroad (1-20)
Credit placeholder for study abroad courses in Political Economy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 1940 Transfer Credit (3)
Transfer Credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 2390 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 3010 Positive Political Economy (3)
This course is designed to provide students with an introduction to the field of positive political economy. Positive political economy seeks to understand and predict policy outcomes and political behavior. The course will take an interdisciplinary approach that uses tools and concepts from economics to study politics and political behavior. The course will presume that political actors are rational and goal oriented. Using this approach, the course will examine how institutional constraints in the political environment affect the choices of these actors and the resulting political outcomes.

Prerequisite(s): ECON 1010 or 1030.

PECN 3020 Pol Ecn:Historical Ovrvw (3)
This course introduces students to the question of how different modern Western societies and thinkers have defined the relationships between political and economic activities. Beginning with the experience of Europe in the 15th century, it examines what the unprecedented wealth of modern Western societies has meant for the understanding and practice of politics. It also explains what caused the economic abundance of Western nations to come into being in the first place, and how that abundance has been sustained over time.

PECN 3030 The Individual,Soc&State (3)
This course presents an integrated study of the main alternatives in political ideology (liberalism, socialism, fascism, Marxism) advocated in the modern world and the exemplifications of these ideologies in practice in the modern world (post-war West Germany, 20th-century Britain, Mussolini's Italy, the former Soviet Union).

PECN 3040 Comp & Intl Pol Econ (3)
Virtually all contemporary economies are characterized by extensive relations between the economic and political systems. Furthermore, these relations seem to involve often complex relations between the global, national, and sub-national political economies. This fact is currently referred to as globalization. However, it is clear that globalization, whatever it is, has different effect on national (and sub-national) political economies. In this course, we will: 1) attempt to develop an understanding of globalization; 2) develop a comparative analysis of the links between globalization and national outcomes; and 3) examine the international institutions that attempt to manage globalization. Because time is finite, and there are other courses, we will focus primarily on advanced democracies.

PECN 3940 Transfer Coursework (3)
Transfer Coursework in Political Economy

Maximum Hours: 99

PECN 4010 Constitutionalism (3)
This course discusses the historical development of constitutionalism, with a view to understanding what is common to the various forms of constitutional government which have appeared in different societies from classical Athens to modern America.

PECN 4040 Democ/Capitlsm/Free Spch (3)
This course discusses freedom of expression in the context of advanced capitalist democracies such as the U.S. Topics include justifications for free speech, its proper scope, tensions between democratic self-government and capitalist mass media, and Supreme Court decisions relating to freedom of expression.

PECN 4300 Behavioral Economics &Public Policy (3)
This course provides an overview of research in “behavioral economics” which integrates insights from psychology into economic models of behavior. We’ll survey a range of topics which comprise the standard behavioral economic canon — focusing on ways in which individuals may systematically depart from assumptions such as perfect rationality, self interest, and time consistency of decisions. It will examine models of non-standard preferences and decision rules, and discuss empirical strategies for distinguishing between such behavioral decision-making and the predictions of the standard model. Behavioral economics incorporates insights from social psychology, experimental economics, and sociology. Important areas of emphasis will be behavior towards risky outcomes, financial decision making, and applications to social institutions such as taxation and public finance, An important emphasis will be on how insights into behavioral economics can and should influence the design of public policy programs.

Prerequisite(s): ECON 3010.

PECN 4400 Law & Economics of the Regulatory State (3)
This course is designed to introduce students to the law and economics of the regulatory state and the challenges to governance posed by the regulatory state. Students will be expected to develop an understanding of key legal principles as well as to apply economic analysis to legal rules. For each of the topics, a discussion of legal principles will be paired with the relevant economic analysis. The first part of the course treats classic topics of law and economics. The aim here is to provide the key foundational material in contracts, torts, property, and administrative procedures. The questions to be addressed are the specifics of the legal rules and their impact on economic efficiency and welfare, broadly defined. These tools are necessary in order to understand why there may need to be further government regulation. The second part focuses on administrative law and the regulatory state. It will focus on why laws are written so as to permit action for regulatory agencies; the procedures that agencies and courts follow for regulations; and the limits of regulatory authority. There will be a careful look at case studies illustrating these principles.

Prerequisite(s): ECON 1010 and 3010.

PECN 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Only one internship may be completed per semester. Certain internships may satisfy the public service graduation requirement with prior approval of the department and the Center for Public Service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 4570 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Only one internship may be completed per semester. Certain internships may satisfy the public service graduation requirement with prior approval of the department and the Center for Public Service. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 4910 Independent Study (3)
Independent study in Political Economy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 4920 Independent Study (1-3)
Independent study in Political Economy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 4970 Special Topics Political Econ (3)
Special topics in Political Economy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 4980 Special Topics Political Econ (3)
Special topics in Political Economy. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 4981 Special Topics Political Econ (3)
Special topics in Political Economy.

PECN 4990 Honors Thesis (3)
Honors thesis in Political Economy.

PECN 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): PECN 4990.

PECN 5190 Semester Abroad (3-6)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PECN 6000 Major Seminar In Pol Econ (3,4)
The political economy majors' seminar focuses on a large theme or question that no single discipline in the program uniquely claims for its own and no one approach exhausts. Example of such issues: the rise of the nation state, capitalism and democracy, the foundations of economic behavior, the organization and meaning of work, and industrialization, economic growth, and social change. In designing a majors seminar, faculty define the issues that most engage them as teachers and scholars and that sustain a coherent cross-disciplinary course offering.

PECN 6100 Empirical Approaches to Political Economy (3)
An introduction to empirical approaches of Political Economy.

PECN 6200 Advanced MA Seminar for Political Economy (3)
An application of empirical approaches of Political Economy.

PECN 6810 Special Topics (1-4)
Special Topics in Political Economy. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

PECN 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Political Science - American (POLA)

POLA 2100 American Government (3)
An introductory survey of government at the national level with emphasis on constitutional principles and significant contemporary trends and problems.

POLA 3010 Special Projects (3,4)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 3011 Special Projects (3)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 3012 Special Topics (3)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

POLA 3013 Special Topics (3)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

POLA 3020 Special Projects (3)
Special Projects course in Political Science - American. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 3030 Special Topics (3)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 3031 Special Topics (3)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

POLA 3032 Special Topics (3)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

POLA 3110 State and Local Politics (3)
This course examines the roles and responsibilities of state governments and the complex dynamics of state politics in the U.S. federal system. It uses a comparative state perspective to examine state government institutions. political behavior in the states, and the major areas of policy frequently addressed in the states.

POLA 3240 Public Policy (3)
This course covers the policy making process for domestic policy in the United States. We will study the following questions: Why do some problems reach the political agenda and others do not? Who are the important actors in the policy process and what roles do they play? What are the values at stake with policy debates? What explains why certain solutions are offered and others are rejected? How do we know if a policy has been successful?

POLA 3270 Courts and Politics (3,4)
Analysis of the political factors that influence courts, their staffing, their decisions, and their policymaking role. The interaction between legal policies and structures and political institutions and their development will be addressed.

POLA 3272 Big Easy Politics (3)
The objective of this course is for students to examine the level of government with the greatest impact on the daily lives of Americans--local government. Specifically, we will focus on the politics, functions, and governmental structure of the City of New Orleans.

POLA 3280 Southern Politics (3)
This class is designed to provide a comprehensive overview of Politics in the American South. The course focuses on both the distinctiveness of the region and the South's influence on the nation. The course selectively examines historical as well as contemporary issues related to the eleven states of the Old Confederacy.

POLA 3300 Race and American Politics (3)

POLA 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 3910 Independent Study (1-3)
Independent study on a suitable topic, with consent of instructor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 4010 Special Projects (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLA 2100 and POLS 2010.

Maximum Hours: 99

POLA 4011 Special Projects (3-4)
Special Topics course.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4012 Special Projects (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4020 Special Projects (3)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLA 2100 and POLS 2010.

Maximum Hours: 99

POLA 4110 Policy Research Shop (3)
The Policy Research class creates a partnership between city government and Tulane students in order to address issues of concern to the city and increase students' civic engagement. In this course, the professor solicits policy topics from elected and appointed officials and bureaucrats and the students write policy briefs on these issue areas. In exchange for the policy brief , policy sponsors agree to allow the students to present their findings at an official forum, such as a city council meeting.

Corequisite(s): POLA 4890.

POLA 4120 Louisiana Politics (3)
A review of topics in Louisiana politics, including right- and left-wing populism, campaign techniques, diversion of campaign funds and rewards for supporters, the culture of sociability, and the history of racial, regional, and religious cleavage. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4140 Urban Politics (3)
This course is an introduction to urban politics in the United States. It will focus on problems of cities and discuss solutions to these problems, including the lack of formal authority and high rates of class, race, and ethnic heterogeneity and segregation. We will focus on the heritage of municipal government in the U.S., the development of their responsibilities, and the role of federal and state governments in municipal affairs. The course will also spend time discussing some of the solutions for residents of urban areas to try to advocate for change.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4150 Elections in America (3)
The focus is on candidates. political parties. the Dress, consultants, and public opinion in elections and political campaigns. Covers presidential and congressional elections, Each semester, special attention is paid to a topic such as the economy, fundraising. activists, or campaign techniques.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4160 Political Parties (3-4)
A study of theories of political parties in the United States and other democracies. The stress is on the electoral and governmental role of party organizations.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4170 The American Presidency (3)
A study of the office of the President of the United States that includes both historical review and analysis of the Presidential role in our national government. A main focus of the course is on the relative importance of particular presidents and their leadership capacities and the limitations on the office itself.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4200 Congress (3)
A study of the United States Congress with emphasis on its development, its internal structure, the relationship of the elected representatives to their constituents, and the legislative process itself.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4210 Women and Politics (3,4)
This course is an exploration of the role gender and sex have in politics, including voting. party activism, leadership, candidacy, holding office, and law-making. Special attention will be paid to the relationship between gender and political behavior, including political socialization, political attitudes. and public policy creation. Time will be spent on understanding what gender and sex mean in American politics, as well as the effect that disparate power has on political behavior.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4230 Environ Politics & Policy (3)
This course is an examination of the process of environmental policymaking in the United States. We will evaluate how environmental politics and policymaking has progressed in the US and the current state of environmental policymaking. Using a case-study approach, we will examine current environmental problems for local and state governments and suggest policy solutions.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4250 Politics of Poverty Policy (3)
This course covers the politics of poverty policy within the United States, including relevant approaches to the debates over poverty's causes consequences and solutions: the ways in which poverty is defined and measured and how this affects the policy alternatives: the state of economic inequality in the United States: American attitudes toward the poor and policies seeking to address poverty: and, an examination of case studies to redress poverty.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4260 Race, Sex, & Power (3,4)
This course examines the role of race and sex based classification in the law of equal protection and focuses on the political actions and events that lead to legal remedies for discrimination. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4270 Constitutional Law (4)
A study of the general powers and limits of the branches of the national government and the relationship among the levels of government, as this has affected civil rights and individual liberties under the Constitution. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4300 Interest Group Politics (3)
Prerequisite(s): POLA 2100 and POLS 2010.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4310 Interest Groups & Supreme Court (3)
This course will examine the role of interest groups in various aspects of the Supreme Court process, including the selection of justices, case selection, and judicial decision making. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4320 Women's Legislative Leadership (3-4)
This course is an examination of gender in American legislatures. We will analyze both the processes and personnel of legislatures at the federal and state level of the United States in order to better evaluate the policy outcomes of these institutions. Students will be placed in a service role with one of the above sites for the length of the semester. Having students placed at several sites in the legislative process enables a more thorough analysis of how gender is interwoven into policymaking. Students will have a range of perspectives on the process as a consequence of their own placement and the experiences of their peers. Mandatory 20-hour service learning component POLA 4891. In lieu of prerequisites please contact the instructor for approval to enroll.

Prerequisite(s): POLA 2100 and POLS 2010.
Corequisite(s): POLA 4891.

POLA 4350 Politics of Education Policy (3,4)
This course examines education policy through the lens of U.S. Politics. In particular, we will consider what public schools should do for students: the changing nature of school governance: the major policy problems within primary and secondary education and how they have been defined: the groups that have had power in education policy debates: and where New Orleans fits into the larger national picture with regard to its education system?"

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4450 Politics and Literature: US (3)
Study of political theme as presented in American literature. For majors only. Non-major junior and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): POLA 4110.

Maximum Hours: 99

POLA 4891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): POLA 4320.

Maximum Hours: 99

POLA 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLA 6120 Advanced Campaigns & Elections (4)
This course explores advanced topics related to election campaigns in the United States. Particular attention will be paid to how campaigns are run and their impact on election outcomes. The course will introduce students to the paradigms and techniques that political scientists use to study campaigns and elections.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 6180 Pub Opinion Voting Behvr (4)
An analysis of opinion formation in political situations and a survey of voting behavior in the United States.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 6200 Interpretations American Politics (4)
This class examines alternative accounts of American politics, using research to explore competing views, different methodologies, and varying emphases. Each participant will be responsible for conducting a serious piece of research on his or her own.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 6230 Politics Policy Making (4)
Prerequisite(s): POLA 2100 and POLS 2010.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 6290 Judicial Process (4)
This seminar course examines theories of judicial behavior and decision making, asking how various factors both internal and external to judges and courts in the U.S. explain their legal and policy outputs.

Prerequisite(s): POLA 2100 and POLS 2010.

POLA 6960 Special Topics (3,4)
Special Topics course in Political Science - American. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLA 2100 and POLS 2010.

Maximum Hours: 99

POLA 7110 American Politics Sem (3)

Political Science - Comparative (POLC)

POLC 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 2300 Comparative Politics (3)
This course introduces students to the fundamental theories and concepts of the subfield of comparative politics. Comparative politics is a method of analysis that evaluates similarities and differences among political systems in order to develop general conclusions about political phenomena. The study of politics beyond U.S. borders helps place our own political system into perspective by highlighting alternatives to our own system and challenging the assumption that there is only one right way to organize political life.

POLC 3003 Women Leading Change (4)
This course engages students in considering the real world dilemmas of women working in organizations and bringing about social change in those and other organizations. The course analyzes different theories and explanations of why so few leaders are women and how women can become leaders and lead as well. Case studies are used to examine the intricacies of organizations, the roles of women in various organizations, as Well as the impact of organizations on policy (public, social, scientific, educational), government, and leadership in a global world. The course outcomes are an enhanced critical understanding of the dilemmas that are encountered by women leading change; the ability to evaluate and compose case studies at the intersection of leadership and gender; and the demonstration of critical thinking and problem-solving skills.

Prerequisite(s): INTU 1000.

POLC 3010 Special Projects (1-6)
Special Projects course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 3011 Special Projects (1-6)
Special Projects course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Course Limit: 99
Maximum Hours: 99

POLC 3012 Special Projects (1-6)
Special Projects course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 3013 Special Projects (1-6)
Special Projects course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 3030 Special Topics (3)
Special Topics course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 3040 Special Topics (3)
Special Topics course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 3200 African Politics (3)
This course offers an introduction to Sub-Saharan African politics from the precolonial period to the contemporary era. We will examine colonialism and independence movements, new state creation, democratic breakdown and dictatorship, protest movements, civil wars and genocide, economic collapse and ethnicity politics. This course offers students an understanding of political theories and these theories' applicability to African politics.

POLC 3300 European Governments (3)
This course is an introduction to the Post-World War II evolution of Western Europe. It examines four main dimensions: (i) the position of countries in the international political economy, (ii) the role of the state in the management of the economy as well as of the welfare system, (iii) the formal structure of the system of governance and policymaking, and (iv) the form of political participation and representation.

POLC 3310 Politics of Central America (3)
This course will focus on the current state of Central American politics and society by analyzing the social and political forces at play in the region, the challenges of its economic development, and its external interaction with the United States and other world regions. Although regional in its scope the course will rely on individual countries to exemplify particular issues confronting the region.

POLC 3330 Political Polarization: Social Origins (3)
This course examines how neoliberalism generates resistance and pressure for change. However, the direction of change, such as trends towards inclusionary politics vs. exclusionary politics, is not foreordained. Latin America was a frontrunner in these trends. As the USA grapples with similar tensions, its politics eerily resemble those of Latin America, a region renowned for inequality and democratic backsliding. What lessons might the Latin American experience hold for the United States?

POLC 3340 Middle East Comp Politics (3)
Overview of domestic politics in the countries of the Middle East, focusing on different types of regime and recent political developments.

POLC 3350 Politics of Latin America (3)
This course will focus on the current state of Latin American politics and society by analyzing the social and political forces at play in the region, the challenges of its economic development, and its external interaction with the United States and other world regions. Although regional in its scope the course will rely on individual countries from South America as well as Mexico to exemplify particular issues confronting the region.

POLC 3380 Asian Governments (3)
This course focuses on the origins and dynamics of change in the newer nations of Asia, with a special emphasis on South Asia.

POLC 3410 Politics & Nationalism (3)
A study of nationalism and ethnic conflict in the contemporary world. Both approaches to the study of nationalist conflict and case studies of conflict are included.

POLC 3440 Politics & Islam (3)
This course will focus on the motivations of political parties, movements, and leaders in the Middle East and North Africa (MENA) region who drew inspiration from Islam. It considers the interactions of "the West" and "the Islamic world" in generating a wide range of MENA social and political forces, from the decline of the Ottoman Empire and the rise of post-colonial regimes to the Iranian Revolution, the jihad in Afghanistan, the activism of the Muslim Brotherhood and the political violence of the Islamic State of Iraq and Al-Sham.

POLC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 4010 Special Projects (3-4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLC 2300 and POLS 2010.

Maximum Hours: 99

POLC 4011 Special Projects (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4012 Special Projects (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4030 Comp Poli Econ Welfare State (3-4)
This course analyzes the historical development of, and contemporary change in, the welfare states of the advanced industrial countries. It focuses in particular on the political, economic, and institutional sources of outcomes in the post-war era and the post-1970 period. It investigates how and why welfare states have developed historically, how they vary cross-nationally, and how pressures on inherited arrangements are generating reforms in a variety of institutional and political contexts. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLC 2300 and POLS 2010.

Maximum Hours: 99

POLC 4200 The Politics of Rape (3,4)
This course will ground students in the academic literature of rape and the anti-rape movement, with a focus on public policy, critical race theory, feminist theory, law, and social movements.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4300 Political/Economic Develop of Western Europe (3-4)
This course focuses on the historical antecedents of contemporary West Europe politics, with an emphasis on the social and economics bases of 20th-Century regime outcomes. It explores the political development of four major European countries - Great Britain, France, Germany, and Italy-with particular attention to contrasting responses to economic, social, and political challenges since the middle ages, including the commercialization of agriculture, the consolidation and dissolution of political regimes, democratization, and industrialization.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4310 Mexican Politics Govt (3)
An exploration of the Mexican political process and the historical developments leading up to its present structure. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4340 Chinese Politics Revolution to Reform (3,4)
In this course we will analyze Chinese politics, paying particular attention to how the Chinese Communist Party came to power in 1949; how it ruled during the Mao era; and why it initiated economic reforms in 1978. We will also analyze enduring features of the Chinese polity that were instituted shortly after 1949 and persist to the current day, like the single-party system, campaigns, and ideology.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4350 Chinese Politics (3)
This course will examine the political and economic reforms that China has undertaken since 1978.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4360 Russian Politics (3-4)
An examination of both formal and informal factors affecting the nature of the Russian political system. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4390 Poverty & Development (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4420 State Society Developing Countries (3)
The course examines the global context of political development in Africa, Asia, and Latin America, the pursuit of economic development and democracy in these regions, and efforts at grass-roots reform.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4470 Politics & Literature (3,4)
Study of the literature of political dissent, with particular focus on writers in communist and other authoritarian states.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4480 Populism, Politics, and Change (3)
A populist tide clamoring for change in the political status quo is sweeping the world. Populists – those abandoned, forgotten, ignored by the establishment – believe that anti-establishment politics offer the best hope for inclusion of their dreams, aspirations, and beliefs in politics. The establishment fears them believing that their polarized, confrontational politics herald the "end of the world" as we know it. The battle lines are drawn, the stakes seem clear. But reality is much more complex. This course seeks to make sense of the populist tide. Populist movements are hugely varied. Some are more authoritarian and conservative while others are more left oriented emphasizing greater social inclusion and welfare. All claim to be perfecting, saving, or protecting good government and democracy. To sort out the cacophony around really existing populisms we will explore the following questions. What is populism? Who are populists? Why are they gaining so much traction? Are they anti-democratic? What is at stake in the rising populist tide? We will examine these questions in the context of Latin American, US, and European cases.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4510 Politics of the European Union (3,4)
The nation-states of the old Europe are becoming the member-states of a European Union. While founded to avoid a repetition of the horrors of the past, the New Europe is increasingly being viewed as a model for the future. This course provides an overview of the political institutions and the political economy of the European Union. Four main areas are examined: (i) formal institutions and institutional relations of the European Union (ii) critical junctures in the evolution of the European Union, (iii) issues of democratic deficits, and (iv) external relations and eastward enlargement.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4520 Comparative State Building (3)
This course will explore the nature of state authority and the processes by which different types of states emerged at different moments in world history and in different regions of the world, as well as how the nature of states has evolved over time.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4550 People's Politics of Latin Am (3)
Prerequisite(s): POLC 2300 and POLS 2010.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 5190 Study Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLC 6010 Approaches to Global Dilemmas (3,4)
This course employs an interdisciplinary approach to explore the tensions and debates surrounding global capitalism in various world regions. Open to senior Altman Scholars only.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6100 Politics & Health (4)
This course approaches health care as a policy area, one in which a variety of actors attempt to influence the design and delivery of health services. We begin with an overview of the U.S. system, compare it to peer nations, and then analyze health policy issues in other world regions.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6110 Comparatv Political Econ (4)
Prerequisite(s): POLC 2300 and POLS 2010.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6120 Comparative Social Policy (4)
This course focuses on welfare states and social policy across world regions including advanced industrialized countries, post-communist states, and developing nations. It examines explanations for variation in social policy provision across countries and regions and asks why welfare state reforms are more successful in some places than others. The course includes detailed study of key policy areas (pensions, healthcare, and education).

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6350 Social Movements, Protest, and Policy/Political Change (3-4)
We think of social movements as forces for change, which frequently involves policy and institutional reform. Yet just how they affect such change is frequently not explicitly addressed. This course introduces students to major theories and analytical frameworks that help to explain the policy/political consequences of contentious action by social movements, ranging from nil to substantial and points in between. In the process, the course covers themes such as race and ethnicity, policy consequences of resistance to mega development projects, environmental justice, nuclear power and peace movements, among others. Effects are traced at various levels of governance, from national to local (sorry no international). Regions of the world include Latin America, the United States, and Europe.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6410 Approaches L A Politics (4)
Major approaches to the study of Latin American politics such as developmentalism, institutionalism, corporativism, bureaucratism, authoritarianism, and dependency theory.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6910 Authoritarianism (4)
Despite the impressive gains that democracy has made over the past four decades, more than half of the countries in the world remain autocratic. What are the roots of this authoritarian resilience? We will first approach this question theoretically and by cases studies of countries in Europe and Eurasia (the Soviet Union; pre-1989 Eastern Europe; post Soviet Russia and Central Asia), Asia (China, North Korea, Taiwan), Latin America (Mexico, Cuba), and the Middle East (Iraq, Syria, Iran).

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6930 Regime Change in Asia (4)
In this course we will analyze the reasons for democratization in some Asian countries and will evaluate the prospects for regime change in countries that remain authoritarian. The first module of the course will focus on theories of authoritarian rule and of democratization. The second will examine several successful cases of democratization. The third module will focus on China, which represents a crucial case of regime durability. The fourth module of the course will assess the prospects for regime change in North Korea and several Southeast Asian autocracies.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6950 Special Topics (3,4)
Special Topics course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 6951 Special Topics (4)
Special Topics course in Political Science - Comparative. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLC 2300 and POLS 2010.

POLC 7315 Sem in Comparative Politics (3)

Political Science - General (POLS)

POLS 1010 Introduction To Politics (3)
An introduction to the principles and practice of political life in a variety of domestic and international contexts. Open to freshmen only. Each 1010 section has a limited enrollment of no more than 20 students. A paper is required and is assigned on a tutorial basis with individual student-instructor conferences.

POLS 2010 Scope/Methods Poli Sci (3)
This course is intended to introduce advanced students to the concepts and methods of political science research. Substantive fields of interest--such as American politics, IR, Comparative, etc.--are all bound by similar skills and techniques inherent to the discipline of political science. Students will be introduced to these techniques in an effort to train them to become producers, not merely consumers of knowledge. This course is fundamentally about how to conduct research in political science, and what makes political science a science. The course covers both introductory quantitative methods (univariate, bivariate, and some multivariate analyses), as well as some of the most often used qualitative methods in the discipline. The course is not meant to be exhaustive of all political science methods.

POLS 3010 Special Projects (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 3011 Special Projects (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 3030 Special Projects (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 3910 Independent Study (1-3)
Independent study on a suitable topic, with consent of instructor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 3920 Independent Study (1-4)
Independent study on a suitable topic, with consent of instructor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 4010 Special Projects (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 4560 Internship (1,3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 4920 Independent Study (1-3)

Maximum Hours: 99

POLS 4990 Honors Thesis (3)

POLS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): POLS 4990.

POLS 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 6010 Conduct of Research (4)
This course is intended to introduce advanced students to the concepts and methods of political science research, and to show how those methods can be applied to concrete problems.

POLS 6910 Independent Study (1-3)

POLS 6960 Spec offerings Pol Sci (4)
For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 7040 Independent Study (1-3)

POLS 7111 Scope & Methods for Poli Sci (3)

POLS 7112 Quantitative Methods I (3)
In recent decades, political scientists have used quantitative methods more and more frequently in their research. While econometric analysis is not the only analytic tool available for researchers assessing causal claims, it is imperative that any student of the discipline be able to digest and interpret the language of statistics. It is rare to pick up a journal in the discipline these days that is completely devoid of statistical analysis. Students must be able to understand this language at a minimum, and successful publication strategies (which in turn are important for successful careers) will involve the production of independent results. The trend towards econometric analysis (alongside formal theory) is unmistakable, and occurs in all subfields with the possible exception of political theory. Statistical literacy is simply indispensable for political scientists. Theoretic development is important as well, and can work hand in hand with empirical testing in important political science research. Some of you may not have had learning statistics in mind when you decided to attend graduate school. Some of you may have little mathematics or statistics background, perhaps dating back to high school. However, you should not be intimidated or afraid of integrating this language into your research interests. Moreover, if you don't learn this material and takes steps to produce your own results, you will miss out on what is going on in your field. Even if you do not end up producing copious amounts of data and analysis, you will at a minimum need to become a competent consumer of quantitative political science research. This course, along with its partner course next semester, will allow you to recognize the foundations of econometric analysis in political science and give you the tools to accurately discern its meaning. You will also begin to produce your own conclusions based on careful analysis and interpretation. The emphasis in this course is on understanding the building blocks of quantitative research in political science.

POLS 7113 Qualitative Methods II (3)
Qualitative Methods II

Prerequisite(s): POLS 7112.

POLS 7114 Qualitative Methods (3)

POLS 7116 Dissertation Prospectus Seminar (3)
This is a workshop-style PhD seminar that has one central aim: namely, to help you develop a draft of your dissertation prospectus. The dissertation prospectus represents a piece of original research on an important question in the field of political science that is approximately 35-40 pages in length, inclusive of references. The prospectus should clearly state the puzzle of the dissertation; its theoretical importance; and the research hypotheses that will be evaluated. In addition, students should explicitly articulate the specific empirical evidence and methodological techniques that they will use to assess the validity of the research hypotheses. A strong proposal does more than just summarize existing research on the question that the dissertation plans to investigate – it constitutes a promise to produce a PhD dissertation that will advance the state of the field.

POLS 7210 Political Development I (3)

POLS 7211 Political Development II (3)

POLS 7225 Sustainable Human Development: Theory and Practice (3)
The purpose of this course is to gain an in-depth understanding of the origins, evolution, and characteristics of Sustainable Human Development (SHD) both in terms of formulation and implementation.

POLS 7311 Sem Political Economy (3)

POLS 7312 Pol Inst of Rights (3)

POLS 7750 Special Topics (3)
Special Topics in Political Development.

POLS 7751 Special Topics (3)
Special topics in Comparative Politics.

Maximum Hours: 99

POLS 7752 Special Topics (3)
Special topics in International Relations.

POLS 7910 Research (3)

POLS 7920 Research (3)

POLS 7950 Special Projects (3)

POLS 7951 Special Projects (3)

POLS 7952 Special Projects (3)

POLS 7960 Special Projects (3)

POLS 9980 Masters Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLS 9990 Dissertation Research (0)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Political Science - International (POLI)

POLI 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 2500 International Relations (3)
An introductory analysis of basic factors influencing international politics, organization and law.

POLI 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 3010 Special Projects (1-4)
Special Projects course in Political Science - International. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 3011 Special Projects (1-4)
Special Projects course in Political Science - International. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 3012 Special Projects (3)
Special Projects course in Political Science - International. Course may be repeated up to unlimited credit hours.

POLI 3013 Special Projects (1-4)
Special Projects course in Political Science - International. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 3020 Special Projects (3-4)
Special Projects course in Political Science - International. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 3040 Politics of Immigration (3)
This course will explore the history of immigration to the U.S., the major push and pull factors fueling immigration, the impacts of immigration on sending and receiving communities, and the outcomes of various policy responses.

POLI 3360 Politics of Civil Wars (3)
From Syria to South Sudan, India to Colombia armed conflict within nation-states keeps challenging domestic and international institutions. The aim of this course is to understand the different causes and paths of civil wars. We will survey contemporary theories related to the causes, duration, and consequences of civil wars. Further, we will consider what these theories and findings mean for the prospects of successful conflict management and prevention. Case studies of ongoing and recent wars will elucidate the theories and underline the urgency to advance our knowledge in this area.The study of civil wars is a growing research field of international relations, as civil wars have become more common than wars between states. By examining theories of civil war causation and testing these on case studies from the 20th and 21st centuries, the course covers important subject matter in the International Relations concentration of Tulane's BA in Political Science.

POLI 3410 Globalization and Politics (3)
The Globalization and Politics course examines diverse aspects of globalization and their effects on politics. The course begins with the analyses of the debate between globalists and anti-globalists, followed by the study of the economic effects of globalization and increase in capital and labor mobility. The issues of global inequality, global civil society, North-South gap and global governance are also addressed. The course provides answers to the questions about the impact of global culture and growing influence of high-tech global flows in special social networking.

POLI 3450 Global War on Terrorism (3)
The course will ask student to examine broad questions about the nature of the contemporary world in order to understand the roots of modem terrorism, including its historical, philosophical and political background. It will also discuss and evaluate the various counter; terrorism policies developed by the United States and elsewhere to address terrorist violence.

POLI 3520 International Organizations (3)
A systematic study of attempts to modify the international system through multilateral organization.

POLI 3530 Engaging the United Nations (3)
The purpose of this class is to increase students' knowledge about history, organization, issues, policy-making and the activities of the United Nations. During this class we will explore the purpose and functions of the United Nations. We will trace the institution's development since its inception, consider current international problems the UN is tasked to solve (like migration and Ebola), and grapple with debates surrounding the organization, from the structure of the Security Council to the Responsibility to Protect. Through readings, course assignments and simulation exercises, and service learning students will gain valuable skills in public speaking, policy brief research and writing, negotiation, organization, and interpersonal communication.

POLI 3540 Internationl Political Economy (3,4)
Survey of traditional and recent theories and approaches to the study of international political economy. Emphasis will be given to the microfoundations for macromodels such as liberalism, Marxism, and realism. Topical areas will include monetary management, trade, and multinational corporations.

POLI 3550 Conflict Mgmt in Arab-Israeli (3)
This course is part of the Mandel-Palagye Program for Middle East Peace. It will introduce students to a range of theories and experiences exploring ways to resolve violent conflict, and conditions to build sustainable peace, with a focus on the Arab-Israeli conflict.

Corequisite(s): HISM 3910 and JWST 3100.

POLI 3630 Causes & Prevent Intl War (3)
This course surveys the causes of war among nations. The course examines theories of war causation, and tests these out on historical case studies from the 20th century. The lessons of the past will be applied to important contemporary questions: Is the postwar peace among the great powers permanent? What policies can help reduce the likelihood of future war? Can 20th century theories explain 21st century conflicts? Upon completion of this course, students will be familiar with many of the factors that seem to cause, exacerbate, or lessen military conflict between nation-states. Students will be able to apply these factors in examining real-world scenarios.

POLI 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 4010 Special Projects (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLI 2500 and POLS 2010.

Maximum Hours: 99

POLI 4011 Special Projects (3-4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLI 2500 and POLS 2010.

Maximum Hours: 99

POLI 4012 Special Projects (3-4)
Special Projects course; topic varies. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLI 2500 and POLS 2010.

Maximum Hours: 99

POLI 4310 Peace Studies & Conflict Mgmt (3,4)
Peace Studies is often defined as the study of conflict resolution through nonviolent means. This course will introduce students to a range of theories and experiences exploring ways to resolve violent conflicts, with a focus on intrastate war, and conditions to build sustainable peace in nations that have seen armed conflict. Taking an interdisciplinary approach by including readings from psychology, anthropology, international relations and more, we will consider theoretical debates regarding the roots of conflicts and how these interpretations affect the choice of conflict management tools. Then we will study various attempts of peacemaking, ranging from mediation to nonviolent resistance, nation-building to human rights regimes. Reflecting on both evidence and theory the course will give students an understanding of the strengths and weaknesses of current approaches to conflict management and peace building.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4410 International Law (3)
This course provides an introduction to basic principles of international law and how it is created, implemented, and enforced. Students will learn what forms of law make up international law; how international law is made and by whom; to whom international law applies; and the specific rules of international law in various subject areas. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4510 Women and War (3,4)
The course explores the many different roles women play in international affairs, with a particular focus on violent conflict. Beyond their vulnerabilities as potential victims, women are soldiers, diplomats, terrorists and peace activists. We will consider if and how gender influences individuals' perceptions of war and peace, leaders' policy choices, and whether increased participation of women in conflict resolution and mediation affects the outcome of conflict management processes.

Prerequisite(s): POLS 2010 and (POLI 2500 or PSDV 2400).

POLI 4520 Intell. & Covert Ops. (3)
The class examines the uses of intelligence and clandestine operations as strategies affecting international relations from the end of World War II to the present. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4530 American Foreign Policy (3)
Theory and practice of American foreign policy. Emphasis is on major issues in United States diplomacy and on basic ideas governing American foreign policy.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4600 Latin Am Intl Relations (3,4)
This course deals with relations among Latin American nations as well as those with the United States, Europe, Japan, and multinational institutions. This class will cover the international aspects of issues such as trade, security, human rights, immigration, and environmental politics as they relate to Latin America.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4620 Global Envirnmnt Politcs (3-4)
An examination of the political dimensions of international environmental problems. The course will include investigation and analysis of the causes, consequences, and potential solutions to a range of environmental problems.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4630 Strategy & Politics (3,4)
The focus of this course is grand strategy - the economic, diplomatic, and military policies adopted by states to improve their security. Theory and historical evidence will be used to address these questions: What are the different types of grand strategy, and which are appropriate to different international conditions? What forces determine a state's choice of grand strategy? What political, psychological, and cultural factors lead states to choose badly?

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4650 Russian Foreign Policy (3)
This course will explore the sources and substance of Russian foreign policy with a focus on security issues, and on relations with the U. S., Europe, and the new independent states of Eurasia.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4660 Middle East Security (3)
Overview of contemporary security conditions in the Middle East, including conventional arms balances, weapons of mass destruction, guerrilla wars, terrorism, and economic conditions affecting security.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4670 Politics of Arab Israeli Confl (3,4)
Examines the origins and development of the Arab-Israeli conflict from the beginning of renewed Jewish settlement in Palestine in the 1880s until the present day.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 4883 Writing Practicum: POLI 4010 (1)

POLI 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 6530 International Human Rights (4)
This course is an exploration of the history, theory and practice of human rights law. It pays particular attention the interactions between international law and repressive campaigns, transnational social movements, and the operation of domestic courts. Students will be challenge to assess claims about progress and decline in human rights over time.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 6630 International Security (4)
A review of critical issues threatening the security of the major powers including nuclear strategy, arms control, weapons procurement, international economics, and military interventions in regional disputes. In addition to the substance of selected issues, the course deals with the literature on decision-making, crisis management, and the organization of governments for effective foreign policy-making. Emphasis is on American security problems and policy-making.

Prerequisite(s): POLI 2500 and POLS 2010.

POLI 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLI 6950 Special Topics (3,4)
Special Topics course in Political Science - International. Course may be repeated up to unlimited credit hours.

Prerequisite(s): POLI 2500 and POLS 2010.

Maximum Hours: 99

POLI 7510 Sem:Internation.Relation (3)

Political Science - International Development (PSDV)

PSDV 2010 Research Design and Methods for International Development (3)
This course is intended to introduce students to the concepts and methods of research in the international development subfield. Students will be introduced to research design techniques in an effort to train them to become producers, not merely consumers of knowledge. This course is fundamentally about how to conduct research in international development. The course covers both introductory quantitative methods (univariate, bivariate, and some multivariate analyses), as well as some of the most often used qualitative methods in the discipline. The course is not meant to be exhaustive of all methods utilized In the subfield.

PSDV 2400 Intro to Internatl Development (3)
This course introduces students to the notion and history of "international development" and examines the different theories and strategies of development that have evolved in the last seventy years. We address the many challenges that the global community is facing in its efforts to reduce poverty in an equitable and sustainable manner. We then tackle varied thematic issues and goals of development such as understanding multifaceted poverty, improving health and education outcomes, and building sustainable cities, which provide students with opportunities to apply the theories under study along with exploring possible solutions. Altman students in the PSDV major or minor may substitute ISIB 3010 for PSDV 2400.

PSDV 3010 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3011 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3012 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3013 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3014 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3015 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3016 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3017 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3018 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3019 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3020 Special Projects (3)
Special Topics. Course may be repeated unlimited times for credit.

Course Limit: 99

PSDV 3200 Develpment Issues & Strategies (3)
This course gives insight into how to make development more sustainable, durable, compatible with nature, the needs of current and future generations, and, in particular, the essential needs of the world's poor. Keeping in mind that the definition of sustainability is heavily dependent on local contexts and concerns, the course provides several approaches to understanding sustainable development. These include: governance at global, national, and local levels, the resource curse hypothesis, sustainable and durable peace, international aid and debt structures, and a gender lens. The assignments take the students through a process of developing a policy for a current problem in a developing country of their choice.

PSDV 3500 Global Food Politics & Policy (3)
This course explores what is meant by food policy and the major challenges in the food sector as well as policy responses at home and abroad. We start with the political economy of agriculture in the United States, including the history of government intervention in this sector, the role of trade, and migrant worker policy. Then we examine famine, hunger, and food insecurity, including programs aimed at mitigating these problems. The final section concerns diet, the food industry, and health (of ourselves as well as our planet). We will study food safety, climate change, and new philosophies of farming and eating. In each section, we consider the role of interests, institutions, and ideas in policymaking.

PSDV 3561 Environment & Development (3)
In this course, we will study the ways that environmental stewardship and economic development are often at odds and how they might be more complementary. In particular, we will explore the concept of sustainable development and how development projects can balance economic demands and environmental stewardship. How can development projects be designed such that they use limited resources prudently and don't generate pollution that threatens public health and contributes to climate catastrophe? What sort of regulatory policies should be put in place? We will use basic readings, case studies, and student research projects to analyze wrong turns and best practices in sustainable development.

PSDV 4200 Women & Development in Africa (3-4)
Development studies increasingly focus on questions of gender and family as drivers and receivers of development. Improving the quality of life of African women and families hinges on first understanding who they are and why and how they live as they do. In this course we explore a key question: How are women, gender and sexuality central to development in Sub-Saharan Africa? The course answers this question by providing a comprehensive overview of the social, political, economic, regional and global realities that shape daily lives of women in Sub-Saharan Africa. We examine diverse topics ranging from family planning and social entrepreneurship to beauty politics and women's role in conflict. A variety of case studies and authors from across the continent are consulted, including examples from Kenya, Tanzania, the Democratic Republic of Congo, Rwanda, Somalia, and Nigeria. The course is interdisciplinary in approach, with course materials drawn from public health, history, education, psychology, political science, environmental studies, and literature. The sources we use are diverse, including academic articles, monographs, novels, short stories, poetry, art, and film. This course is required for students who wish to apply for the Newcomb College Institute's summer program in Kenya.

Prerequisite(s): PSDV 2400 and POLS 2010.

PSDV 4300 Identity and Development (3,4)
A principal concern of many development theorists and practitioners today is the need to recognize differences. That means, fundamentally, respecting differences in identity and how one's identity or identities, such as gender, ethnicity, family structure, national origin, political affiliation, race, and religion, play out in daily practice. The first section of the course provides historical and theoretical context for current discussions of identity as they relate to, affect and shape current international development theory and practice. The second section of the course examines cross-cutting issues where identity concerns intersect, with an emphasis on current trends and challenges, such as migration, violence, and urban change.

Prerequisite(s): PSDV 2400 and POLS 2010.

PSDV 4320 Migrants Refugees & Development (3,4)
This course provides students with the opportunity to consider the implications of global population movements – 258 million in 2017, exclusive of internal migrants – and the events they reflect. We examine internal and external migration flows, their political, economic, social, cultural, and environmental causes and consequences. Moreover, we consider whether migrants may be an engine of development, a hindrance, or both. Success stories of migrant integration, upward mobility and thriving businesses go alongside with tales of discrimination, crowded slums and refugee camps where disease is rampant, education is scarce, and youth widen the ranks of the unemployed and revert to crime as a way of living and violence as a means of surviving. Based on migration theories and case studies, this course aims at understanding these patterns and exploring how the pace of migration may be slowed and conditions improved in order for migrant populations to better integrate their new societies and become positive agents of change.

Prerequisite(s): (PSDV 2400 or IDEV 1010) and POLS 2010.

PSDV 4330 Post-Conflict Development (3-4)
Determining the appropriate response to atrocities of gruesome scale, such as genocide and crimes against humanity, is one of the most difficult tasks scholars and policymakers have had to grapple with in post-conflict societies. This course examines key concepts and explores theoretical and practical problems in confronting political and structural violence, including deprivation of basic material needs, human rights violations, and ethnic cleansing and genocide. We explore recent attempts to establish just outcomes in transitional settings and assess different transitional justice mechanisms, such as truth and reconciliation commissions, war crimes tribunals, and the International Criminal Court. Students have the opportunity to analyze a variety of topics in their assignments, such as retributive, restorative, reparative, and distributive justice, and the relationship between transitional justice and development, displacement, gender, and media.

Prerequisite(s): PSDV 2400 and POLS 2010.

PSDV 4392 The Politics of Global Public Health (3-4)
This class explores how politics affect global health governance and the ways in which global health issues fit into the discipline of political science. Topics studied include core global health institutions, types of power and authority, infectious threats and securitization, development assistance for health, medical diplomacy, global mental health, and efforts to contain chronic diseases through governance of the tobacco, alcohol, and food industries.

Prerequisite(s): PSDV 2400 and POLS 2010.

PSDV 4400 Sustainable Development in the Francophone World (3)
Development in the Francophone World, taught in the French language, focuses on political, economic, and social aspects of development in francophone developing areas, especially in Africa. We also discuss disaster relief issues with a focus on Haiti. Topics of discussion include: historical and political heritage; French and European development practices in terms of trade, investment, and foreign aid; entrepreneurship as a tool of development; and the impact of globalization and migration on the regions in question. We examine development programs in areas such as poverty, food security, education, human rights and gender equity, health, and the environment, and assess the performance and prospects of the United Nations Millennium Development Goals (2000-2015) and Sustainable Development Goals (2016-2030).

Prerequisite(s): PSDV 2400 and (FREN 3060, 3110, 3140, 3150, 3160, 3210, 3350 or 3710).

PSDV 4560 Internship (1-3)
With the approval from the International Development Studies Program and the Center for Public Service, students can gain unique practical experiences and earn credit by engaging in a service-learning internship course. The internship program provides students the opportunity to bridge academic learning with service in the community. Internships foster professional development, promote practical application of knowledge acquired in the classroom, and encourage civic engagement. This course requires motivation, passion, and enthusiasm. Course may be repeated up to unlimited credit hours.

Prerequisite(s): PSDV 2400 and POLS 2010.

Maximum Hours: 99

PSDV 4561 Special Topics (1-4)
Special Topics Course. Topics will vary. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSDV 4900 Leadership & Management for Development (3)
This undergraduate course examines the complex challenges inherent to managing non-governmental organizations in developing countries. The focus is on the role of leadership in managing social, political, and financial influences and constraints on policy decision-making. Students learn to apply a conceptual framework including mission, goals, objectives, and allocation of human, financial and technical resources to real-life development projects conducted in Africa, Asia, Latin America, and the United States.

Prerequisite(s): POLS 2010 and PSDV 2400.

PSDV 4901 Independent Study (1-3)
Prerequisite(s): PSDV 2400 and POLS 2010.

Prerequisite(s): PSDV 2400 and POLS 2010.

PSDV 4950 Special Topics (1-3)
Special Topics Course. Topics will vary. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSDV 4951 Special Topics (1-3)
Special Topics Course. Topics will vary. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSDV 5380 Junior Year Abroad (1-20)

PSDV 6950 Special Topics (4)
Special Topics in Political Science - International Development

Course Limit: 99

Political Science - Political Theory (POLT)

POLT 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 2700 Pol Thought In The West (3)
A history of the development of Western political thought from the ancient Greeks to recent times.

POLT 3010 Special Projects (3)
Special Projects in Political Science - Political Theory. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 3011 Special Projects (3)
Special Projects in Political Science - Political Theory. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 3020 Special Projects (3)
Special Projects in Political Science - Political Theory. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 3610 Jewish Political Thought (3)
This course examines Jewish political thought in its many manifestations from its beginnings in the books of the Hewbrew Bible (Tanakh) through the twentieth century.

POLT 3710 Social Contract Theory (3,4)

POLT 3730 Politics and Morality (3)
An examination of the morally questionable means that are most commonly used in the political process. No prerequisites.

POLT 3750 Democratic Theory (3)

POLT 3780 Feminist Political Thry (3)
This course will focus, first on the role of women in the tradition of western political thought. Second, the course will examine the attempts of contemporary feminist thinkers to deal with concepts central to the tradition of political theory, such as justice, equality, and liberty.

POLT 3810 Rhetoric & Politics (3)
A survey of theories of political discourse from the ancient Greeks to late 20th-century democratic theory. Special attention will be paid to the relationship between classical rhetoric and political theory.

POLT 3820 Contemp Political Ideas (3)
An analysis of variants of revisionist Marxism, socialism, anarchism, fascism, 20th-century liberalism and conservatism, and the relation of these to contemporary American ideologies.

POLT 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 4010 Special Projects (3)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 4610 Bible As Politicl Theory (3)
A study of the Bible from the prospective of political theory, which analyzes the similarities and differences between the political perspectives of classical (Greek and Roman) thinkers those of the Bible. The course will focus on the Hebrew Bible (Old Testament), although the New Testament, especially those sections dealing with social ethics, will be examined and discussed. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4720 Ancient&Medvl Pol Theory (3,4)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4770 Transition To Modernity (3)
For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4780 Modern Political Theory (3)
An analysis of the development of political theory since the 16th century with emphasis on modern ideologies especially conservatism, liberalism, communism, and fascism. Hobbes, Locke, Rousseau, Burke, Bentham, and Marx are given particular attention. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4790 Contemp Pol Theory (3)
Analyzing contemporary political philosophy, within the context of Kantianism vs. Hegelianism. Attention will be concentrated on political philosophers such as Arendt, Oakeshott, Rawls, Foucault, Lyotard and Derrida. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4860 American Pol Thought (3,4)
This course discusses the historical development of the Constitution and associated political ideas, from the founding period up to the present. Thinkers discussed include Paine, Madison, Calhoun, Dewey, and Rawls, among others. For majors only. Non-major juniors and seniors may enroll in courses at the 4000-level or above only with the consent of the instructor.

POLT 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

POLT 6750 Top Soc & Pol Philosophy (4)

POLT 7710 Political Theory Sem (3)

Portuguese (PORT)

PORT 1120 Intensive Portuguese (4)
An intensive one-semester introduction to Portuguese with an emphasis on listening and speaking skills designed to quickly prepare students for more advanced study of language, literature, and culture. Co-requisite: PORT 1121.

PORT 1121 Intensive Portuguese Lab (0)
A 75-minute weekly meeting dedicated to improving proficiency via telecollaboration. Co-requisite: PORT 1120.

PORT 1290 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PORT 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PORT 2000 Portuguese For Spanish Speakers (4)
Language course that uses students' previous knowledge of Spanish to achieve quick command of Portuguese.

PORT 2030 Intermediate Portuguese (4)
Review of fundamental skills taught in previous courses. Introduction to Brazilian literature and culture through plays, short stories, articles, and Plm. Practice in composition. Co-requisite: PORT 2031. Optional: PORT 2890.

Prerequisite(s): minimum score of PASS in 'PORT 2030 Placement' or PORT 1120.

PORT 2031 Intermediate Portuguese Lab (0)
Intensive Portuguese Lab. A 75-minute weekly meeting dedicated to improving proficiency via telecollaboration. Co-requisite: PORT 2030.

PORT 2050 Immersive Intermedia Portugues (4)
Summer Program.

Prerequisite(s): PORT 1120.

PORT 2390 Semester Abroad (1-20)
Semester Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PORT 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): PORT 2030.

Maximum Hours: 99

PORT 3040 Grammar & Writing - Portuguese (3)
Analysis and practice in the written language.

Prerequisite(s): PORT 2030.

PORT 3050 Immersive Grammar & Writing (3)
Summer program.

Prerequisite(s): PORT 2030.

PORT 3130 Intro to Brazilian Culture (3)
Introduction to Brazilian literature, with a focus on questions of cultural identities, relations between high and low culture, representations of race, gender, class, and sexuality.

Prerequisite(s): minimum score of PASS in 'PORT 3130 Placement' or PORT 2030.

PORT 3190 Brazilian Short Stories (3)
This course provides an introduction to the Brazilian short story from 1870 to the present, while providing intermediate to advanced training in Portuguese conversation and composition.

PORT 3250 Composition & Convers (3)
Reinforcement of spoken Portuguese and review of grammatical structures. Short stories and plays serve as the basis for further development of speaking and writing. Emphasis in dealing with the texts is on their utility for skill practice rather than literary analysis.

Prerequisite(s): minimum score of PASS in 'PORT 3250 Placement' or PORT 2030.

PORT 3280 Advanced Portuguese through Brazilian Film (3)
Through a series of film viewings, readings, and access to other visual media from Brazil, students receive instruction in how to discuss and analyze visual culture in Portuguese. Vocabulary building and strategies for enhanced viewing and reading comprehension are stressed. Significant emphasis on the continued development of linguistic skills.

Prerequisite(s): PORT 2030.

PORT 3290 Special Topics (3)
Course will expand upon grammar and vocabulary learned in 1120-2030 sequence. Emphasis on written and oral production in specific registers. Possible themes include Portuguese across the Lusophone world, regional studies in the Lusophone world, professional skills, historical development of Portuguese, Portuguese pronunciation. The precise topic varies from year to year. Course may be repeated 3 times for credit.

Prerequisite(s): PORT 2030 or minimum score of PASS in 'PORT 3290 Placement'.
Course Limit: 3

PORT 3330 Brazilian Lit Translatn (3)
A survey of Brazilian literature in translation, focusing primarily on the novel and short story. Students engage a wide variety of texts, including representative works of romanticism, realism, modernism and postmodernism. This course may be taken for major or minor credit if written work is completed in Portuguese.

PORT 3340 Brazilian Women Writers (3)
An introductory survey of influential Brazilian women writers of prose fiction, with a focus on literary treatment of questions of gender, sexuality, race, and class.

PORT 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PORT 4100 Gender & Sexuality Brazillian (3)
This course proposes a historicized and interdisciplinary consideration of gender and sexuality in modern Brazil through short fiction, films, documentaries, popular music, and critical texts. It will address a wide range of topics, including patriarchal power and the construction of masculinity, the quest for female subjectivity, gender in relation to race and class, the constitution and crisis of the bourgeois family, marital strife and infidelity, homosexuality, and transgender performance.

Prerequisite(s): PORT 3040, 3130 or 3280.

PORT 4110 Race and Ethnicity in Brazilian Literature and Culture (3)
This course will focus on the construction of “race” as a social category and ethnicity as a process of cultural distinction in relation to Brazilian nationality. While making use of historical and, to a limit extent, social scientific materials, our focus will be on literary texts and other cultural artifacts dating from the mid-nineteenth century to the present. We will engage canonical texts of Brazilian literature, as well as recent works.

PORT 4120 Social Problems in Brazilian Literature & Culture (3)
The chief problems of Brazilian society as reflected in fiction, testimony, poetry, theatre, music, and other forms of cultural expression. Representative works may concern persistent race, class, and gender inequalities; tyranny and political repression; violence; and/or environmental issues.

Prerequisite(s): PORT 3130, 3280 or 3250.

PORT 4130 Topics in Brazilian Literature (3)
Readings in Brazilian stories, essays, and poems, focusing on a topic of historical and cultural importance. Some themes: women in Brazilian literature, regionalism, Afro-Brazilian culture, soccer. The precise topic varies from year to year. Course may be repeated up to unlimited credit hours.

Prerequisite(s): PORT 3130, 3250, 3280 or minimum score of PASS in 'PORT 4000 Level Placement'.

Maximum Hours: 99

PORT 4160 Afro-Brazilians (3)
This course provides an introduction to the history of Brazilian race relations, the fiction and poetry of black writers from Brazil, and the study of recent Afro-Brazilian cultural and social movements.

PORT 4290 Brazilian Cultural Study (3)
A survey of Brazilian cultural practices and discourses of the twentieth century that engages historic and contemporary debates in Brazil surrounding nationality, modernity, democracy, and citizenship.

PORT 4440 Brazilian Popular Music (3)
This course examines Brazilian cultural history through the prism of popular music, often regarded as Brazil's most accomplished field of artistic production. The study of music will provide the basis for the exploration of issues such as nationalism, regionalism, developmentalism, authoritarianism, and globalization.

PORT 4510 Luzo-Brazilian Cities (3)
An advanced undergraduate course with a focus on the literary and cultural production of a major city of the Portuguese-speaking world including Lisbon, Rio de Janeiro, São Paulo, Salvador da Bahia, Luanda, and Maputo. Course may be repeated 2 times for credit.

Prerequisite(s): PORT 3130, 3250 or 3280.
Course Limit: 2

PORT 4610 Brazilian Cinema (3)
This survey of Brazilian cinema and film criticism covers key phases in national film production including early experiments, the failed Vera Cruz enterprise, Cinema Novo, Cinema Marginal, Embrafilme productions, and recent film directors include Mário Peixoto, Humberto Mauro, Anselmo Duarte, Nelson Pereira dos Santos, Ruy Guerra, Glauber Rocha, Carlos Diegues, Walter Lima Junior, Luiz Carlos Barreto, Paulo César Saraceni, Joaquim Pedro de Andrade, Rogério Sganzerla, Júlio Bressane, Suzana Amaral, and Carla Camurati.

PORT 4910 Independent Study (3)
PORT 3000-level sequence and departmental approval. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PORT 4990 Honors Thesis (3)
Honors Thesis.

PORT 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): PORT 4990.

PORT 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PORT 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PORT 6000 Independent Study (1-3)
Independent Study.

Prerequisite(s): PORT 4120, 4130, 4510, 4610 or 4910.

PORT 6130 Brazilian Cultural Imaginaries (3)
This course is a textual and experiential exploration of Brazil and specifically the city of São Paulo as part of the Tulane Summer in Brazil program.

PORT 6160 Afro-Brazilians (3)
This course provides an introduction to the history of Brazilian race relations, the fiction and poetry of black writers from Brazil, and the study of recent Afro-Brazilian cultural and social movements.

PORT 6190 Avant-Garde Move Lat Am (3)
This course surveys the avant-garde movements in Spanish America and Brazil, focusing on the period from 1916 to 1935. Some of the movements to be examined include Huidobro's creacionismo, ultraísmo, Brazilian modernismo and verdeamarelismo, Mexican estridentismo and the “Contemporáneos” group, and the impact in Latin America of surrealism and other European avant- garde movements. Readings in both Spanish and Portuguese, and the class is taught in both languages, but fluency in both languages is not expected.

PORT 6220 The Literature of Brazil (3)
In-depth study of Brazilian literature from its beginning to the present. Authors: Manuel Antônio de Almeida, José de Alencar, Gonçalves Dias, Castro Alves, Machado de Assis, Aluisio Azevedo, Graciliano Ramos, José Lins do Rêgo, Mário de Andrade, Oswald de Andrade, Manuel Bandeira, João Cabral de Melo Neto, Jorge Amado, Carlos Drummond de Andrade, Guimarães Rosa, Clarice Lispector, Antônio Callado, Lygia Fagundes Telles, Rubem Fonseca, Sérgio Sant'anna, Roberto Drummond, and others.

Prerequisite(s): (PORT 4120, 4130, 4510, 4610, 4910 or 4920).

PORT 6230 Brazilian Lit & The City (3)
Brazilian literature and its production within an urban environment focusing of issues such as slavery and race relations, class divisions and spatial marginality, industrialization and labor movements, gender and sexuality, media and popular culture, rural to urban migration, and violence and criminality. Authors may include Manuel Antônio de Almeida, Aluísio Azevedo, Machado de Assis, Lima Barreto, Mário de Andrade, Patricia Galvão, Marques Rebelo, Nelson Rodrigues, Rubem Fonseca, Caio Fernando Abreu, Patricia Melo, Paulo Lins, and Regina Rheda.

PORT 6290 Brazilian Cultural Studies (3)
An advanced survey of Brazilian social and cultural critics of the twentieth century including Silvio Romero, Euclides da Cunha, Gilberto Freyre, Sérgio Buarque de Hollanda, Guerrero Ramos, Roland Corbisier, Florestan Fernandes, Antônio Cândido, Roberto Schwarz, Ferreira Gullar, Silviano Santiago, Luiz Costa Lima, Flora Süssekind, Renato Ortiz, Muniz Sodré, and Marilena Chaui. The course foregrounds historic and contemporary debates in Brazil surrounding nationality, modernity, democracy, and citizenship.

PORT 6440 Brazilian Popular Music (3)
Prerequisite(s): (PORT 4120, 4130, 4510, 4610, 4910 or 4920).

Prerequisite(s): (PORT 4120, 4130, 4510, 4610, 4910 or 4920).

PORT 6710 Contemp Fict Sp Am &Braz (3)
A comparison of the contemporary fiction of Spanish America and Brazil. Topics vary but may include: the short story; race, gender, and nationalism; the regionalist novel; experimental fiction; fiction and popular culture. Among the selected authors are Julio Cortázar, Guimarães Rosa, Fonseca, Borges, Clarice Lispector, Rulfo, Donoso, Icaza, Ramos, Rivera. Reading competence in Spanish and Portuguese to be established by previous course work or judgment of instructor.

PORT 6910 Special Topics (3-4)
Open to graduate students only.

Prerequisite(s): (PORT 4120, 4130, 4510, 4610, 4910 or 4920).

Professional Advancement Prior Learning (PAPL)

PAPL 1000 Portfolio Dev for Prior Learni (3)
This course helps students develop a portfolio to document learning from experience. Students describe learning from experience, such as training, work, community volunteering, and self-study, and reflect on the learning to synthesize ideas and prepare learning narratives that demonstrate learning comparable to college level courses. Course may be repeated 8 times for credit.

Prerequisite(s): ENGL 1010, 1010, 1010 or 1010.
Course Limit: 8

PAPL 2000 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2010 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2020 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2030 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2040 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2050 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2060 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2070 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2080 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 6000 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Course Limit: 99

PAPL 6010 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Course Limit: 99

Psychology (PSYC)

PSYC 1000 Introductory Psych (3)
Fundamentals of contemporary psychology, including topics such as scientific methodology, heredity and behavior, principles of learning, physiological substrates of behavior, perception, social interaction, and mental health.

PSYC 1001 Psychology Beyond Classroom (0)
The goal of this S/U course is to encourage students to learn more about how the scientific field of psychology operates in the real world by experiencing various aspects of the psychological research process.

Corequisite(s): PSYC 1000.

PSYC 1100 Exploring Psychology & Lab (3)
Introduction to Psychology for high school students enrolled in the TSSP summer program.

PSYC 1660 Special Topics (1-3)
Special topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 1665 Special Topics Lab (1-3)
Special Topics Lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PSYC 1945 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PSYC 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

PSYC 3010 Intro To Personality (3)
An introductory survey of theories and measurement in personality.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3090 Univariate I & Lab (4)
Lectures and laboratory in design of experiments, psychological measurement, and deriving conclusions from experimental data.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3091 Univariate I Lab (0)
Lab section for PSYC 3090

PSYC 3130 Experimental Psychology & Lab (4)
Lectures and laboratory in design of experiments, quasi-experimental designs, control of variables, scientific communication, and application of statistical procedures.

Prerequisite(s): (PSYC 3090 or 6090).

PSYC 3131 Experimental Psychology Lab (0)
Lab section for PSYC 3130.

PSYC 3180 Psychological Testing (3)
PSYC 3180 provides an overview of the process of psychological test development and analysis. After completing this course, students will be able to identify and describe the various types of psychological tests available for commercial use (e.g., intelligence tests, objective personality tests, projective personality techniques, neuropsychological tests, career interest inventories) and the criteria used to evaluate them.

Prerequisite(s): PSYC 3090.

PSYC 3200 Educational Psychology (3)
Examines psychological principles applied to educational practices with special emphasis on development, learning theories, and contexts of learning. Its purpose is to help adults working with children to understand better the relationship between applied educational practices and psychological principles and research. PSYC 3200 is mutually exclusive with PSYC 3202. Students may receive credit for only one of PSYC 3200 or PSYC 3202 in the undergraduate degree.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3202 Educational Psychology in a Diverse Society (3)
The purpose of the course is to examine links between applied educational practices, psychological principles, and research findings with diverse populations in school contexts. PSYC 3200 is mutually exclusive with PSYC 3202. Students may receive credit for only one of PSYC 3200 or PSYC 3202 in the undergraduate degree.

Prerequisite(s): PSYC 1000.

PSYC 3210 Child Psychology (3)
A survey of the concepts, principles, and major findings of research on human development. PSYC 3210 Child Psychology is mutually exclusive with PSYC 3270 Lifespan Development. Students may receive credit for only one of PSYC 3210 or PSYC 3270 in the undergraduate degree.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3220 Research Methods in Child Psychology (4)
The course will include the basic elements of research design, the methodologies particular to child psychology, and writing research reports in the style of the American Psychological Association. This course will fulfill the laboratory requirement for PSYC or PYEC majors.

Prerequisite(s): PSYC 3090 and (PSYC 3210 or 3250).

PSYC 3230 Nursery School Observation (3)
For students in the coordinate psychology and early childhood education major.

Prerequisite(s): PSYC 3210.

PSYC 3250 Psychology of Early Childhood (3)
An investigation of educational programs for young children and/or parents of young children based on cognitive developmental theory, learning theory, and others. Curriculum development and the evaluation of program effectiveness are discussed.

Prerequisite(s): PSYC 3210.

PSYC 3260 Infancy (3)
The cognitive, perceptual, and social development of the human infant are reviewed. Research findings and methods are emphasized.

Prerequisite(s): PSYC 3210.

PSYC 3270 Lifespan Development (3)
This course covers the development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity, and old age, with emphasis on typical development. PSYC 3270 Lifespan Development is mutually exclusive with PSYC 3210 Child Psychology. Students may receive credit for only one of PSYC 3210 or PSYC 3270 in the undergraduate degree.

Prerequisite(s): PSYC 1000.

PSYC 3300 Brain and Behavior (3)
Lectures cover the function and structure of the nervous system and the role of brain activity in the regulation of behavior. This course provides psychology majors with a first exposure to the biological bases of behavior and is not recommended for students who have taken other courses in this area of study.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3310 Intro to African American Psychology (3)
A study of a wide range of topics relating to psychology generally, and African Americans specifically. Topics include personality, education, psychological assessment, racism, psychology in communities, and research.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3330 Clinical Science and Psychological Disorders (3)
Students will become familiar with diagnostic criteria of major psychological disorders that affect people throughout the lifespan, with focus on adulthood, according to the Diagnostic and Statistical Manual of Mental Disorders-5th edition (DSM-5). Students will read and discuss controversies and hot topics in DSM and established diagnostic categories; be able to "choose a side" within presented areas and discuss rationale. Students will examine the basic etiology, course, and maintaining factors of major psychological disorders from different viewpoints, including biological, cognitive-behavioral, multicultural, and social perspectives. Students will read about DSM-5 disorder symptoms and how they manifest cognitively, behaviorally, and socially in descriptive text, lecture, and case examples. By the end of the course, students should be able to name main criteria for each disorder and at least 2+ symptoms.

Prerequisite(s): PSYC 1000.

PSYC 3340 Developmental Psychopathology (3)
This course is intended to provide a basic familiarity with the major forms of psychopathology and behavioral disorders. This familiarity includes knowledge of the etiology, developmental course, and prognosis of major psychological disorders affecting children and adolescents. Students will increase their knowledge on the application of information gained from the study of psychological disorders to the diagnosis, treatment and study of disorders and psychological problems found in children and adolescents.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3390 Adolescent Psychology (3)
A study of development through the adolescent years. Emphasis is on cognitive, social, physical, moral, sexual, and political development.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3430 Intro To Social Psychology (3)
The individual in a social context: the nature and measurement of attitudes, social perception, interpersonal and intergroup relations.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3450 Positive Psychology (3)
This upper-level seminar in which the content and application of positive psychology will be discussed, including the topics of well-being, happiness, health, and strengths.

Prerequisite(s): PSYC 3430.

PSYC 3460 The Self in Social Psychology (3)
This is an upper level honors seminar in which we will explore the large body of theory and research focused on understanding the nature and function of the self from a social psychological perspective, including topics such as self-awareness, self-esteem, and neural correlates of self-related processes.

PSYC 3470 Psychology of Diversity (3)
Navigating diversity has become increasingly important as our social world becomes more integrated with people from many varied backgrounds. Psychologists have become increasingly interested in studying diversity from a scientific perspective in order to gain a fuller understanding of these complex phenomena as well as to identify ways to increase social justice. This course will provide students with an increased understanding of theory and research related to the psychology of diversity. The course will emphasize an empirical approach to diversity. The heart of this course will cover basic psychological processes related to prejudice, stereotyping, discrimination, and stigma. We will examine diversity that results from differences in race, ethnicity, gender, gender identity/expression, disability, age, social class, sexual orientation, weight, religion, political ideology, and more. The course will make use of different learning formats and emphasize both more formal and experiential learning.

Prerequisite(s): PSYC 3430.

PSYC 3478 Psychology and Diversity (3)
Navigating diversity is increasingly important as our social world becomes more integrated with people from many varied backgrounds. Psychologists have become increasingly interested in studying diversity from a scientific perspective in order to gain a fuller understanding of these complex phenomena as well as to identify ways to increase social justice. This course will provide students with an increased understanding of theory and research related to the psychology of diversity, and emphasize an empirical approach to diversity. The heart of this course will cover basic psychological processes related to prejudice, stereotyping, stigma, and discrimination. We will examine diversity that results from differences in race, ethnicity, gender, gender identity/expression, disability, age, social class, sexual orientation, weight, religion, & political ideology. The course will make use of different learning formats and emphasize both more formal and experiential learning. Cannot also receive credit for PSYC 3470.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3480 Intergroup Relations (3)
The primary purpose of this course is to offer students an overview of intergroup relations theory, research, and applications. Students in this course will become acquainted with the various theoretical perspectives that have been developed in order to understand the development, maintenance, and reduction of conflict between social groups. We will focus on: (1) the major psychological approaches intergroup relations (e.g., individual differences approaches, new ism approaches, social identity theory, group-conflict models); (2) how group identities and group attitudes become linked to one's self concept; (3) the link between human cognition and stereotyping; (4) psychological factors underlying discrimination and group hierarchy; (5) the structural/systemic factors underlying discrimination and disparities; and (6) the practical problem of improving intergroup relations.

Prerequisite(s): PSYC 1000.

PSYC 3530 Introduction to Health Psychology (3)
The primary purpose of this course is to provide an introduction to the study of health psychology. The course will examine how biological, psychological, and social factors interact with and affect: (1) the efforts people make in promoting good health and preventing illness; (2) the treatment people receive for medical problems; (3) how effectively people cope with and reduce stress and pain; and (4) the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. The two course goals are to: (a) develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors; and (b) learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.

Prerequisite(s): PSYC 1000.

PSYC 3660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 3665 Special Topics Lab (1-3)
Special Topics lab. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 3680 Comp Animal Behavior (3)
A lecture course to introduce the types of questions asked by animal behaviorists, theoretical disciplines posing those questions, and recent research in behavior as related to the environment, social behavior, and reproduction.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3700 Evolution & Psychology (3)
Lecture course exploring human behavior and cognition from an evolutionary perspective. Topics include evolutionary mechanisms, history of evolution in psychology, and the adaptive nature of sensory processes, language, social behaviors, reproduction and psychopathology.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 3710 Psychology Applied to Work (3)
This course will introduce students to psychology as it is applied in the workplace. Specifically, a wide range of Industrial/Organizational (1-0) Psychology topics will be covered, including: employee selection, training, performance appraisal, work motivation, leadership, team dynamics, stress and well-being at work, and organizational theories. How the workplace has changed over time and the implications technology has had on organizations and our workforce will be reviewed. What is learned in this course can be applied to working in any industry across a variety of organizations. Students will gain an understanding of how psychological principles are applied in the workplace at the individual, group, and organizational level.

PSYC 3770 Sensation & Perception (3)
Sensation and Perception provides an appreciation for the different senses and the psychological phenomena associated with each sense. Discussions include the major theories, experimental methods, and findings associated with each of the sensory systems. Emphasis is placed on understanding sensory functions from an evolutionary perspective.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 3775 Sensation & Percept Lab (1)
Sensation and Perception lab is a course that provides the student with hands on activities in order to gain a deeper understanding for the different senses and the methods used to study psychological phenomena associated with each sense.

Prerequisite(s): PSYC 3770* or NSCI 3770*.
* May be taken concurrently.

PSYC 3800 Special Topics (3)
Various topics in psychology based on faculty and student interest. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

PSYC 3946 Transfer Biological PSYC (3-4)
Transfer or study abroad course that meets the PSYC major/minor biological psychology subgroup

PSYC 3947 Transfer Developmental PSYC (3-4)
Transfer or study abroad course that meets the PSYC major/minor developmental psychology subgroup

PSYC 3948 Transfer CulPerSoc PYSC (3-4)
Transfer or study abroad course that meets the PSYC major/minor cultural, personality, and social psychology subgroup

PSYC 3949 Transfer Clinical Apps & Asses (3-4)
Transfer or study abroad course that meets the PSYC major/minor clinical applications and assessment subgroup

PSYC 4060 Behavioral Endocrinology (3)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

Prerequisite(s): NSCI 3300 or PSYC 3300.

PSYC 4065 Behavioral Endocrinology Lab (1)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary behavioral endocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation. Fulfills Tier 2 writing requirement.

Prerequisite(s): PSYC 4060* or NSCI 4060*.
* May be taken concurrently.

PSYC 4090 Univariate II (3)
Whereas the emphasis of the prerequisite course, Univariate I, was the pairing of statistical concepts with by-hand computations, Univariate II covers more practical approaches. Specifically the course includes detailed instruction on the use of statistical software packages (IBM SPSS and R). The course covers generation of descriptive statistics as well as running a variety of analyses, including those previously done by hand in Univariate I. The course also includes instruction in additional analysis methods, including assessment of normality, multiple regression, interaction between continuous predictors in regression, and the use of coded predictors to represent categorical variables in regression. For all analyses, the course covers interpretation of software output and students are guided in preparing written communication of results. The PSYC6090 requirement for the 4+1 MS in PSYC or PSBH is waived for· students who successfully complete the 3090-4090 sequence.

Prerequisite(s): PSYC 3090.

PSYC 4180 History & Systems (3)
A survey of the roots of contemporary psychology. Students then identify an interest area, trace its historical roots, and present their work in class.

Prerequisite(s): PSYC 1000 or 1100.

PSYC 4260 Methods for Functional MRI (3)
This course will cover methods for noninvasive functional imaging of the human brain using magnetic resonance imaging (fMRI). The course will include both lectures and computer lab sessions involving hands-on analysis of fMRI data. Topics include physical basis of the MRI signal, image encoding, data preprocessing, statistical analysis, multivoxel pattern analysis, and functional connectivity.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4330 Neurobiology Learn & Memory (3)
An introduction to the study of the neural mechanisms involved in learning and memory. The course will involve detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4380 Cognitive Neuroscience (3)
An introduction to the study of human behavior and cognition using neuroscience methods. This course will examine the neural basis of perception, attention, memory, language, motor control, and emotions.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4385 Cognitive Neuroscience Lab (1)
A laboratory course in which students will be introduced to the methods of cognitive neuroscience, including neural networks, event-related potentials, and functional magnetic resonance imaging. Students will design and carry out simple cognitive experiments to examine issues of hemispheric laterality.

Prerequisite(s): PSYC 3130 and 4380*.
* May be taken concurrently.

PSYC 4510 Biological Psychology (3)
Survey of biological psychology with an emphasis on neuroanatomy and research methods used to study mechanisms of learning and memory, mental disorders, emotion, stress, and other psychological phenomena.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4513 Music and Brain (3)
An introduction to current research linking music education to brain development and function. Fulfills Tier 2 writing intensive and service-learning requirements.

Prerequisite(s): PSYC 3300 or NSCI 3300.

PSYC 4515 Biological Psyc Lab (1)
A laboratory course providing training in behavioral and neurobiological methods, experimental design, data collection and analysis and preparation of research reports. Fulfills the Tier 2 writing intensive requirement.

Prerequisite(s): PSYC 4510* or NSCI 4510*.
* May be taken concurrently.

PSYC 4530 Psychopharmacology (3)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states.

Prerequisite(s): (PSYC 3300 or NSCI 3300).

PSYC 4535 Psychopharmacology Lab (1)
Lab section for PSYC 4530.

Prerequisite(s): PSYC 4530* or NSCI 4530*.
* May be taken concurrently.

PSYC 4560 Internship Psychology (3)
Students will complete 70 hours of service in a community setting in which they will use the knowledge of psychology to complete a project or paper of benefit to the community site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 4570 Internship Psychology (3)
Students will complete 70 hours of service in a community setting in which they will use the knowledge of psychology to complete a project or paper of benefit to the community site. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 4580 Field Experience (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship. Course may be repeated up to 3 credit hours. This course is graded S/U.

Maximum Hours: 3

PSYC 4590 Field Experience (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship. Course may be repeated up to 3 credit hours. This course is graded S/U.

Maximum Hours: 3

PSYC 4610 Black Youth Development Psychology (4)
A study of major research findings with African-American children and adolescents. The course includes a participant-observer experience in the applied setting (e.g., school, group home). Fulfills Tier 2 Writing Intensive requirement.

Prerequisite(s): PSYC 3200, 3210 or 3390.

PSYC 4650 Cognitive Development (3)
In addition to describing developmental and individual differences in cognition, scientists who study children's thinking are concerned with the mechanisms that underlie cognition and its development. How do biological factor interact with experiences in the physical and social world to yield a particular pattern of development? Do children develop all their intellectual skills uniformly, or do some skills develop at a faster rate than others? Is development relatively continuous and gradual over a childhood, or are there major disruptions on its course? We will examine classic and contemporary accounts of cognitive development, and consider them from both a theoretical and an empirical standpoint.

PSYC 4660 Special Topics (1-3)
Special Topics. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 4670 Clinical Neuropsych Assessment (3)
The primary purpose of this course is to provide an introduction to the study of clinical neuropsychology. The course will begin by presenting an overview of brain structures and functions. It then will cover conditions that are due to some malfunction in the central or peripheral nervous system. Specifically, this course will (1) survey current neuropsychological knowledge as it pertains to normal function and to both neuropathological and psychopathological conditions (2) present a developmental perspective about neuropsychological factors in pathological conditions and (3) familiarize students with primary research literature in an area of personal interest.

Prerequisite(s): (PSYC 3300 or NSCI 3300) and PSYC 3330.

PSYC 4850 Writing in Psychology (2)
Writing in Psychology is a practicum course geared toward students planning on masters or graduate study. Written products will include statement of intent, conference abstracts, research summaries, and proposal introduction. Students will obtain experience and feedback on writing for empirically-supported arguments for a scholarly audience, manuscript organization and idea transition, and technical writing. The course is graded S/U.

Prerequisite(s): PSYC 3130 or 3130.

PSYC 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 4900 Psychology Research (1-3)
Course may be repeated up to 6 credit hours.

Maximum Hours: 6

PSYC 4930 Advanced Psychology Research (1-3)
Laboratory or library research under direction of a faculty member. Course may be repeated up to unlimited credit hours. The course is graded S/U.

Maximum Hours: 99

PSYC 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

PSYC 4950 Race& Inclusion Research in US (3)

PSYC 4960 Special Projects (1-3)
Individual studies in a selected field. Open to qualified juniors and seniors with approval of instructor and advisor.

PSYC 4990 Honors Thesis (3)
Honors thesis research, first semester. Register in department.

PSYC 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): PSYC 4990.

PSYC 5380 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 5390 Study Abroad (1-20)
Courses taught abroad by non-Tulane faculty. Does not count toward Tulane GPA. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 6060 Behavioral Endocrinology (3)
An introduction to the roles of steroid and peptide hormones in physiology and behavior. Lectures focus on the hormonal mechanisms that control reproductive and regulatory functions in human and infrahuman species.

Prerequisite(s): PSYC 3300, 3300, NSCI 3300 or 3300.

PSYC 6065 Behavioral Endocrinology Lab (1)
Laboratories provide demonstration and hands-on experience in research methods used in contemporary behavioral endocrinology including hormonal manipulation, behavioral measurement, data analysis, and manuscript preparation.

Corequisite(s): PSYC 6060.

PSYC 6090 Univariate I (3)
An introductory course covering a variety of statistical procedures commonly used in Psychology research. Course topics include descriptive statistics and significance testing as well as detailed instruction on various statistical tests. Students learn to conduct each type of analysis both by hand and using statistical analysis software (SPSS).

PSYC 6100 Rsch Methods Behav Hlth (3)
This course covers a wide array of issues related to the conduct of clinical research. Topics include Ethical Issues, choosing a research question, defining a study population, study design, randomization methods, and other relevant topics. In addition, the course includes instruction on statistical analyses that are relevant in clinical research, such as analysis of covariance (ANCOVA) and survival analysis.

PSYC 6110 Psyc Appl Univar Stat II (3)
An intermediate-level course in statistics designed to meet the needs of beginning graduate students and those undergraduate students who plan to undertake graduate work in psychology. Emphasis is placed upon design of experiments and interpretation of research results.

PSYC 6130 Psyc Appl Multivar Stats (3)
Design and analysis of experiments in the behavioral sciences involving multiple predictor and criterion variables. Extensive use is made of Tulane computer facilities but no programming knowledge is required.

PSYC 6150 Research Methods in Psychology (3)
Individual research supervised by faculty.

PSYC 6180 History & Systems (3)
A survey of the roots of contemporary psychology. Students then identify an interest area, trace its historical roots, and present their work in class.

PSYC 6260 Methods for Functional MRI (3)
This course covers methods for noninvasive functional imaging of the human brain using magnetic resonance imaging (fMRI). The course includes both lectures and computer lab sessions involving hands-on analysis of fMRI data. Topics include physical basis of the MRI signal, image encoding, data preprocessing, statistical analysis, multivoxel pattern analysis, and functional connectivity.

PSYC 6330 Neurobiol Learn & Memory (3)
An introduction to the study of the neural mechanisms involved in learning and memory. The course will involve detailed study of the memory systems of the brain as well as historical trends, theoretical perspectives and empirical findings that are associated with the neurobiology of learning and memory.

PSYC 6380 Cognitive Neuroscience (3)
An introduction to the study of human behavior and cognition using neuroscience methods. This course will examine the neural basis of perception, attention, memory, language, motor control, and emotions.

PSYC 6530 Psychopharmacology (3)
An introduction to the effects of psychoactive agents on the nervous system. Lectures emphasize the mechanisms by which drugs regulate neurotransmitter systems to alter psychological and physical states. (Same as NSCI 6530)

PSYC 6590 Stress & Trauma (3)
This course provides an overview of the psychobiological bases of stress and trauma reactions and related psychological disorders.

PSYC 6610 Adv Studies In Psych (1-3)
By arrangement with department. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 6611 Adv Studies In Psych (1-3)
By arrangement with department.

PSYC 6620 Advanced Studies (1-3)
By arrangement with department. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 6700 Health Psychology I (3)
This is the first course of the two semester Health Psychology series for the Behavioral Health 4+1 terminal Master of Science Program in Psychology. The primary purpose of this course is to provide an introduction to the study of health psychology. The course will examine how biological, psychological, and social factors interact with and affect: (1) the efforts people make in promoting good health and preventing illness; (2) the treatment people receive for medical problems; (3) how effectively people cope with and reduce stress and pain; and (4) the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

PSYC 6710 Health Psychology II (3)
This seminar is the second course of the two semester Health Psychology series for the Behavioral Health 4+1 terminal Master of Science Program in Psychology. The primary purpose of this course is to delve more deeply into contemporary topics in health psychology with direct relevance to the priorities outlined in recent healthcare reforms under the Affordable Care Act (ACA). By the end of the course, students are expected to develop knowledge and skills relevant to a broad range of topics in health psychology directly relevant to future careers in research, clinical practice, or policy.

Prerequisite(s): PSYC 6700 or 6700.
Enrollment limited to students in the Psychology department.

PSYC 6810 Special Topics (1-3)

Maximum Hours: 99

PSYC 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

Public Administration (MPAD)

MPAD 6000 Public Policy Foundations (3)
This course provides an introduction to policymaking, implementation, and analysis with a focus on practices that reflect the values and priorities of diversity, equity, and inclusivity. Emphasis will be on policy within local and urban contexts. Topics will include the impact of public, nonprofit, and private sectors on policy decisions; advocacy; contemporary critical issues; foundations of policy analysis; and the politics of the policy process. Students will be introduced to the fundamental theoretical frameworks used to describe public policy development processes, as well as to contemporary critiques of those frameworks.

Enrollment limited to students in the Public Administration department.

MPAD 6100 Technology and Civic Sector Leadership (3)
This course examines the relationship between society, technology, and public administration professions, and how leaders effectively utilize contemporary and evolving technologies. Emphasis will be on local and urban contexts. It will explore the challenges and opportunities presented by technological emergence and advancements along with the impact of technology on public administration considerations and practice. Topics will include: public infrastructure; use and analysis of data collection; privacy issues; artificial intelligence and other innovations; implications of contemporary technologies for policy and regulation; technology ethics; data breaches and crisis management; and other emergent contemporary issues and contexts.

Enrollment limited to students in the Public Administration department.

MPAD 6110 Data-Informed Leadership, Management, and Decision-Making (3)
This course examines the use of data in strengthening the effectiveness in public service organization leadership, management, programming, and decision-making. Emphasis will be on local and urban contexts. It will explore tools and approaches to collecting, analyzing, and communicating data. Topics will include data collection, use and analysis, policy implications, contemporary issues, innovations, contexts, ethics, and leadership/management skills and capabilities. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by data-informed leadership and decision-making.

MPAD 6120 Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement (3)
This course will examine both theories and practice approaches of public service organizational leadership, management frameworks for cross-sector partnerships, and stakeholder engagement at global, national, state and local levels. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. It will explore organizational management; leadership, culture, and structure in complex internal and external contexts, cultivation of internal and external stakeholders, best practices and pitfalls in translating from one sector to another, systems thinking, public interest communication, new models of cross-sector collaboration, and approaches to foster community and partner buy-in and cooperation; the strategic planning for and management of competing and cooperative interests, approaches to identify common and conflicting goals, objectives and priorities; and strategies for clarifying, communicating, and managing goals and expectations. Topics will include foundations of leadership and management, organizational environmental awareness, organizational behavior, performance management, decision-making, individual and group management, and collaborative partnerships development and growth. Attention will be given to the interdisciplinary and cross-sector development and implementation of public service initiatives and programming.

MPAD 6130 Budgeting and Financial Management (3)
This course will examine theoretical and practical approaches in budgeting and financial management within public service organizations. It will explore strategies for ensuring alignment of resource development and management with organizational goals, objectives, and priorities; fund development strategies; evaluation of budget and financial management systems effectiveness; strategies for addressing financial management and budgeting challenges; as well as the alignment of budget analysis with organizational decision-making.

MPAD 6140 Equity, Diversity, Inclusion, and Public Service (3)
This course examines topics central to operationalizing equity frameworks and priorities within civic sector leadership and practice. It will explore strategies for the development of competencies for fostering equitable approaches to work within public service. Emphasis will be on local and urban contexts. Topics explored will include historical/social contexts related to issues of equity and impact on public sector work; cost-benefits of equity in the civic sector; equity competency rooted approaches to public service; collective and cultural narratives; intersections of equity, diversity, inclusion, and public service systems and structures. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by civic sector leadership and practice.

MPAD 7100 Educational Leadership and Policy for Changemakers (3)
This course provides an overview of leadership and policy topics especially relevant to leadership in the education sector through four modules. For the policy module, topics include federal, state, and local education policy development; the influence of law and policy on schooling over time; and the role of education leaders in policy advocacy and enactment. The course includes a module on the politics and contextual factors involved in leading in collaboration with a school board. A third module on school law provides an overview of the most significant legal issues in public elementary and secondary schools and implications for leading and decision-making. The final module centers on the effective and sustainable education leader with an emphasis on growing the ability to understand, engage, and effectively support and challenge others and creating conditions for equitable school and system transformation and governance. The course will use case studies and live cases with current education leaders to engage students authentically in the field.

MPAD 7110 An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change (3)
This course is an introduction to public school finance and budgeting systems in the United States. Budgeting and finance impact all aspects of schooling and education and are therefore critical to education leadership at all levels. Focus areas include the budgeting process; the politics of budgeting; district and school cost drivers; revenue generation including federal, state, and local funding sources; norm-based budgeting; weighted-student funding; cost-benefit analysis; benchmarking; and “key performance indicators” (KPIs) and “objectives and key results” (OKRs). Questions include: How can budgeting reflect the values and priorities of schools and systems? What are the equity implications of education budgeting and finance? What are the economic and financial drivers that maintain or disrupt the status quo? The course will use case studies and simulations from both traditional public and charter settings with special emphasis on the New Orleans context.

MPAD 7120 Reimagining and Leading Education Systems for the Future (3)
This course supports education leaders in developing and communicating a vision and strategy for student success centered on excellence and equity for all. The early part of the course includes a historical overview of schooling in the U.S. and the influence of this history on the features and limitations of the current system, including the educational implications of race and poverty. The course also includes an investigation of shifts in learning, management, and equity, as well as a survey of promising systemic reforms and strategies such as integrated student supports, collective impact, and cross-sector collaboration. Key skills of effective education leaders include communicating and building support for vision and change. Students will also develop a public narrative and strategic communication plan around their vision and strategy. Questions include: What are the vision, qualities, and characteristics of future-focused, future-ready learning organizations? How can a leader move from vision to transformational change for students? The course will include a variety of texts, including interviews with leaders in the field, as well as specific instruction in design thinking and strategic communication. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

MPAD 7130 Leading Learning (3)
The course examines leading learning as a system-level task. Focus areas include the instructional core and the centrality of the instructional task as predictive of student learning; current models of learning; challenges of improving instruction, effective management of learning systems; developing, enacting, and scaling vision for learning; and the role of evidence in decisions about practice and policy impacting learning. In addition, the course addresses the roles of the leader's identity and previous learning experiences, as well as their implications for equity and leadership. Throughout the course, students will examine current systems of learning through classroom observations, interviews with leaders in the field and case studies. What does great learning look like, and how do we create equitable systems that support and demand high-quality learning experiences and outcomes for all?

MPAD 7200 Nonprofits, Philanthropy, and the Civic Sector (3)
This course examines the role of nonprofits and philanthropy in advancing practice and innovation within the civic sector. The course explores multi-sector exchanges and intersections, focusing on the impact and capacity of nonprofits and philanthropic organizations to advance civic sector. Topics include historical contexts of the nonprofit sector and philanthropy; connections to social change and public policy; values, ethics, and equity; and contemporary and future-focused issues, venture philanthropy, mission-related and program-related investments, and other innovations.

MPAD 7210 Evaluation and Outcomes Management (3)
This course supports the development, implementation, and management of nonprofit and philanthropic organizational programs by examining theories and approaches related to evaluation and outcomes management. The course explores considerations and implications of evaluation not only from a programmatic perspective, but also the impact of dimensions of organizational performance on overall effectiveness. Focus areas include program delivery, tools, and approaches to monitoring and evaluating organizational activities and programs, systems thinking evaluation, facilitating strategic learning, developmental evaluation, determinates of effectiveness, outcome evaluations, program analysis, process evaluation, equitable evaluation, and organizational and program adaptability. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by nonprofit and philanthropic decisions and initiatives.

MPAD 7220 Organizational Sustainability, Leadership, and Governance (3)
This course examines both theories and practice approaches to nonprofit and philanthropic organization leadership and governance with a focus on the cultivation of organizational sustainability within dynamic civic sector contexts. Emphasis will be on local and urban contexts. The course will explore foundational nonprofit and philanthropic organization governance designs and functions along with strategies for the development and management of organizational leadership and governance that is equipped to successfully support adaptability, effectiveness, and long-term sustainability. Topics will include foundations of leadership and governance approaches; board functions, development, and management; stakeholder relationship management, leadership, and governance values and ethics; leadership planning and succession; and organizational culture, change, adaptability, and sustainability.

MPAD 7230 Financial Management, Resource Development, and Capacity Building (3)
This course examines theoretical and practical approaches in the financial management of nonprofit and philanthropic organizations focusing on supporting the strengthening of organizational capacity and fiscal sustainability. It will explore strategies for resource development and evaluation of budget and financial management effectiveness. Topics will include financial management and budgeting issues, resource cultivation and management, grant seeking and contract management, capacity building and sustainability issues, and fund development strategies.

MPAD 7240 Foundations of Strategic Philanthropy (3)
This course examines the role of strategic philanthropic investment as a catalyst for change and innovation within the civic sector. The course explores cross-sector intersections and collaborations, focusing on the impact and capacity of strategic philanthropy and frameworks of program-related, mission-related investing. Focus areas include models of civic sector-focused strategic philanthropy, systems thinking and philanthropy, philanthropic program design for sustainable outcomes, and cross-sector philanthropic program engagement. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by philanthropic decisions and initiatives.

MPAD 7300 Elements of Economic Development (3)
This course will provide an introduction to economic development focusing on impact and intersections within the civic sector. The course will explore theory and practice strategies of economic development along with the implications for society and public sector professionals. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Focus areas include strategies for the development of healthy local and regional economies, cross-sector collaborations, equity and ethics, tax incentives and regulations, workforce development, civic sector engagement in business attraction, entrepreneurship and small business development, public policy considerations and intersections, and contemporary issues in economic development.

MPAD 7310 Economic Development Challenges and Civic Resilience (3)
This course examines the intersections of civic resilience and economic development. The course will explore theory, systems, practices, and innovations related to civic resilience and business development. Emphasis will be on related local, regional, and national contemporary issues affecting civic sector practice. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Focus areas include dimensions of business development and related civic resilience dimensions: economy and society, infrastructure and environment, leadership and strategy, equity and ethics; and cross-sector engagement in the management of economic development challenges and resilience.

MPAD 7320 Economic Development and Urban Transformation (3)
This course examines economic development as a driver of sustainable civic advancement and positive urban growth. It will explore contemporary strategies with the aim of conceptualizing actionable cross-sector frameworks for transformational economic development. Emphasis will be on local contexts and the experience of New Orleans and other civic notables in urban innovation. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Focus areas include a comparative analysis of urban transformation, drivers of sustainable business development transformation in urban cities, public sector collaborations, issues of equity and ethics, intersections of data and technology, and contemporary issues.

MPAD 7330 Social Equity and Economic Development (3)
This course examines topics central to operationalizing social equity frameworks and priorities within economic development leadership and practice. It will explore strategies for the development of competencies for fostering equitable approaches to work within economic development. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. Topics explored will include historical/social contexts related to issues of equity and impact on economic development, equity competency rooted approaches to economic development, systemic barriers to minority-owned small business development and financing, and intersections of equity/diversity and cross-sector cooperation.

MPAD 7400 Environmental Policy (3)
This course provides an introduction to contemporary issues related to the natural environment and related policymaking and civic practice. Emphasis will be on environmental policy within local and urban contexts, with students analyzing specific cases from New Orleans. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by environmental challenges. Topics will include cross-sector engagement and interactions surrounding and environmental policy decisions, environmental risk solutions, funding, and advocacy.

MPAD 7410 Environmental Challenges and Civic Resilience (3)
This course examines the intersections of civic resilience and concerns surrounding the natural environment. The course will explore theories, practices, and innovations related to civic resilience and contemporary issues connected to environmental risks and challenges. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by environmental challenges. Emphasis will be on related local, regional, and national contemporary issues affecting civic sector practice. Focus areas include dimensions of environmental management and related civic resilience dimensions: health and well-being, economy and society, infrastructure and environment, and leadership and strategy. The course will also examine questions of environmental sustainability, equity and ethics, risk mitigation, and cross-sector engagement in the management of environmental challenges and resilience.

MPAD 7420 The Role of Data in Environmental Decisions (3)
This course examines the use of data in strengthening the effectiveness of decision-making related to civic sector concerns surrounding the natural environment. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by environmental challenges. It will explore tools and approaches to collecting, analyzing, and communicating data. Topics will include intersections of data, equity, and decisions; management of data certainties and uncertainties in environmental decision-making; and incorporation of data into decision-making processes.

MPAD 7430 Social Equity and Environmental Management (3)
This course examines topics central to operationalizing social equity frameworks and priorities within environmental management practice. It will explore strategies for the development of competencies for fostering equitable approaches to civic work related to the management of environmental risks and challenges and prioritizing the inclusion of stakeholders, communities, and individuals impacted by environmental challenges. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. Topics explored will include historical/social contexts related to issues of equity and impact on environmental management, equity competency rooted approaches to environmental management, intersections of equity/diversity, and cross-sector cooperation.

MPAD 7800 Law & Public Administration (3)
This course analyzes the relationship between law and public administration. Students examine how courts and agencies create and interpret law that shapes civic sector leadership decisions. Practical exercises allow students to influence real-world rulemaking projects and draft advisory opinions for common ethics and standards of conduct scenarios. Students research and present on appellate court opinions affecting modern public administration practice, with an emphasis on the practical policy implementation of the case law and related legal issues.

MPAD 7900 MPA Capstone (3)
In this course, students apply concepts, theories, best practices, knowledge, and principles as learned throughout the program. Additionally, students will grapple with the complexities of public sector work by testing concepts, strategies, and approaches in real-world contexts. Through a site-based immersion project completed through options such as fieldwork, internships, civic practice labs, or simulations, students will demonstrate mastery of program objectives and course competencies. Mastery will be shown through the creation of a final written report that provides findings and focusing on civic practice implications. Report findings will be presented; presentations may incorporate design approaches and elements appropriate to audiences found in real-world public sector practice environments. MPA program students with less than three years of relevant work experience will participate in a capstone with an experiential site-based component where a project is shaped on-site and applied. Elements include issue/problem identification and related factors, strategic recommendations, key considerations, implementation approaches, analysis and evaluation, applied research methodologies, research design, data collection, and analysis and presentation.

MPAD 7905 Masters in Public Administration Residency (0)
Tulane MPA Residency provides an on-site opportunity for in-person networking, skill development and professional development opportunities while still offering the flexibility and accessibility of online education. During the Tulane MPA residency, students visit New Orleans for experiential learning, collaboration, and networking with peers, program faculty and other individuals working in civic sector careers. Programming includes lectures, workshops and events that further support the development of skills and competencies offered in the Tulane MPA curriculum. Residencies take place annually and participation is required for completion of the MPA degree. Students may complete the residency at any time in their matriculation.

Maximum Hours: 99

MPAD 7910 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7911 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7912 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7913 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7914 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7915 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7916 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7917 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7918 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7919 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7920 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7940 Transfer Coursework (1-3)
Course Limit: 3
Maximum Hours: 9

MPAD 7950 Independent Study (1-3)
This course is for Public Administration independent study. Departmental approval is required for registration.

Course Limit: 99

Public Health Special Courses (SPHL)

SPHL 6000 Fundamentals of Interprofessional Collaboration & Practice (1)
Students will be introduced to Interprofessional Education to prepare students to work collaboratively with other sectors to promote and advance population health. Six modules will cover the four core competency domains identified by the Interprofessional Education Collaborative (IPEC): 1) Values and Ethics; 2) Roles and Responsibilities; 3) Communication; and 4) Teams and Teamwork. This course will prepare students to utilize team science, collaboration, and effective communication to be effective public health professionals. This course is required for all MPH, MSPH, and MPHTM students. They will enroll in this course in their first semester of enrollment to meet accreditation requirements.

SPHL 6020 Foundations in Public Health (3)
Foundations of Public Health is one of five interdisciplinary courses that contribute to the foundational competencies required of graduates with degrees in public health. The course introduces students to the unique history, purpose of TU SPHTM and the critical focus of health equity in the curriculum. Students will discuss the principles and concepts of public health, prevention, and evidence-based approaches to addressing population health. Students will explore the determinants that influence health, including biological and genetic factors, social and behavioral determinants of health, environmental influences, economic and political factors impacting health, and culture and health inequities. The course provides a context for graduate public health degrees and is required for all SPHTM graduate public health degree programs. Course waiver: Students who have completed a CEPH-accredited public health degree can request a course waiver. Students with previous public health coursework can take the Challenge Exam to qualify for a waiver.

SPHL 6050 Biostatistics for Public Health (3)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. Strong analytical skills in evidence-based practices are essential across all public health disciplines. In SPHL 6050, students learn how to collect, manage, and visualize a wide variety of data and appropriate biostatistical methods, including probability distributions, estimations, power and sample size, and regression. Interdisciplinary exercises, homework assignments, and data sets are drawn from real-world scenarios. The course also prepares those students who move on to advanced biostatistics courses. Biostatistics for Public Health is a requirement for all students in the MPH, MSPH, and MPH&TM professional degree programs.

SPHL 6060 Epidemiology for Public Health (3)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6060 introduces students to epidemiological methods and approaches for use across all public health domains. This includes measuring the occurrence of disease, outbreak investigations, incidence and prevalence, natural history of disease, study designs, and estimating risk. The course also addresses the interpretation of data analyses for research, policy, and practice. Epidemiology for Public Health is a requirement for all students in the MPH, MSPH, and MPH&TM professional degree programs.

SPHL 6070 Health Systems Policy and Management (3)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6070 exposes students to the complexities, scope, and impact of decisions affecting public health. It provides a survey of public health and health care systems, policy and management principles used in public health settings. Class discussion and exercises provide opportunities for students to apply principles and skills to their own areas and career interests. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

SPHL 6080 Design Strategies in Public Health Programs (3)
One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6080 equips students with the knowledge and skills to design, implement, and evaluate public health programs for diverse public health issues, populations, and settings. This course features active and collaborative learning and real-world application of course concepts. Ultimately, the course will illustrate that the effective design of public health programs is critical to improving community health. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

SPHL 6100 Health Equity (3)
This introductory-level course in health equity is designed for students in an MPH degree. Both synchronous and asynchronous activities will be used. Students will be introduced to the status of health equity in the U.S. according to race and ethnicity, sex and gender, and socioeconomic status. They also will explore causes of health inequities guided by a socioecological framework. Lastly, they will gain skills in cultural competency, including tools for addressing implicit biases individually and in organizations, as well as approaches for allyship with marginalized populations. Students will engage in peer discussions pertaining to topical areas, complete brief writing assignments to apply learning from the course, and conduct a literature review to synthesize knowledge in a chosen health equity topic.

SPHL 6110 Introduction to GIS for Public Health (3)
This course will introduce students to commercial and open-source GIS and digital data collection tools (ArcGIS, QGIS, Google Earth and OpenDataKit), and applications to global health program management. It is designed to build incremental skills in order to use these software and tools for spatial analysis related to programmatic issues including healthcare coverage, epidemic monitoring, and health services' accessibility. Case studies will invite students to think critically about appropriate use of technology in resource-constrained environments. In addition, the students develop an independent data collection and mapping project on a public health issue relevant to New Orleans.

SPHL 6820 Advanced Standing (3)
Advanced Standing course: SPHL 6020

SPHL 6850 Advanced Standing (3)
Advanced Standing course: SPHL 6050

SPHL 6860 Advanced Standing (3)
Advanced Standing course: SPHL 6060

SPHL 6870 Advanced Standing (3)
Advanced Standing course: SPHL 6070

SPHL 6880 Advanced Standing (3)
Advanced Standing course: SPHL 6080

SPHL 6900 Student Success & Academic Skills (0)
The Graduate Student Success and Academic Skills synchronous hybrid course is designed to help international graduate students take advantage of available on-campus resources, adjust to new expectations, gain awareness of cultural assumptions, and develop practical techniques for resolving both personal and academic issues. Students explore U.S. expectations for classroom behavior, academic integrity and communication with professors and classmates. They also practice graduate writing, presentation, and listening and notetaking skills. These unique workshops will ensure that students understand what is expected of them and how to build the skills they need to thrive academically during their graduate experience. This is a non-credit course. An appropriate score on an accepted English proficiency test is required for entry.

SPHL 7000 Special Topics (1-3)
Any TSPHTM course offered for credit in which the subject matter or content may vary within specific sections as indicated by that course's title and description in course inventory.

Maximum Hours: 99

SPHL 7020 Leadership Theory & Practice (3)
Leadership Theory and Practice is an advanced graduate level course that examines organizational leadership skills necessary for leadership positions within the public health system. Drawing from a variety of disciplines, this course provides students with a set of strategies, theoretical models and frameworks that are adaptable to the broad scope of experience in the field of public health, particularly as it relates to collaborative consensus building for purposes of influencing behavior and policies. Case studies will challenge students to analyze problems collaboratively and apply strategies to address real--world dilemmas faced by decision-makers. This course also emphasizes development of a personal leadership model and philosophy for lifelong learning.

Prerequisite(s): (SPHL 6020, 6820 or minimum score of PASS in 'SPHL 6020 Exemption') and (SPHL 6070 or 6870) and (SPHL 6080 or 6880).

SPHL 7030 MI Program Internship (0)
Practicum during Peach Corps service for Master's Internationalsis students

SPHL 7800 Public Health Study Abroad (9-12)

Maximum Hours: 99

SPHL 7940 Transfer Coursework (0-20)
Transfer coursework at the 7000 level. Departmental approval required.

Maximum Hours: 99

SPHL 7950 Integrative Learning Experience (0-1)
All MPH, MSPH, and MPHTM students must complete an Integrative Learning Experience (ILE) that demonstrates the synthesis of foundational and concentration competencies and that contains a substantive writing component.

Course Limit: 2

SPHL 7990 Independent Study (1-3)
SPHL 7990 is the designation for a special (independent) study in a master’s program. Course may be repeated up to 6 credit hours.

Maximum Hours: 6

SPHL 8000 Principles of Public Health Leadership (3)
Principles of Public Health Leadership is an advanced graduate-level course that examines organizational leadership skills necessary for leadership positions within the public health system. Drawing from a variety of disciplines, this course provides students with a set of strategies, theoretical models, and frameworks that are adaptable to the broad scope of experience in the field of public health, particularly as it relates to collaborative consensus building for purposes of influencing behavior and policies. Case studies will challenge students to analyze problems collaboratively and apply strategies to address real--world dilemmas faced by decision-makers. This course also emphasizes development of a personal leadership model and philosophy for lifelong learning.

SPHL 8010 Budget and Financial Management (3)
This course provides foundational theory and practice in developing and managing budgets and financial operational plans. Topics to be covered include budgeting, financial statements, resource allocation, and financial management. Didactic content and case studies will be used as well as applications to different practice settings and situations.

SPHL 8020 Leadership and Strategic Management (3)
This is an application course that builds upon SPHL 7020 Leadership Theory and Practice, and will focus on advanced leadership and advocacy skills essential for successful deployment of public health initiatives. Students will conduct an environmental scan and mixed methods stakeholder assessment, evaluating the strengths, weaknesses, opportunities, and threats (SWOT) for an organization or entity. Results of the assessment will produce the analysis from which students will develop a responsive strategic plan to address identified needs in the community. Data-driven plans will include strategies to improve health equity and identify advocacy opportunities for under-represented populations.

Prerequisite(s): SPHL 7020.

SPHL 8070 Teaching Assistantship Educational Experience (0)
This course will provide students with an applied learning experience to strengthen their skills in teaching. The course will include an orientation, mid-course reflection, and faculty evaluation. The specific skill set of focus will depend on the needs of the student and the course instructor. Illustrative skills include effective communication, public speaking, assessing student learning, utilizing learning management systems, and teaching and learning strategies among others.

Course Limit: 2

SPHL 8080 Public Health Pedagogy (3)
This doctoral-level discussion-based course will equip doctoral students with the knowledge to think critically about their teaching practices and to enhance their pedagogical skills. Rooted in the scholarship of teaching and learning, the course will help novice instructors to gain teaching-self-efficacy and utilize pedagogical best practices while providing a supportive environment to develop and discuss diverse instructional approaches and materials. The course will also prepare students to assist with or teach future public health academic classes and other instructional activities. Course assessments include the development of a teaching philosophy, classroom observations, a research paper on a pedagogical strategy, a mock teaching session, and a series of journal reflections.

SPHL 8100 Health Equity and Advocacy (3)
This is designed to equip doctoral-level students with advanced knowledge and skills to tackle health disparities by addressing social determinants of health and advocating for systemic health policies that promote equity. Through in-depth exploration of models, frameworks, contextual models, and empirical data, students will develop and implement a community health needs assessment. By integrating readings, lectures, and the course assignments and project, students gain expertise in collecting and synthesizing primary and secondary data (qualitative and quantitative), identifying affected populations, and proposing evidence-based recommendations. The course aims to cultivate individuals who can contribute to transformative changes in public health through advocacy and policy development for improved health equity.

SPHL 8200 Public Health & Social Policy (3)
The course will advance your abilities to utilize public health principles, practice, and policy to improve population health using liberatory public health frameworks. We will look at policy and practice from a diversity of spaces, including federal, state, and local government (policy with a big P); international laws and bodies (policy with a big P); as well as institutional, organizational, and regulatory policy (policy with a small p). Students in this course will advance their skills in conducting policy analyses, evidence synthesis, communicating and advocating for public health policy; and framing policy problems and solutions all in support of advancing equitable population health.

SPHL 8250 Study and Evaluation Methods in Public Health (3)
The course will focus on designing a study or evaluation project to address a public health issue using ethnically-sound, rigorous sampling, recruitment, data collection and data management methods. Building on prior coursework, methods covered in this course will support the design of quantitative, qualitative, mixed, and program evaluation projects. For the final project, students will design a qualitative, quantitative, mixed methods, or evaluation project to address a public health issue of their choosing. This course is intended for DrPH students.

Prerequisite(s): (SPHL 6050 or 6850) and (SPHL 6060 or 6860) and (SPHL 6080 or 6880).

SPHL 8400 Public Health Grant Writing (3)
This course is designed to provide doctoral students the knowledge and skills to prepare clear, effective, and persuasive grant applications to biomedical and public health funding agencies. All important aspects in the academic funding process will be covered. They include identifying the right funding opportunities, asking significant and innovative research questions, communicating the application effectively to tell your scientific story, and understanding the merit review process to make reviewers your research advocates. Students will develop a NIH grant application for a research project including specific aims, research strategy, human subject protection, budget, and biographic sketch. In addition, students will learn how to critically review and revise a grant application.

SPHL 8500 Interdisciplinary Doctoral Seminar (1)
Interdisciplinary seminar for doctoral students.

SPHL 8990 Independent Study (1-3)
SPHL 8990 is the designation for a special (independent) study in a doctoral program. Course may be repeated up to 12 credit hours.

Maximum Hours: 12

SPHL 9450 Practice Based Portfolio: Background (3)
The course will focus on establishing the background and rationale for the focus of the Practice Based Portfolio for rising second year doctoral students in the DrPH program in Leadership, Advocacy, and Equity. Students will conduct a background and literature review, and develop a prospectus for their portfolio that includes priority population, topic of interest, fieldwork site and preceptor descriptions, timeline, objectives, scope of work and proposed products. Completion of this course provides the foundation to advance successfully into the advanced course series of the doctoral program and the development of the portfolio.

Prerequisite(s): (SPHL 7020, 8080, 8200 and SBPS 8220) and (SPHL 8010* and 8250*).
* May be taken concurrently.

SPHL 9460 Practice Based Portfolio: Experiential Learning (0)
DrPH students who are engaged in an applied practice experience. The course may be repeated up to 5 times.

Course Limit: 5

SPHL 9470 Practice Based Portfolio: Culminating Experience (0)
DrPH students who have completed their prospectus and are engaged in their culminating learning experience. The course may be repeated up to 5 times.

Course Limit: 5

SPHL 9970 Dissertation Research (0)
Doctoral students who have completed course work but not defended their prospectus. Course may be repeated up to 3 times.

Course Limit: 3

SPHL 9980 Applied Practice Experience (0-1)
The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE written report is required that summarizes the field experiences. Students who need to repeat the course need to complete an APE Extension Request form.

Course Limit: 2

SPHL 9990 Dissertation (0)
Doctoral candidates who have defended their prospectus and are engaged in research. Course may be repeated up to 9 times.

Course Limit: 9

Public Health Undergraduate (SPHU)

SPHU 1010 Intro To Public Health (3)
Students are introduced to the concepts and practice of public health in the U.S. and internationally by tracing its historical evolution. Classic public health problems and their resolution will be discussed in the context of the broader contemporary social environment. The latter part of the course is focused on public health practice in both the U.S. and developing countries, with a consideration of the structure, function, and financing of public health organizations. The many different roles for public health professionals in these organizations also are described.

SPHU 1020 Cell, Individual & Community (3)
This course provides a foundation of knowledge about the human body in health and disease. It gives an overview of important concepts on the biological mechanisms of disease at the cellular, individual, and population/ community levels. The course will focus on a natural progression in the development of health and disease, moving from a discussion of the cellular mechanisms, to manifestations in the individual, and finally, to disease effect and interventions at the community level. This course is designed to provide a firm foundation in the mechanisms of health and disease. Furthermore, each session will offer insights into current public health topics and research trends.

SPHU 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 1940 Transfer Coursework (0-20)

Maximum Hours: 99

SPHU 2016 Infectious Disease Outbreaks (3)
This course will introduce students to the operational pillars of infectious disease outbreaks such as clinical management, logistics, infection prevention and control, policy and regulations. Students will begin with the basic concepts of infectious diseases, dynamics of disease transmission, and emerging and reemerging infectious diseases. The course encourages a wider conversation on the implications of infectious diseases in the broader context of public health, and challenges students to think creatively about solutions for prevention and control.

SPHU 2050 Arthropods and Public Health (3)
This course provides a broad introduction to insects and other arthropods that transmit infectious pathogens, or cause problems to humans through infestation or other contact. The impact of arthropods on the history of human civilization and development will be explored, as will their use as food and in art. Arthropod utilization in forensic science and for medicinal purposes will be discussed. Throughout the course the myriad adaptions utilized by arthropods, allowing them to become the most specious group of animals in existence, will be highlighted.

SPHU 2150 Foundations of Environmental Health (3)
This course is designed to provide students with an introduction to and overview of key areas in environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific application of concepts of environmental health. The course consists of lectures that cover principles derived from core environmental health disciplines. The sequence begins with background material and "tools of the trade"; agents of environmental diseases; and applications and domains of environmental health.

SPHU 2160 Biostatistics in Public Health (3)
This course provides an overview of various statistical methods used in public health practice and research. Emphasis is on application of appropriate methods and interpretation of results. Examples and problems from public health settings will be included. Various statistical software will be used to analyze data (excel, SPSS and others), but prior computing experience is not required. Topics covered include methods of summarizing data and estimation and hypothesis testing techniques, including the t-test, the chi-square test, the analysis of variance, correlation analysis, and linear regression.

SPHU 2300 Introduction to Nutrition (3)
This course is designed to provide students with an introduction to the basic principles of nutrition science and research. It is recommended for undergraduate students who have not had a prior course in nutritional science. It is designed to help students gain basic knowledge about the roles of specific nutrients, with emphasis on their sources, functions, and metabolism in the human body, basic principles of digestion and absorption. Other topics include food selection for optimal health, energy balance and weight control, dietary practices in health promotion and chronic disease prevention, nutrition throughout the lifespan, and in introduction to public health nutrition including but not limited to food safety, food supply, food insecurity, and food policy.

SPHU 2333 Introduction to Global Maternal and Child Health (3)
The course introduces undergraduate students to the complex public health problems that affect women and children in the USA and in developing countries. The course will introduce and use the socio-ecological framework and the life-course models to examine factors that determine women and children's health and disease. The foundation of the course is a comprehensive review of common health issues that affect pregnancy, children and teenagers worldwide. Programs and policy to address these issues will also be reviewed and discussed in the context of socio-ecological frameworks.

SPHU 2400 Global Health in Action (3)
This course is targeted towards students considering global health work. Using a "Best Practices" lens, students will explore how to have a meaningful, field-based global health experience, and how to incorporate their global health experience into a future career. Students will examine policy issues and other health determinants in order to understand effective strategies to respond to health challenges in a global setting. As an outcome, students will approach global health in its wider social, economic and political context. Lectures, readings from primary literature, and field-based case studies will provide the framework for discussion, analysis, and interpretation of global health in action.

SPHU 2410 Health & Women's Rights (3)
This course addresses health and women's rights around the world from health equity, gender, and ethnicity perspectives. The main topics are: women's human rights and gender equality, discrimination against women and girls; rights of LGBTI people; gender-based violence; early marriage and pregnancy; right to contraception and abortion; forced sterilizations and abortions, and virginity examinations; female genital mutilation; maternal mortality; sexual transmission of HIV; trafficking of women and girls; women's rights during complex humanitarian emergencies; migration and reproductive health; and postcolonial feminism and health. The course contextualizes and analyzes: 1) health and women's rights within their economic and political context, 2) the social inequality roots of health and women's rights issues, and 3) the main health and rights challenges faced by women and girls. It uses country case studies from around the world. It is open to all undergraduate students.

SPHU 2420 Health Challenges and Climate Change (3)
Climate change affects the very basic foundations of health - adequate and nutritious food, safe water, fresh air, and secure shelter. This course introduces the direct and indirect links between climate change and human health. Examples of health impacts related to climate change will include those arising from drought induced water and food insecurity, vector-borne and water-borne diseases, temperature extremes, wildfires, and extreme hydrological events. Underlying socio-ecological determinants that influence exposure and vulnerability will be described. The course will also explore opportunities for mitigation and adaptation to reduce the threats of climate change. Case studies of how countries are responding to the health challenges posed by climate change will be presented.

SPHU 2430 Pandemics and Public Health (3)
Pandemics have shifted social norms, devastated economies, and transformed society throughout history. This lecture and discussion-based course investigates how culture, society, politics, and the environment influence the development and control of pandemics; and describes how scientists and public health officials integrate data and information to inform public health pandemic policy. In this transdisciplinary course students will 1) learn how science, economics, communication, government response, and social tensions influence control practices and policy, using examples from the Spanish Flu, cholera, HIV, SARS-CoV-2, and the plague; and 2) provide a foundation for more specialized classes that can be applied to prevent and control future pandemics.

SPHU 2810 Special Topics in Public Health (1-3)
Special Topics in Public Health. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 2940 Transfer Coursework (0-20)

Maximum Hours: 99

SPHU 3010 Foundations of Health Care Systems (3,4)
SPHU 3010 introduces and examines the framework of a health care system, taking a particular look at the United States' system. The course examines the relationship between health and health care; public and private financing models; and the delivery of health care, both through public health and traditional medical care. Students will analyze issues related to the "iron triangle" of health care (i.e., cost, quality, and access) and will discuss the future of health care in the United States from a management and policy perspective.

Prerequisite(s): SPHU 1010.

SPHU 3011 Introduction to Occupational Health and Safety (3)
The working population continues to grow, and so is the expansion of workplaces where people spend long hours every day. Injuries, diseases, and deaths in the workplace are major public health issues. The workplace environment must be safe and healthful to support the working population. This course introduces students to the fundamentals of occupational safety and health. It examines the physical, chemical, and biological hazards and risks in the workplace environment, as well as the scientific and policy measures for improving workplace safety and health in the United States. Students are given case study exercises to enhance their understanding and application of best practices for promoting the public health in the workplace environment.

SPHU 3015 Public Health Program Implementation and Management (3)
This course develops practical skills for the design, implementation, and management of public health programs. A solid grounding in personal, financial, and organizational determinants of health and organizational effectiveness will complement the use of practical management tools and techniques such logic model development for program design and implementation. Students will apply these concepts and tools within the context of service delivery and policy-making in the field of public health.

Prerequisite(s): SPHU 3110*.
* May be taken concurrently.

SPHU 3100 Environmental Pollution & Biomarkers of Health (3)
This course introduces the concept and practical issue of environmental exposure to polluted water, soil, and food that cause adverse health effects on humans. Students will learn how to apply biomarkers to determine the magnitude of exposure and health associated with toxic chemicals (metals and trace elements). The use of biomarkers in other health issues related to climate change and occupational environment (such as in mining and farm workers) will be also discussed. Students work collaboratively on exposure, biomarkers, and health data assessment to draw relevant information and communicate to public health policy and practice. The course consists of lectures, article reading, discussion, quizzes, and problem sets.

SPHU 3110 Social and Behavioral Perspectives in Public Health (3)
Students integrate their understanding of public health science in this applied problem-solving course that brings together the social science-based theories and models with techniques of seeking community input. Students go beyond the initial results of data to seek explanations for public health problems using a social ecological framework and public health behavioral theories. This course demonstrates the value of anchoring program planning in the social and behavioral sciences, which lays the groundwork for strong program implementation and evaluations.

Prerequisite(s): SPHU 1010.

SPHU 3120 Issues & Strategies in Public Health (3)
This seminar-style course is designed to provide students with basic biological and social concepts, control practices, and policies underlying the epidemiology of diseases of global importance. This course investigates how culture, society and the environment influence disease transmission, risk factors, disease prevention and health status. The course will be transdisciplinary, emphasizing the connections between the biological nature of disease and the social, economic and political context that influences prevention and control practices. Examples of health topics that may be addressed are malaria, neglected tropical diseases, diabetes, and vaccine preventable diseases.

SPHU 3170 Foundations of Epidemiology (3)
This course is designed to give students a general introduction to epidemiological concepts and basic tools of the field. The historic and current contributions made through the use of epidemiology in shaping our understanding of disease in populations will be described and investigated. The course will assist the student in establishing a foundation for the definition of and response to public health challenges in the community as well as the global society. The course will introduce a number of areas of specialization within the field of epidemiology including infectious and non-infectious diseases and other health issues.

SPHU 3200 Nutrition & Chronic Disease (3)
This course will provide students the opportunity to explore the complex relationships between diet, obesity and chronic disease outcomes particularly cardiovascular disease and cancer. The emphasis of the course will be using evidence-based approaches to investigate relationships between diet and disease. We will review research from experts in areas related to nutrition. The course will focus on the causal pathway from diet and inactivity to obesity to negative chronic outcomes with overnutrition being the pivotal mechanism to disease. Students will explore current diet trends and learn practical skills around making food choices in addition to examining the current research on diet factors associated with chronic disease.

Prerequisite(s): SPHU 3170.

SPHU 3330 Disasters & Environmental Health (3)
This course focuses on the complex intersection of population health and disasters through the lens of environmental health. Students will examine the impacts that disasters (natural and technological) have on environmental and human health, along with influences attributed to climate change. Case studies will be incorporated as a didactic and learning element of the course to highlight critical environmental health challenges, overall population health concerns, and associated impacts imposed by disasters.

SPHU 3350 Lifecycle Nutrition (3)
This course is designed to build on the basic principles of nutrition and explores nutrition through each major life stage including, but not limited to, pre-pregnancy, pregnancy, infancy, early childhood, childhood, adolescence/teenage years, adulthood, and older adulthood. During this course, students will apply basic nutrition knowledge to evaluate the rationale for nutritional needs of normal growth and development, eating habits, and dietary cautions for each life stage. Consequences of under-or over-nutrition at critical life stages and policies, programs, and interventions that have been implemented to address these consequences will also be examined. The role of the social determinants of health and other lifestyle factors in meeting suggested nutritional requirements and guidelines at various life stages will also be discussed.

Prerequisite(s): SPHU 2300.

SPHU 3360 Public Health Nutrition: Principles to Practice (3)
This course comprehensively explores the intersection between nutrition and public health. It introduces students to the science of nutrition and dietetic practice within community and public health settings, including skill sets and scope of practice found within public health nutrition. Through a structural, social-determinants lens, this course emphasizes the role of nutrition in disease prevention, health promotion, and overall well-being, considering existing and potential health inequities. Students will delve into multidisciplinary aspects of public health nutrition, such as program development and intervention, epidemiology, policy, assessment, and behavior change. Public health nutrition concepts and practices will be discussed in the context of individuals, communities, and populations, and public health nutrition programs and services in the US and globally will be highlighted.

Prerequisite(s): SPHU 2300.

SPHU 3500 Public Health Approach to Sexual Violence (3)
This course provides an in-depth examination of sexual violence from a public health perspective. Theories of sexual violence, the epidemiology of sexual violence (scope, causes, risk factors, and consequences), and public health approaches to reducing sexual violence will be covered.

SPHU 3560 Biological Basis of Disease (3)
Biological basis of disease provides a foundation of knowledge about the human body in health and disease. The focus of the course is on the biological mechanisms of disease with an emphasis on molecular, cellular, genetic, and immunological aspects. The etiology and pathophysiology of the most important infectious and non-infectious diseases in terms of prevalence and mortality are thoroughly discussed. Applications of genomics and other biotechnologies to health and disease, as well as its treatment and prevention, are also covered. Intermediate and advanced students in public health, pre-medicine, or other biomedical fields may find this course particularly useful.

Prerequisite(s): CELL 1010 or SPHU 1020.

SPHU 3570 Introductory Microbiology (3)
This course is an introduction to the biology of bacteria, protists, fungi, and viruses, their structure, life cycles, geochemical activities, diversity, and nutrition. We will also cover fundamentals of metabolism, genetics and genomics, microbial biotechnology, roles in health, disease and human immunological responses. This course is meant for students with fundamental understanding of general biology, molecular biology, and organic chemistry.

SPHU 3600 Women's Reproduction & Obstetric Health (3)
This course is geared toward public health undergraduate students with a strong interest in women and maternal health. The course has two distinct objectives. The first objective is to provide an overview of the pathophysiology of the female reproductive system and a survey of the complications of pregnancy, labor and delivery. The second objective is to explore medical and lay practices related to women gynecological and obstetric health, in USA and worldwide. Existing scientific evidences associated with these practices will be examined, along with ways to reconcile medical authoritative knowledge and women's autonomy.

SPHU 3810 Special Topics in Public Health (0-3)
Special Topics in Public Health. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): SPHU 3011.

Maximum Hours: 99

SPHU 3910 Special Topics (3)
Special Topics course

Maximum Hours: 99

SPHU 3920 Special Topics (3)
Special Topics course

Maximum Hours: 99

SPHU 3940 Transfer Coursework (0-20)

Maximum Hours: 99

SPHU 4010 Formulation of Public Health Policy (3)
An overview of the roles and responsibilities of public health government, nongovernment agencies, private organizations, health services, and health systems in promoting health. An overview of the influence of policies, laws, regulations, and legislation on both individual and population health. The course will include both historic and modern case studies of existing and emerging public health issues at the local, national, and global level.

Prerequisite(s): SPHU 1010.

SPHU 4160 Introduction to Statistical Packages (3)
This course covers the elementary concepts and applications for managing and analyzing data using the Statistical Analysis System (SAS) and Stata statistical packages. The concepts covered are applicable to virtually all academic and professional settings. Each lecture begins with a presentation to introduce fundamental mapping concepts and is complemented with hands-on exercises to reinforce technical application. The first part of the course covers SAS applications, and the analog concepts for Stata are covered in the second part of the course.

Prerequisite(s): SPHU 2160.

SPHU 4180 Introduction to Qualitative Methods (3)
Qualitative data can be a valuable source of information for public health programs. This course is an applied learning experience to equip public health students with skills in qualitative research. Course lectures, readings, and activities are linked to a project with a public health organization in New Orleans. Students learn principles of qualitative research, how to collect, organize, and store textual data using NVIVIO software, and approaches to textual data analysis and presentation.

SPHU 4200 Evidence Based Public Health (3)
This course introduces the student to the scientific, epidemiological, organizational and management skills needed in designing and obtaining funding for an evidence-based public health intervention within an organizational or community setting. Students become familiar with the role and operation of not-for-profit organizations, foundations, national and international government agencies, and the local community in this process. Students learn to access publicly available and electronic information provided by these agencies and organizations. The course illustrates how evidence-based public health is used by funding agencies in developing and awarding grants and by public health providers and community contractors in applying for and receiving them. Emphasis is placed on how evidence-based public health is used in writing grant proposals and students have an opportunity to write a grant proposal as part of the course.

Prerequisite(s): SPHU 1010.

SPHU 4210 Health & Environmental Risk (3)
This course covers the basic concepts of environmental health risk assessment. The National Academy of Sciences model framework for chemical risk assessment (hazard identification, dose response assessment, exposure analysis, and risk characterization) is used throughout the course. An introduction to toxicology and the rationale for risk assessment used by federal agencies will be discussed. Case studies on contemporary environmental pollutants, personal care products, etc., will be covered in the course.

Prerequisite(s): SPHU 2150.

SPHU 4220 Latino Health in the US (3)
Addressing the health needs of Latinos in socially and culturally appropriate ways is critically important for creating an inclusive, cost-effective health care system and a more equitable society. Effective public health policies, interventions and population-based preventive programs are important tools for promoting healthy behaviors and reducing risk factors for adverse health outcomes in this vulnerable population. The goal of this course is to strengthen student's knowledge and understanding of Latinos in the United States and the health problems affecting them at the individual, community, and population level. Students will explore successful policies and public health interventions targeting those populations.

Prerequisite(s): SPHU 3110*.
* May be taken concurrently.

SPHU 4240 Epidemiology of Sexually Transmitted Infections (3)
This course is designed to provide students with the skills to conduct epidemiologic research in HIV and other sexually acquired infections. The first part of the course, we discuss the etiology, treatment, epidemiology and common prevention methods for the most common and/or most serious STIs. In the second part of the course, we will cover the methodological issues of surveillance, study design in the context of clinical and behavioral research. Ethical aspects of conducting research in HIV/STI are also discussed. Students will have hands on practice examining methodological issues by completing four exercises. Finally, we put STIs into context by discussing social, economic and political ramifications of these infections in the world by reviewing two books and one movie that illustrate these concepts.

Prerequisite(s): SPHU 3170.

SPHU 4260 Organizational Leadership and Management in Public Health (3)
Organizational Leadership and Management in Public Health is a interdisciplinary course that examines the complex challenges inherent in leading and managing organizations in the public health sphere, including public and private settings. Students will explore leadership and management principles in the current environment through the analysis of case studies and current events. In-class activities will expose students to diverse perspectives and challenges of leadership and decision-making.

SPHU 4300 Public Health Communication (3)
This course examines the intended and unintended effects of health communication, with specific focus on how the mass media and the Internet stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. Three health communication foci will be explored: 1) planned communication campaigns designed specifically to elicit health behavioral change, 2) traditional mass media's role in influencing health outcomes, and 3) the evolving influence of the Internet on health outcomes. This course examines the linkages between communication effects and various health topics, including smoking/alcohol, sex, diet, and physical activity. By the end of the course, students will understand the theoretical and practical aspects of the linkage between communication and public health and be able to apply such to public health initiatives.

Prerequisite(s): SPHU 1010.

SPHU 4310 Nutrition Education and Communication (3)
This course prepares the future public health nutrition professional with the necessary skills and strategies to provide nutrition education to and communicate with individuals, communities, and populations. While considering cultural differences, root causes of health inequities, and differences in health literacy levels, this course will explore evidence-based principles, strategies, and methods used in nutrition education and communication. During this course, students will analyze different communication techniques and the utilization of various platforms to disseminate accurate nutritional information. A strong focus of this course is on developing skills in designing educational programs, creating materials, and employing communication strategies to promote healthy eating behaviors and improve nutritional outcomes. Students will practice individual counseling approaches, participate in social media, and engage with and critique nutrition information delivered through mass media.

Prerequisite(s): SPHU 2300 and 3360*.
* May be taken concurrently.

SPHU 4330 Resilience in International Disasters (3)
This course addresses the field of disaster and international humanitarian studies, trends and recent developments in the field, and strategies to reduce disaster risk. It builds basic concepts and tools that will prepare students to understand humanitarian issues for disaster management. Students will learn to articulate concepts about disasters and the changing patterns of disasters, disaster resilience and international humanitarian response. They will develop a broad view of the key organizations involved in and components of the international humanitarian response system. The course methodology includes case studies of major disasters including the Haiti earthquake of 2010, Hurricane Katrina, the current crisis in Syria, famines in the Horn of Africa, Sahel, Southern Africa and the 2004 Asian Tsunami. Students will gain hands-on experience in computing indicators used to determine the effects of disasters on public health. Guest lecturers from the Centers for Disease Control will participate through tele video-conferencing.

Prerequisite(s): SPHU 1010.

SPHU 4340 Public Health Genomics (3)
This course is designed to prepare public health students for the study of human health in a post-genome era. Students will learn the molecular basics and the complex issues involved in applying and integrating genomic technology and information into public health. The students will be able to discuss the ethical, legal, and social implications of genomics on public health.

SPHU 4350 Zoonotic Infections (3)
This course provides a foundation of knowledge on the public health consequences of infections originating in vertebrate animals that cross over to humans with or without disease. Topics include: the consequences of animal-transmitted infections on the emergence of new human diseases; adaptation process of animal infections transitioning from animal microbes to become human microbes; human activities, occupational exposures, and medical practices that enable microbial transitions. Students will present reports and follow zoonotic disease outbreaks in real time.

Prerequisite(s): SPHU 1020.

SPHU 4410 Data and Information Management in Public Health (3)
This course provides students with a full introduction to data and information management. The topics include tools for collecting data, database concepts, data-entry techniques, queries of databases, data sharing, data reporting, and database design. Hands-on exercises are mainly practiced on MS Access. Having taken the course, students will be able to perform basic database functions to clean, collect, sort, share, retrieve, report, and alter data.

SPHU 4540 Capstone Senior Seminar (3)
This seminar is designed for public health students in their senior year. The course fulfills the Public Health capstone requirement. The class sessions will facilitate individual growth and career development through a series of guest lecture presentations, reflection essays, and the development of a professional public health portfolio.

SPHU 4550 Capstone Independent Study (3)
Working one-on-one with a faculty member, the student will complete a high-level research paper. Students should seek out a sponsoring faculty mentor and speak to the program manager to register for credit.

SPHU 4560 Capstone Internship (3)
This seminar is designed for students doing a public service internship during the spring. The seminar offers students an opportunity to discuss and explore issues related to their internship experience including the topics of service, service-learning in higher education, and civic engagement. Finally, the seminar is meant to compliment the public service internship experience in facilitating individual growth and career development.

Maximum Hours: 99

SPHU 4570 Internship (3)
Public Health Internship. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 4580 Capstone International Program (3)
Tulane's Office of Study Abroad works with international programs that provide academic research or internship projects, which can count as a public health Capstone. To complete this type of Capstone, the experience needs to be approved by the department program staff.

SPHU 4810 Special Topics in Public Health (1-3)
Special Topics in Public Health. Course may be repeated up to unlimited credit hours.

Prerequisite(s): SPHU 1010 and 1020.

Maximum Hours: 99

SPHU 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 4892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 4910 Independent Study (1-3)
The student will work closely with a faculty member from the department of Environmental Health Sciences. The student and faculty member will craft a research topic together. Students should consult their advisor for assistance. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 4920 Independent Study (1-3)
The student will work closely with a faculty member from the department of Environmental Health Sciences. The student and faculty member will craft a research topic together. Students should consult their advisor for assistance.

SPHU 4990 Honors Thesis (3)
During the senior year students may write an Honors Thesis that may be used to fulfill the BSPH Capstone. To be eligible to write an Honors Thesis, a student must have an overall cumulative GPA of 3.4 or higher, and a GPA of 3.5 or higher in the major or majors for which the thesis is to be written. The Honors Thesis requires two semesters (SPHU 4990 Fall and SPHU 5000 Spring) of work with a three-member faculty thesis committee. This option can be very rewarding for students planning to go on to graduate school. Interested students should speak to a faculty member during their third year at Tulane about this option, as well as to administrators of the Office of Academic Enrichment. Students receive 7 total credit hours as well as writing intensive credit for completing an Honors Thesis.

SPHU 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): SPHU 4990.

SPHU 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPHU 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Public Service (SRVC)

SRVC 4890 Public Service Internship (0)
This course carries the second tier public service graduation requirement when associated with xxxx 4560/4570 Internship Seminar courses offered through various departments. Internship Seminars are designed for students completing public service internships for elective and public service credit. They offer students an opportunity to discuss and explore issues related to their internship experience. Internship Seminars are academic courses based on discussion sessions, professional development workshops, guest speakers from local organizations, and student presentations. They meet weekly during the academic year and run online during summer. CPS Internship Coordinators facilitate student placements in one of the following seminars, depending on their department for credit and their internship: Communication Internship (limited to Communication major/minors only), Careers in Health Sciences, Leadership and Ethics in Public Health, Psychology Internship, STEM Education Internship, Public History Internship Seminar, or Topics in Community Engagement. Students receive a letter grade for their participation in the Public Service Internship Program. The letter grade is posted to the xxxx 4560/4570 departmental courses, which carry elective credits. The final grade reflects work in the Internship Seminar and an evaluation of the internship by the Internship Supervisor. SRVC 4890 courses are graded S/U (based on completion of minimum number of hours required by department).

Maximum Hours: 99

SRVC 4900 Public Service Independent Study (0)
This course carries the second tier public service graduation requirement when associated with Independent Study and Honors Theses courses offered through various departments. Students must submit a petition via the Center for Public Service, which must be approved in order for the Independent Study/Honors Thesis course to fulfill the second tier. All public service independent studies and public service honors theses must meet the following requirements: Apply academic knowledge and critical thinking skills to meet genuine community needs; Include community-based research under the supervision of a Tulane faculty member; Require direct engagement with a community partner/organization; Community engagement must connect with the academic field for which credit is being earned; Research findings must benefit and be shared with the community partner. Students are expected to provide their community partner with tangible products of work that benefits the partner organization; Semester-long volunteer assignments will not be approved for public service credit. For more information on the petitioning process, please contact the Center for Public Service.

Religious Studies (PARL)

PARL 2931 Middle Eastern Religion (3)
This course examines some of the religious traditions of the Middle East in terms of their history, worldview, devotional practices, cultural expressions, goals and ideas. We will survey the main themes of each religion in a functional way, to examine how religion has worked to influence the region and sub sequential worldview through means such as ritual, myth, symbolism, individual and institutional meaning. Course topics include: Zoroastrianism, Baha'i, Judaism, Christianity and Islam among others.

PARL 3330 World Religions (3)
This course presents the student with a survey of the principal living religions in the modern world, and provides the necessary intellectual tools to understand their history and relation to world events and contemporary issues. The student will also learn to identify underlying religious patterns throughout a large variety of cultures, ancient and modern, incorporating the study of myth, symbol, ritual, scripture, music, and community.

PARL 3911 Special Topics (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Religious Studies (RLST)

RLST 1020 Religions of the World (3)
An introduction to historical origins, teachings, scriptures, and devotional practices of major religious traditions, including Hinduism, Buddhism, Confucianism and Taoism, Judaism, Christianity, and Islam.

RLST 1100 Intro To Religious Stud (3)
This course gives an overview of the development of the western approach to the study of religion. It will be comparative and cover many aspects of world civilization, provide a window on the cultural dimensions of global politics, and supply a way of perceiving approaches to the study of religion under the rubrics of anthropology of religion, sociology of religion, history and phenomenology of religion, and philosophy of religion. Important theorists and schools of thought will also be examined.

RLST 1290 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

RLST 2390 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 2910 Spec Topics Rel Studies (3)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 2920 Spec Topics Rel Studies (3)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 3020 Religious Tolerance & Coexiste (3)
How have Christians, Muslims, and Jews or members of other religions lived together in political communities of particular places and times? This course uses historical reports, memoirs, religious texts, fiction and film to explore tolerance and co-existence of different religious groups in societies drawn from different epochs in America, Europe, the Middle East and elsewhere.

RLST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

RLST 3950 Spec Topics Rel Studies (3)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 3960 Spec Topics Rel Studies (3)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 4910 Independent Study (3)
Open to students provided that the appropriate faculty director is available. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 4920 Independent Study (3)
Open to students provided that the appropriate faculty director is available. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 4950 Spec Topics Rel Studies (3)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 4960 Spec Topics Rel Studies (3)
This course will cover special topics in Religious Studies offered by one of the cooperating departments in the RLST program. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 4990 Honors Thesis (3)
Honors Thesis.

RLST 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): RLST 4990.

RLST 5190 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RLST 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

River-Coastal Science & Engineering (RCSE)

RCSE 1030 Climate Change and Global Rivers (3)
This course covers the basic principles of global climate change, global change and the management of water resources above and below ground. The course will begin with a review of the IPCC Climate Change 2022: Impacts, Adaptation and Vulnerability Summary for Policy Makers and selected readings covering concepts in the UN Sustainable Targets Network draft methodology for corporate water sustainability. From here we will survey large river systems in a compare/contrast modality using the IPCC, UNSDG and SBTN-W frameworks as a lens through which to see future pathways. We will spend the first several weeks in the US on the Colorado and Mississippi River basins. From here we will explore global basins (one per week) including: the Mekong, Amazon, Ganges-Indus, Yellow-Yangtze and the Congo. The course will deliver introductory skills in collaboration, science communication, systems thinking and synthesis, and science diplomacy.

RCSE 1040 The Gulf Coast in 2100: Sustaining Healthy Ecosystems and Vibrant Community (3)
In the 21st century, Gulf Coast ecosystems, communities and economies are under unprecedented threat from the effects of a rapidly changing climate, compounded by pre-existing human and natural factors. This seminar-based course will use a diverse team of instructors and guest discussion leaders to outline the issues and challenges that are underway in the Gulf, and to explore solutions. A second goal will be to explore possible career and advocacy pathways for students to contribute to “Saving the Gulf Coast”.

RCSE 1660 Special Topics in River Coastal Science and Engineering (3)
Special Topics course for Undergraduates at the 1000 level.

Maximum Hours: 99

RCSE 2660 Special Topics in River Coastal Science and Engineering (3)
Special Topics course for Undergraduates at the 2000 level.

Maximum Hours: 99

RCSE 3010 Water Resources Engineering - I (3)
This course covers the static and dynamic behavior of incompressible fluids; development of the continuity, energy and momentum equations using the control volume approach; dimensional analysis, similitude and model testing laws; steady, incompressible fluid flow in series, parallel, and branching pressure conduits; and turbulent and laminar boundary concepts.

Prerequisite(s): ENGP 1410.

RCSE 3660 Special Topics in River Coastal Science and Engineering (3)
Special Topics course for Undergraduates at the 3000 level.

Maximum Hours: 99

RCSE 4010 Water Resources Engineering II (3)
This course covers the basic principles of flow in open channels, open channel transitions, pumping system (water and wastewater), flow through hydraulic structures, and drainage analysis. It also includes hydraulics of flow in closed conduits, municipal water distribution systems. The laboratory section of this course focuses on flow measurements and non-uniform flow analysis: e.g., flow over a weir, hydraulic jump, losses through a pipe system, and flow visualization techniques.

Prerequisite(s): (RCSE 3010, BMEN 3440 or CENG 2320).

RCSE 4030 Water Resources Engineering III (3)
This course covers the basic principles of hydrologic science and their application to the solution of hydraulic, hydrologic, environmental, and water resources engineering problems; environmental restoration and protection techniques. Specifically, the course covers rainfall and catchment properties, hydrologic abstractions, hydrologic measurements, small and midsize catchments hydrology, reservoir routing, hydrologic and hydraulic routing.

Prerequisite(s): RCSE 3010 or CENG 2320.

RCSE 4660 Special Topics in River Coastal Science and Engineering (3)
Special Topics course for Undergraduates at the 4000 level.

Maximum Hours: 99

RCSE 6010 Water Resources Engineering II (3)
This course covers the basic principles of flow in open channels, open channel transitions, pumping system (water and wastewater), flow through hydraulic structures, and drainage analysis. It also includes hydraulics of flow in closed conduits, municipal water distribution systems. The laboratory section of this course focuses on flow measurements and non-uniform flow analysis: e.g., flow over a weir, hydraulic jump, losses through a pipe system, and flow visualization techniques.

RCSE 6030 Water Resources Engineering III (3)
This course covers the basic principles of hydrologic science and their application to the solution of hydraulic, hydrologic, environmental, and water resources engineering problems; environmental restoration and protection techniques. Specifically, the course covers rainfall and catchment properties, hydrologic abstractions, hydrologic measurements, small and midsize catchments hydrology, reservoir routing, hydrologic and hydraulic routing. Graduate students will be given additional writing and presentation assignments.

RCSE 6040 Coastal Marine Geology (3)
Geomorphic features of estuarine, coastal, and continental shelf environments: erosional, depositional, and geochemical processes; field and laboratory methods; emphasis on dynamic coastal environments of the northern Gulf of Mexico.

RCSE 6660 Special Topics (1-3)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RCSE 6661 Special Topics (1-3)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RCSE 6710 Open Channel Flow (3)
This course covers the principles of open channel hydraulics, and their applications for analysis and design of river channels. Specifically, the course covers open channels classifications and properties, computation of uniform flow, steady gradually varied flow, flow over hydraulic structures (spillways, weirs, gates, culverts, syphons, and pumps), hydraulic jump, flow characteristics in meandering rivers and nonprismatic channels, and unsteady flow. Pre-requisite: Permission of instructor.

RCSE 6800 Intro to River Science & Eng (3)
Rivers drain the majority of non-ice-covered land surfaces on Earth and are the primary conduit for freshwater, minerals, carbon, and dissolved ions to the global ocean. In the 21st century, rivers large and small are being increasingly managed for flood control, as a source of water (agricultural, industrial, potable), recreation and navigation, all of which can have system-wide environmental consequences. Future basin and global-scale climate changes must also be considered in management decisions. This course is designed to be a graduate and advanced undergraduate, interdisciplinary examination of river science and engineering practices that can serve as a springboard to more advanced coursework on the disciplinary aspects covered. It will also be useful to practitioners who require an interdisciplinary overview of river systems to more effectively perform their professional duties.

RCSE 6802 Introduction to Coastal Science and Engineering (3)
With approximately 3 billion people living within 200 kilometers of the world's coastlines, coastal regions are home to a large and ever-growing population. A broad engineering knowledge is fundamental for the construction, protection, and maintenance of these coastal communities, and a good scientific understanding of the main underlying physical, chemical and ecological processes is particularly necessary considering the climatic changes we are facing in the 21st century. This course is designed to be a graduate and advanced undergraduate, interdisciplinary examination of coastal science and engineering practices that can serve as a springboard to more advanced coursework on the disciplinary aspects covered. It will also be useful to practitioners who require an interdisciplinary overview of coastal systems to more effectively perform their professional duties.

RCSE 6810 River and Stream Restoration (3)
Rivers and streams are complex ecosystems which have interconnected geologic, geomorphologic, chemical and biological underpinnings. As the demands of human populations have increased over the past several centuries, rivers and streams have often been pushed beyond their ability to maintain the dynamic equilibrium inherent to the system. In recent decades, in an attempt to restore some of the values and functions to these systems, river and stream restoration has emerged as a multi-billion-dollar industry. This course will cover the definitions of river and stream restoration, discuss the planning process associated with solid restoration efforts, present restoration techniques, discuss environmental flows as restoration measures, present commonly applied design concepts and consider how uncertainty, monitoring, and adaptive management may be applied to river and stream restoration efforts.

Prerequisite(s): RCSE 6800 or SCEN 6800.

RCSE 6820 Introduction to River-Coastal Hydrologic and Hydraulic Modeling (3)
Numerical models are effective and informative research, design, and planning tools. The substantial advancement in computational power has allowed numerical models to be a viable and efficient tool to solve complex problems and improve our understanding of the fundamentals in the water resources field. Therefore, it is critical to provide an in-depth understanding of the basics of numerical modeling techniques and recognize the strengths and limitations of these techniques. This 3 credit hour graduate level introductory modeling course will provide general overview of the basics of numerical modeling, model development, and applications. This course will also include opportunities for the students to participate in hands-on applications to examine a research, design or a planning problem and explore ways where numerical models can provide usable information to answer or provide insights into these questions. Permission from instructor required to register.

RCSE 6830 River Mechanics & Management (3)
This course will provide a thorough understanding of the practical application of river mechanics. This science is a critical, but often overlooked component, of any river management project. The River Mechanics and Management course introduces the student to a wide range of river topics related to the engineering and management of river systems. This includes an advanced examination of fluvial processes, channel stability concepts, sediment transport, and design considerations for commonly used engineering features. The course will also provide instruction on designing structural elements to aid in the management of river channels and floodplain. The course will emphasize the interdisciplinary nature of river science and engineering.

Prerequisite(s): RCSE 6800.

RCSE 6840 Methods in River Sampling (3)
Tools and procedures developed for sampling and monitoring riverine systems over the last century are distinct from those developed for other aqueous environments. In addition to the need for tools tailored for systems of a wide range of size, energy, and setting, effective river monitoring also needs to capture highly episodic hydrographs that encompass large overbank areas during floods. River monitoring has profound implications in managing rivers for human use and for channel and riparian ecosystem health. Rivers are also highly sensitive to climate, and historical records of their behavior are a key indicator of changing climate on a basin and global scale. This course is designed to examine river sampling as conducted by agencies and academic researchers, including the use of remote sensing, and the collection of ecological, water chemistry, hydrological, sediment dynamics, and morphological evolution data sets. Historical data will be examined to define statistical data analytical procedures.

Prerequisite(s): RCSE 6800.

RCSE 6850 Estuarine Processes (3)
Estuaries, where rivers meet the ocean, are among the most productive and dynamic systems on earth, and they are valued for recreation, habitat, and navigation. They are often located in areas with large populations, frequently resulting in intense competition for resources. This class will be taught to convey basic concepts that are important in estuary dynamics. It will include an introduction to estuarine ecology, descriptions of the generation of tides, tie wave propagation within the estuary, the role of salinity and density currents, estuarine sedimentation and an overview of navigation concerns. An emphasis will be placed on understanding the relationships between ecological and physical systems. The class will provide an understanding of ecosystem impacts as a result of physical changes in the estuary. Numerical models are the standard approach for investigating estuary behavior and will be used as a construct to understand estuaries, but prior knowledge of modeling is not required.

Prerequisite(s): RCSE 6800.

RCSE 6860 Environmental Data Analysis in the Anthropocene (3)
Scientists, engineers, and planners are increasingly faced with the challenges of a changing environment. These changes can be climate change related – and associated with factors such as sea-level rise, droughts, or heavy precipitation – or result from more local human overprints of the natural landscape (e.g., changes in land use, dredging of rivers, flood protection measures). But they all require, more than ever, tailored data analysis tools to capture transient behaviors, non-stationarity, and new equilibria. This class equips students with the probability, data, and time series analysis tools that they need to interpret a wide range of environmental data - from lab measurements to field observations.

Prerequisite(s): RCSE 6800 or 6802.

RCSE 6870 Hydroclimatology (3)
The course will cover four major themes and their specific methods. First, we will review the physical processes behind precipitation, cloud formation, and hydrological partitioning at small hydrological scales (small catchments and sub-basins) to understand how climate influences and is influenced by energy and water exchange at the planet's surface. Then, we will discuss how land use and coverage changes affect hydro-climatological processes at the regional scale (the size of the Mississippi River basin and a bit below) and how to measure the magnitudes of these changes via micro-meteorological techniques. At the larger synoptic scales, we will learn how climatic modes of variability – like ENSO – influence the hydroclimate. Finally, we will review probabilistic and stochastic methods to estimate hydrologic change from data and project the future with a resilient hydraulic infrastructure in mind.

Prerequisite(s): RCSE 6800 or 6802.

RCSE 6900 Independent Study (1-3)
Independent study on a research topic of choice under the direction of a faculty member.

Maximum Hours: 99

RCSE 7100 Seminar in River Coastal Science and Engineering (1)
Research seminars led by a speaker with external readings and discussions with the seminar speaker.

Course Limit: 3

RCSE 7940 Transfer Credit- Graduate (1-12)
Graduate Transfer Credit in River Coastal Science and Engineering.

Maximum Hours: 99

RCSE 9980 Masters Research (0-3)
Research toward completion of a master degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

RCSE 9990 Dissertation Research (0-3)
Research toward completion of a doctoral degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

ROTC - Aerospace Studies (AERO)

AERO 1010 Heritage and Values of the USAF I (1)
"Heritage and Values," is a survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 1011 Heritage and Values of the USAF I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 1020 Heritage and Values of the USAF II (1)
This is a survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 1021.

AERO 1021 Heritage and Values of the USAF II LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 1020.

AERO 1210 Evol Usaf Air&Space Pow (1)

AERO 1220 Air Power History II (1)

AERO 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AERO 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

AERO 2010 Team and Leadership Fundamentals I (1)
"Team and Leadership Fundamentals" provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 2011 Team and Leadership Fundamentals I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 2020 Team and Leadership Fundamentals II (1)
This course provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 2021.

AERO 2021 Team and Leadership Fundamentals II LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 2020.

AERO 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AERO 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

AERO 3010 Leading People and Effective Communication I (3)
This course utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 3011 Leading People and Effective Communication I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 3020 Leading People and Effective Communication II (3)
utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 3021.

AERO 3021 Leading People and Effective Communication II (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 3020.

AERO 4010 National Security/Commissioning Preparation I (3)
This course is designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AERO 4011 National Security/Commissioning Preparation I LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

AERO 4020 National Security/Commissioning Preparation II (3)
This course is designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Corequisite(s): AERO 4021.

AERO 4021 National Security/Commissioning Preparation II LAB (0)
This lab is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander.

Corequisite(s): AERO 4020.

AERO 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AERO 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AERO 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

AERO 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

ROTC - Military Science (MILS)

MILS 1010 Intro Army & Critical Thinking (1)
MILS 1010 introduces you to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, Officership, and the Army profession. As you become further acquainted with MILS 1010, you will learn the structure of the ROTC Basic Course program consisting of MILS 1010, 1020, 2010, 2020, Fall and Spring Leadership Labs, and Base Camp. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Corequisite(s): MILS 1011.

MILS 1011 Intro Army & Critical Thinking (0)
Corequisite(s): MILS 1010.

MILS 1020 Intro Profession of Arms (2)
MILS 1020 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. As you become further acquainted with MILS 1020, you will learn the structure of the ROTC Basic Course program consisting of MILS 1010, 1020, 2010, 2020, Fall and Spring Leadership Labs, and Basic Camp. The key objective this semester is to explore (in more detail) the Army's leadership philosophy and learn fundamental military concepts. Emphasis on Army leadership will provide the learner a better understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Corequisite(s): MILS 1021.

MILS 1021 Intro Profession of Arms (0)
Lab. Corequisite(s): MILS 1020.

Corequisite(s): MILS 1020.

MILS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

MILS 2010 Leadership & Decision Making (2)
MILS 2010 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. While participation in the leadership labs is not mandatory during the MILS II year, significant experience can be gained in a multitude of areas and participation in the labs is highly encouraged. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos.

Corequisite(s): MILS 2011.

MILS 2011 Leadership & Decision Making (0)
Corequisite(s): MILS 2010.

MILS 2020 Army Doctrine & Team Deve (2)
MILS 2020 examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. MILS 2020 prepares Cadets for MILS 3010. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Corequisite(s): MILS 2021.

MILS 2021 Army Doctrine & Team Deve (0)
Corequisite(s): MILS 2020.

Corequisite(s): MILS 2020.

MILS 2530 Military History (3)

MILS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

MILS 3010 Tring Mgmt & Warfighting Func (3)
This course is designed to provide opportunities, apply learned skills, and evaluate progress in preparation for successful completion of LDAC. This course is physically and intellectually demanding. Ultimately, each MILS III Cadet is trained in skills such as map reading, land navigation, combat water survival training, basic rifle marksmanship, troop leading procedures, operations order process, briefing skills, problem solving and small-unit tactics/techniques. Active leadership and leadership application techniques is stressed and evaluated during the course.

Prerequisite(s): MILS 1010, 1020, 2010 and 2020.
Corequisite(s): MILS 3011.

MILS 3011 Tring Mgmt & Warfig Func Lab (0)
Corequisite(s): MILS 3010.

MILS 3020 Applied Leadership-Small Unit Ops (2)
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Advanced Camp in which you will attend next summer at Ft. Knox, KY. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MILS IV Cadets who will evaluate you using the ROTC Leader Development Program (LDP) model.

Corequisite(s): MILS 3021.

MILS 3021 Appld Ldership-Sm Unit Ops Lab (0)
Corequisite(s): MILS 3020.

Corequisite(s): MILS 3020.

MILS 4010 The Army Officer (3)
MILS 4010 transitions the focus of student learning from being trained, mentored and evaluated as an MILS III Cadet to learning how to train, mentor and evaluate underclass Cadets. MILS IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Cadets learn to safely conduct training by understanding and employing the Composite Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

Prerequisite(s): MILS 3010.
Corequisite(s): MILS 4011.

MILS 4011 The Army Officer Lab (0)
Corequisite(s): MILS 4010.

MILS 4020 Company Grade Leadership (2)
MILS 4020 explores the dynamics of leading in the complex situations of current military operations in the full spectrum operations (FSO). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for BOLC B, and your first unit of assignment. It uses case studies, scenarios, and What Now, Lieutenant? exercises to prepare you to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. This semester, you will explore Military Professional Ethics and ethical decision making facing an Officer, gain practical experience in Cadet battalion leadership roles, demonstrate personal skills in operations and communications, evaluate and develop MILS III small unit leaders, and examine issues of force protection in Full Spectrum Operations & prepare for the transition to a career as an Army Officer.

Prerequisite(s): MILS 4010.
Corequisite(s): MILS 4021.

MILS 4021 Company Grade Leadership Lab (0)
Corequisite(s): MILS 4020.

Corequisite(s): MILS 4020.

MILS 4910 Independent Study (1-3)

MILS 4920 Independent Study (1-3)

MILS 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MILS 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

ROTC - Naval Science (NAVS)

NAVS 1010 Intro To Naval Science (3)
Freshman/Fall. A general introduction to the naval profession and to concepts of sea power. The mission, organization, and warfare components of the U.S. Navy and Marine Corps. Overview of officer and enlisted ranks and rates, training and education, and career patterns. Naval courtesy and customs, military justice, leadership, and nomenclature. Professional competencies required to become a naval officer.

Corequisite(s): NAVS 1011.

NAVS 1011 Naval Science Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory

Course Limit: 99

NAVS 1020 Sea Power & Maritime Affairs (3)
This course is a study of the U.S. Navy and the influence of sea power on history that incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition. It deals with issues of national imperatives in peacetime, as well as war, varying maritime philosophies that were interpreted into Naval strategies/doctrines, budgetary concerns which shaped force realities, and the pursuit of American diplomatic objectives. It concludes with a discussion of the Navy's strategic and structural changes at the end of the Cold War and its new focus, mission, and strategy in the post-September 11, 2001 world.

NAVS 1021 Sea Power & Maritime Affrs Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

Corequisite(s): NAVS 1020.

NAVS 1060 Leadership Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 1290 Semester Abroad (1-20)
Freshman study abroad credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

NAVS 2000 Leadership & Management I (3)
The course introduces the student to many of the fundamental concepts of leading Sailors and Marines, which shall be expanded upon during the continuum of leadership development throughout NROTC. It develops the elements of leadership vital to the effectiveness of Navy/Marine Corps officers by reviewing the theories and parameters of leadership and management within and outside of the Naval Service and progressing through values development, interpersonal skills, management skills, and application theory. Practical applications are explored through the use of experiential exercises, readings, case studies, and laboratory discussions. Course may be repeated up to unlimited credit hours.

Corequisite(s): NAVS 1011.

Maximum Hours: 99

NAVS 2001 Leadership & Management I Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 2010 Naval Ship Systems I (3)
In this course, students learn detailed ship design, hydrodynamic forces, stability, propulsion, electrical theory and distribution, hydraulic theory and ship control, and damage control. The course includes basic concepts of theory/design of steam, gas turbine, diesel, and nuclear propulsion. Case studies on leadership/ethical issues in the engineering arena are also covered.

Corequisite(s): NAVS 1011.

NAVS 2011 Naval Ship Systems I Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 2390 Semester Abroad (1-20)
Sophomore study abroad credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 2940 Transfer Coursework (0)

Maximum Hours: 99

NAVS 3010 Navigation I (3)
This course is an in-depth study of the theory, principles, procedures, and application of plotting, piloting, and electronic navigation, as well as an introduction to maneuvering boards. Students learn piloting techniques, the use of charts, the use of visual and electronic aids, and the theory of operation of both magnetic and gyrocompasses. Students develop practical skills in plotting and electronic navigation. Other topics include tides, currents, effects of wind/weather, voyage planning, and an application and introduction to the international/inland rules of navigation. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

NAVS 3011 Navigation I Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

Corequisite(s): NAVS 3010.

NAVS 3020 Naval Ops Analysis (3)
This course is a continued study of relative motion, formation tactics, and ship employment. It includes introductions to Naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, afloat communications, Naval command and control, Naval warfare areas, and joint warfare. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

Corequisite(s): NAVS 1011.

NAVS 3021 Naval Ops Analysis Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 3030 Evolution of Warfare (3)
In this course, students trace the development of warfare to the present day. It is designed to cover the causes of continuity and change in the means and methods of warfare. It addresses the influence of political, economic, and societal factors on the conduct of war, with significant attention focused on the role of technological innovation in changing the battlefield. Students will explore the contribution of preeminent military theorists and battlefield commanders to our modern understanding of the art and science of war.

Corequisite(s): NAVS 1011.

NAVS 3031 Evolution of Warfare Lab (0)
The laboratory time is used to conduct close-order drill and professional education/training. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects not normally included in the curriculum of the Naval Science courses. Laboratory periods may also be used on an occasional basis to supplement the Naval Science courses and provide additional time for projects, such as navigation chart work. The Naval Science Laboratory curriculum guide lists the topics for the laboratory periods.

NAVS 3050 Fund of Maneuver Warfare (3)
Corequisite(s): NAVS 3051.

NAVS 3051 Fund of Maneuver Warfare (0)
Corequisite(s): NAVS 3050.

NAVS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

NAVS 4010 Naval Ship Systems II (3)
Junior/Spring. Theory and employment of weapons systems, including the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types, including capabilities and limitations. Physical aspects of radar and underwater sound. Facets of command, control, and communications as means of weapons system integration.

NAVS 4011 Naval Ship Systems II Lab (0)
Corequisite(s): NAVS 4010.

Corequisite(s): NAVS 4010.

NAVS 4020 Leadership and Ethics (3)
Senior/Spring. The interaction of leadership, organizational behavior, and human resource management. Subordinate interviewing and counseling, performance appraisal, military and civilian law, and managerial ethics and values. This capstone course integrates professional competencies to develop understanding of the issues faced by leaders, managers, and naval officers.

NAVS 4021 Leadership & Ethics Lab (0)
Corequisite(s): NAVS 4020.

Corequisite(s): NAVS 4020.

NAVS 4030 Fundamentals Maneuver Warfare (3)
A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. The evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the concept of rapid deployment force.

Corequisite(s): NAVS 4031.

NAVS 4031 Fundamentals Maneuver Warfare (0)
Corequisite(s): NAVS 4030.

Corequisite(s): NAVS 4030.

NAVS 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 4910 Independent Study (3)
Independent study.

NAVS 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

NAVS 5190 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 5380 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 5390 Junior Year Abroad (1-20)
Junior year abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

NAVS 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

Russian (RUSS)

RUSS 1010 Elementary Russian I (4)
Introduction to Russian grammar. Development of basic language skills, with particular emphasis on the active use of present-day Russian. For students with little or no knowledge of Russian. Meets four times a week.

RUSS 1020 Elementary Russian II (4)
Continuation of the development of introductory language skills. Practice in reading, speaking, writing and understanding.

Prerequisite(s): minimum score of PASS in 'RUSS 1020 Placement' or RUSS 1010.

RUSS 1190 Freshman Writing Sem (4)
Freshman Writing Seminar on varying topics. Consult department for details.

RUSS 1290 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

RUSS 2030 Intermediate Russian (4)
Advancement of all language skills, including aural-oral, writing, and communicative fluency. Reading of literary texts.

Prerequisite(s): minimum score of PASS in 'RUSS 2030 Placement' or RUSS 1020.

RUSS 2040 Intermediate Russian II (4)
This course is a continuation of second-year Russian. Discussion of and essays on subjects related to Russian history, culture, and contemporary life. Advancement of all language skills.

Prerequisite(s): minimum score of PASS in 'RUSS 2040 Placement' or RUSS 2030.

RUSS 2390 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 2910 Topics In Slavic Studies (3)
Topics in Slavic Studies, including literature, culture, and film, that change from year to year. See current semester's course schedule for details.

RUSS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

RUSS 3030 Masterpieces Russ Lit I (3)
Selected readings from among the most outstanding works of Russian literature from its beginnings through the 19th century. Advancement of all language skills through study and analysis of literary texts.

RUSS 3040 Masterpieces Russ Lit II (3)
Selected readings from the most outstanding works of 20th-century Russian literature. Advancement of all language skills through study and analysis of literary texts.

RUSS 3250 Advanced Russian Grammar (3)
Phonemic, grammatical, and syntactical patterns of standard literary Russian. Practice in composition and vocabulary building.

RUSS 3330 Oral Discussion (3)
Discussion of topics from contemporary Russian politics and history. Students learn syntax and vocabulary aimed at building discourse competence. Hypothesization, narration, questioning, contradicting, speaking in paragraphs. Reading, listening, speaking.

RUSS 3450 Tolstoy/Dostoevsky-Trans (3)
Readings and discussions of the major novels. Comparative study of literary method, theme and structure, modern critical approaches. No knowledge of Russian required. May be counted toward major.

RUSS 3530 Survey of Russian Art (3)
An introduction to the art and architecture of Russia, from the 12th century to the present. The first part of the course deals with the medieval period (church architecture, icons, frescoes). The second part begins with the assimilation of western Europe.

RUSS 3700 Russian Poetry (3)
Readings in Russian poetry, including Pushkin, Lermontov, Tyutchev, and the symbolists. Lectures, discussions, and compositions in Russian.

Prerequisite(s): RUSS 2040 or minimum score of PASS in 'RUSS 3000 Level Placement'.

RUSS 3780 Soviet Jewish Experience (3,4)
The course examines major trends in Russian Jewish history, culture and identity as developed during the Soviet period. Taught in English.

RUSS 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

RUSS 4810 Special Topics (3)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 4811 Special Topics (3)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 4812 Special Topics (3)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times.

RUSS 4813 Special Topics (3)
Special Topics in Russian.

RUSS 4820 Special Topics (3)
See Schedule of Classes for specific topic. May be repeated for credit under different topic up to 3 times. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 4880 Writning Intensive: RUSS 4810 (1)
Writing Intensive Component in conjunction with RUSS 4810.

RUSS 4910 Independent Study (3)
An independent research project in any advanced area of Russian language, literature or culture. Open to superior students with the approval of the department. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 4920 Independent Study (1-3)
An independent research project in any advanced area of Russian language, literature or culture. Open to superior students with the approval of the department. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 4990 Honors Thesis (3)
Research and writing in conjunction with Honors Thesis (first semester).

RUSS 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): RUSS 4990.

RUSS 5110 Capstone Component: RUSS 4810 (0)
Capstone Component in conjunction with RUSS 4810.

RUSS 5190 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RUSS 5940 Tulane Non-Equvalent (1-3)
Tulane Non-Equvalent. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

School of Professional Advancement (SOPA)

SOPA 1100 Foundations of Academic Success (3)
This course is an interdisciplinary study of a student's academic success while at the Tulane School of Professional Advancement (SoPA). Students will develop the skills needed to promote academic and personal success. Topics include strengths assessment, motivation, goals, self-advocacy, self-managment, and well-being. Students will also identify the campus resources and support services available to them. At the end of the course, students will create their own academic success toolkit that they can use throughout their time at SoPA. Upon successful completion of this course, students also be able to access a student success portal, in order to receive updates and reminders that build upon their created academic success toolkit.

SOPA 1500 Advanced Placement (0-12)
Course designated for transfer credit.

Science & Engineering (SCEN)

SCEN 1010 Communicating Science: Teaching (1)
In New Orleans schools, one of the many challenges is the uneven level of preparation among students, particularly in STEM (science, technology, engineering, and math). Students are often motivated but hampered by disparities in their educational backgrounds and resources available. In this course, we try to understand the origins of their difficulty and the educational landscape of New Orleans. Then we apply that knowledge by working with the students and also fulfilling Tier 1 of the Newcomb Tulane College Public Service requirement. The service, a minimum of 20 hours over the course of a semester done through partnerships with community organizations, can take the form of teaching, tutoring, and assisting with in-class exercises related to STEM, while always acting as a mentor and role model to local students.

Corequisite(s): SCEN 1890.

SCEN 1015 Creative Music Technology (3)
This course is for high school students enrolled in the TSSP summer program. Students in this course survey the history and techniques employed by creative music technologists. Students engage in daily creative music projects using Digital Audio Workstations, Recording Technology, and Music Programming Techniques. (High School Students Only)

SCEN 1030 Introduction to Creative Coding for the Web (3)
The internet is all around us and coding for it has never been easier and more accessible thanks to open source and free software. In this introductory course (no prior coding experience necessary), students will learn how to code for the web using p5.js (a Javascript library) to create interactive and fun applications. Along with the students' own designs, we will be looking at artists, designers and online communities who have been making experimental works with code over the last 50 years. Students will leave this course with a basic to intermediate understanding of coding structure, logic and syntax in addition to a final project. Open to high school students only.

SCEN 1400 Engineering at Tulane and Beyond (1)
This course will introduce students to engineering at Tulane through a semester-long design challenge, and engagement with faculty from the departments of Biomedical Engineering, Chemical & Biomolecular Engineering, Engineering Physics, and River Coastal Science & Engineering. Students can also participate in an optional 20-hour service-learning component by enrolling in SCEN 1890. This course is restricted to first-year students only and is recommended for students interested in majors in the School of Science and Engineering.

SCEN 1500 Interdisciplinary Science (3)

SCEN 1660 Special Topics (1-4)
Special Topics. Courses may be repeated up to unlimited credit hours under separate topic.

Corequisite(s): SCEN 1665.

Maximum Hours: 99

SCEN 1665 Special Topics Lab (0-1)
Special Topics Lab Course. Courses may be repeated up to unlimited credit hours under separate topic.

Corequisite(s): SCEN 1660.

Maximum Hours: 99

SCEN 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): SCEN 1010.

Maximum Hours: 99

SCEN 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): SCEN 1400.

Maximum Hours: 99

SCEN 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

SCEN 1945 Transfer Coursework Lab (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

SCEN 2030 Anatomy (3)
The purpose of this course is to aid students in acquiring an understanding of, and new appreciation for, the structures of the human body and their relationships using a regional approach. Early in the course, students are introduced to structural, directional, and regional terminology. Students are introduced to structures at the tissue level, differentiating between cell structure and function. Using this foundation, the curriculum guides students through segments of the body, primarily focusing on the skeletal, muscular, nervous, and cardiovascular systems while introducing basic anatomy of visceral organs.

Prerequisite(s): CELL 1010 or EBIO 1010.

SCEN 2035 Anatomy - Lab (1)
This Anatomy Lab course is designed to concurrently apply anatomical concepts to the field of Exercise Science. Students are taught to perform detailed analyses of human motion, with consideration of lever systems, muscle architecture, recruitment patterns, and motor pathways. Students view common surgeries and rehabilitation techniques. Students are responsible for identifying structures on a variety of imaging mediums, including cross sectional scans, x-rays, and cadaveric images.

Prerequisite(s): (CELL 1010 or EBIO 1010) and SCEN 2030*.
* May be taken concurrently.

SCEN 2040 Physiology (3)
The Physiology course is designed to examine body processes using an integrative view of body systems. Throughout the curriculum students are introduced to processes of muscle contraction, conduction of nervous tissue, and metabolism. Special attending is paid to the endocrine system and autonomic nervous system and their influences.

Prerequisite(s): CELL 1010 or EBIO 1010.
Corequisite(s): SCEN 2045.

SCEN 2045 Physiology - Lab (1)
The Physiology I Lab course focuses on pathway-based instruction and assessment and incorporates activities for students to perform via a virtual lab. Lab activities will focus on systemic and sub cellular pathways, including ion transport, reflexes, homeostatic feedback loops, and function of the special senses.

Prerequisite(s): CELL 1010 or EBIO 1010.
Corequisite(s): SCEN 2040.

SCEN 2070 Comm Sci.: STEM Enrichment (1)
The Tulane Center for K-12 STEM Education has partnered with local middle schools to bring hands-on STEM activities into their school. Students will work with various graduate students who are leading these workshops at the Center's local partner schools and/or assisting with the planning and execution of the Center's events. Tulane students will learn middle school pedagogy (teaching techniques) as well as how to make learning science fun and exciting for our local students. SCEN 2070 satisfies the lower tier Service Learning graduation requirement. The service is a minimum of 40 hours over the course of the semester. Class time is not counted toward hours, and weekly attendance is required.

SCEN 2660 Special Topics (1-3)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 2665 Special Topics Lab (0-1)
Special Topics Lab Course. Courses may be repeated up to unlimited credit hours under separate topic.

Maximum Hours: 99

SCEN 2700 Indigenous Cultures & Communities of the Gulf South (3)
This course is intended for undergraduate and graduate students interested in the indigenous cultures and communities who continue to occupy the Gulf South region including parts of what is now called eastern Texas, Louisiana, Mississippi, Alabama, western Florida, and southern Georgia, as well as groups living in eastern Oklahoma as a result of removal. These groups include the Biloxi, Chitimacha, Choctaw, Natchez, Atakapa-Ishak, Tunica, Houma, Mvskoke, among other current and former tribal nations. This course seeks to center pre-historical, historical, and contemporary cultures, peoples, and voices of the region for students of both indigenous and non-indigenous backgrounds. Topics include mound-building, plant knowledge, musical traditions, languages, basket-weaving (and other material cultures), dance, tribal governance, state & federal recognition, loss of land, games & entertainment, history & oral tradition, foodways, and tattooing.

SCEN 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a one to three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

SCEN 2945 Transfer Coursework Lab (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

SCEN 3030 Anatomy & Physiology I (3)
The course objectives are to learn the principal structure and physiology of the musculoskeletal, peripheral nervous, and central nervous systems and to be able to relate the structures to their functions.

Prerequisite(s): EBIO 1010 or CELL 1010.

SCEN 3035 Anatomy & Physiology Cadaver Lab I (1)
The first of two sequenced laboratory courses that complements SCEN 3030. Discussion of anatomical nomenclature, skeletal, muscular, peripheral and central nervous systems dissections. Dissection and exploration of human cadavers are an integral component of the laboratory experience.

Prerequisite(s): SCEN 3030*.
* May be taken concurrently.

SCEN 3040 Anatomy & Physiology II (3)
The second of two sequenced courses in human anatomy and physiology. The second sequenced course explores special senses, the respiratory, cardiovascular, lymphatic and reproductive systems.

Prerequisite(s): SCEN 3030.
Corequisite(s): SCEN 3045.

SCEN 3045 Anatomy & Physiology Cadaver Lab II (1)
The second of two sequenced laboratory courses that complements SCEN 3040. Systems covered included: autonomic nervous system, special senses, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Dissection and exploration of human cadavers are an integral component of the laboratory experience.

Prerequisite(s): SCEN 3035.
Corequisite(s): SCEN 3040.

SCEN 3050 Biotech Entrepreneurship (3)
SCEN 3050 provides a multi-disciplinary exploration of "real world" topics that science and engineering researchers must consider when translating their innovations from the laboratory to the medical arena. The focus is on such processes as identifying and validating a need, brainstorming and selecting a concept, developing an intellectual property strategy, determining funding sources, and evaluating the reimbursement and regulatory pathway. The goal is to provide students with critical information pertinent to the translation of their idea or invention from original conception in the university laboratory all the way to the healthcare marketplace where it may impact patients.

SCEN 3660 Special Topics (1-3)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 3665 Special Topics Lab (0-1)
Special Topics Lab Course. Courses may be repeated up to unlimited credit hours under separate topic.

Maximum Hours: 99

SCEN 3880 Writing Intensive (0)
Course to be attached to regular courses that incorporate a writing component within the regular course. Register within department.

SCEN 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 3940 Transfer Coursework (3)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

SCEN 3945 Transfer Coursework Lab (0-20)
Transfer Coursework Lab. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 4110 Basic Medical Biochemistry (3)
Basic Medical Biochemistry aims to establish the student's biochemical competency for admission to medical school and success in the first-year medical curriculum. The course focuses on topics, mechanisms, and analyses that are most relevant to human health and disease, including biomolecule structure and function, gene regulation, and metabolism in cancer, diabetes, and heart disease. The instructors are faculty in the Tulane Medical School, and classes are held on the medical campus. Course topics are drawn from those addressed by Tulane medical students. Instructional methods include those currently employed in the Tulane Medical School, such as the flipped classroom and team-based learning. Students will be provided an array of learning aids, including instructional videos. Junior standing or instructor approval. Course does not count towards major requirements in CMB, BIOC, CHEM, or CHE. Credit not given for this course and CELL 4010/6010, CHEM 3830, CENG 4450 or CENG 4460.

Prerequisite(s): (CHEM 2410 or 2430) and (CELL 2050 or EBIO 2070).

SCEN 4570 Internship (1-3)
An experiential learning course in which students will work with community partners in a variety of settings (health, environmental, education, etc.). In-class sessions and assignments will consist of discussions, readings, and written and oral reflections to place the volunteer service into the greater academic context. Fulfills the second tier service requirement. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 4580 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Registration is completed in the SSE Dean's office. S/U graded. Does not count towards any major requirements but does count as required credits for graduation.

SCEN 4590 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Registration is completed in the SSE Dean's office. S/U graded. Does not count as credits required for graduation.

SCEN 4660 Special Topics (1-3)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 4665 Special Topics Lab (0-1)
Special Topics Lab Course. Courses may be repeated up to unlimited credit hours under separate topic.

Maximum Hours: 99

SCEN 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 4910 Independent Study (1-3)
Laboratory or library research under direction of a faculty member.

Maximum Hours: 6

SCEN 4920 Independent Study (1-3)
Laboratory research under direction of a faculty member. Graded with S/U (Satisfactory/Unsatisfactory) grading.

Course Limit: 99

SCEN 4940 Transfer Coursework (3)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

SCEN 4945 Transfer Coursework Lab (0-20)
Transfer Coursework Lab. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 4950 Special Projects in SCEN (1-3)
Students will work on their own project in consultation with a faculty member.

SCEN 4960 Special Projects (1-3)
Students will work on their own project in consultation with a faculty member.

SCEN 5380 Study Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 5390 Study Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 6000 Entrepreneurship Eng & Biosci (3)
This course focuses on taking graduate and senior capstone engineering and bioscience research projects to a commercial stage. Not only does one need to take the research projects to an advanced engineering/bioscience stage in order to be commercialized, one needs to develop a competitive business plan, an intellectual property position, and a sustainable competitive advantage. Additionally, this course explores the major economic and technological developments that are shaping the world, how to develop and sustain a competitive bioengineering or biotech start-up firm, how to write a competitive business plan and the proper interaction with venture capitalists, lawyers and investment bankers through the entire business cycle. All through this process, the importance of ethics is continually studied, stressed and examined. Guest speakers are incorporated throughout the semester including a venture capitalist, a business ethicist, startup attorney, investment banker and several bioscience and biomedical engineering entrepreneurs.

SCEN 6030 Anatomy & Physiology I (3)
The course objectives are to learn to identify the principal components of the musculoskeletal, peripheral nervous, and central nervous systems and to be able to relate the structures and their functions. (Graduate section of SCEN 3030.)

SCEN 6035 Anatomy & Physiology Cadaver Lab I (1)
The first of two sequenced laboratory courses that complements SCEN 6030. Discussion of anatomical nomenclature, skeletal, muscular, peripheral and central nervous systems dissections. Dissection and exploration of human cadavers are an integral component of the laboratory experience. (Graduate section of SCEN 3035.)

Prerequisite(s): SCEN 6030*.
* May be taken concurrently.

SCEN 6040 Anatomy & Physiology II (3)
The second of two sequenced courses intended to address human anatomy and physiology. This course explores the respiratory, cardiovascular, lymphatic and reproductive systems. (Graduate section of SCEN 3040.)

Prerequisite(s): SCEN 6030.
Corequisite(s): SCEN 6045.

SCEN 6045 Anatomy & Physiology Cadaver Lab II (1)
The second of two sequenced laboratory courses that complements SCEN 6040. Systems covered included: autonomic nervous system, special senses, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Dissection and exploration of human cadavers are an integral component of the laboratory experience. (Graduate section of SCEN 3045.)

Prerequisite(s): SCEN 6035.
Corequisite(s): SCEN 6040.

SCEN 6050 Graduate Success and Student Success & Academic Skills Workshop (0)
The Graduate Student Success and Academic Skills course is designed to help graduate students take advantage of available on-campus resources, adjust to new expectations, gain awareness of cultural assumptions, and develop practical techniques for resolving both personal and academic issues. These unique workshops will ensure that students understand what is expected of them and how to build the skills they need to thrive academically during their graduate experience.

SCEN 6052 Career Development and Global Citizenship Workshops (0)
The Career Development & Global Citizenship workshop course is a two-part workshop series designed to help graduate students gain skills they need for their professional career after they complete their studies. The Career Development portion of the workshop will last the first 6 weeks of the semester. The workshop is designed to help graduate students gain awareness of the work culture in the United States, advance professionally, make smart career decisions, and find future career opportunities. The Global Citizenship portion of the workshop will last the remaining 8 weeks of the semester. This course introduces global citizenship as a lens through which students examine various aspects of life in the complex, globalized world of the 21st century, explore the unique challenges of our time and the forces that shape them, and consider how they can take action to improve conditions locally and/or globally. In doing so, it follows the United Nations Educational, Scientific and Cultural Organization (UNESCO), which proposes global citizenship as a way of framing the exploration of global issues and challenges, with the aim of helping students develop the attitudes, knowledge, and skills necessary to secure a more just, peaceful, tolerant, inclusive, secure and sustainable world. Students will learn how cultural and social identity, bias, discrimination, and inequality shape perspectives, including their own, and explore cultural diversity and the challenges of intercultural communication. Students who successfully complete this course receive a Global Citizenship certificate endorsed by the University for Peace, a U.N. Charter institution in Costa Rica.

Prerequisite(s): SCEN 6050.

Maximum Hours: 99

SCEN 6060 Applied Innovation (3)
Given a vetted product that solves a real problem, why do some young projects and companies fail, while others thrive and achieve the commercial or societal impact necessary to make a real difference in the world? This course reviews the foundational aspects of applied scientific and engineering innovation – that is, translation of an idea or concept into a valid application and product – then addresses those rarely taught aspects of development that frequently mean the difference between success or failure in an early stage venture. Topics addressed revolve around opportunity selection and development, leadership of innovative efforts, team development and the daily operational elements necessary to successfully developing and executing a plan. While all students may not become entrepreneurs, most will at some point in their career benefit from a thorough understanding of how to lead and manage teams, and will use the concepts, frameworks and practical tools provided by the course.

SCEN 6080 Tech Invent &Commercialization (3)
Technology Invention; Commercialization; models innovation and entrepreneurial theory; practices from across a range of commercial sizes; from small startup companies to entrepreneurial units within large, established companies. The twin poles of theory and practice are balanced through classroom lectures and experiential training. Weekly lectures furnish students with effective and portable theoretical frameworks for identifying, selecting and executing opportunities for technological innovations in healthcare, energy, water and the environment. In the experiential training, students will apply their classroom learning to targeted, formal innovation and entrepreneurship competitions; including regional and national design contests, technology challenges, and business model competitions. Completion of this course will supply students with intellectual groundwork and practical experience in advancing inventive technological ideas towards commercialization and ultimately public benefit.

SCEN 6660 Special Topics (1-4)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 6661 Special Topics Lab (0-1)
Special Topics. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SCEN 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

SCEN 6950 Special Projects in SCEN (1-3)

SCEN 7010 Bioinnovation Internship (6)
SCEN 7010 provides 6 credit hours for Bioinnovation PhD Fellows upon completion of their 12-week summer internship with the Food and Drug Administration in Washington, DC.

SCEN 7020 Bioinnovation Research (3)
SCEN 7020 provides 3 credit hours/semester to Bioinnovation fellows. Students in the Bioinnovation PhD Program are eligible to register for this course once they have completed all didactic course requirements.

Maximum Hours: 99

SCEN 7240 College Teaching Pedagogy (3)
The objective of Teaching Pedagogy is to provide a structured learning experience for doctoral students to facilitate their preparation to teach at the collegiate level and to increase their competitiveness on the job market.

SCEN 7500 Intro to Scientific Writing (3)
This course in English Composition is open to all students in PhD programs in the School of Science and Engineering. The course will focus on basic writing skills and skills needed in scientific writing and grant preparation.

SCEN 7650 ESL: Speaking Skills (1-2)

SCEN 7660 ESL Writing Skills (3)

SCEN 7940 Transfer Coursework (0-20)
Transfer coursework at the 7000 level. Departmental approval required.

Maximum Hours: 99

SCEN 9990 Dissertation Research (3)
Research toward completion of a doctoral degree. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

Science (PASC)

PASC 1940 Science Tranfer Credit (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PASC 2940 Science Tranfer Credit (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

Social Innovation/Entrepreneur (SISE)

SISE 1000 Becoming a Changemaker (3)
This introductory course gives students an appreciation for the field of social innovation, including key concepts such as understanding systems change, assessing organizational mission, and measuring social value. The course considers the historical perspective of the field to inform our current understanding of solving social and environmental problems.

SISE 1940 Transfer Coursework (0-20)
Transfer coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

SISE 2010 Intro Social Innov/Entrepreneu (3)
SISE 2010 is an introductory class that gives students an appreciation for the fields of social innovation and social entrepreneurship (SISE), including key concepts such as understanding systems change, assessing organizational mission, and measuring social value. The course considers the historical perspective of the field to inform our current understanding of solving social and environmental problems. Further, we look at cases of social entrepreneurs, intrapreneurs, innovators, and visionaries who are coming up with novel methods to address a variety of social issues while utilizing different organizational forms and operating in international, domestic, and local contexts.

SISE 2011 Understanding Complex Systems (3)
In the 21st century, our society faces many wicked problems like climate change, health disparities, refugee crises, and more. This course provides students with the tools to gain a deeper understanding of these challenges. This class helps student balance objective and subjective ways of knowing about the dynamics of social problems within complex systems. Students will use systems thinking to understand the key connections among elements of a social problem that form root causes in the systems structure and/or perpetuate an unjust equilibrium in society. By the end of the course, students will be able to use this understanding of how change happens in order to envision new possibilities and their role in systems transformation.

SISE 2020 Intro to Business (3)
This course highlights the importance of understanding business planning and economic concepts for social entrepreneurial organizations. The course will assess different business models for social impact organizations and how these organizations integrate their social mission with their business strategies. Business planning is essential for any organization, whether it is a business, a social entrepreneurial organization, a government agency, etc. Students will consider the necessary business skills required of social entrepreneurs and others working to make systemic, sustainable change in communities around the world.

Prerequisite(s): SISE 2010.

SISE 2021 Design Thinking for Social Impact (3)
This course offers a practical, experience-based introduction to design thinking tools and methods for community-led change and social impact. Through discussion, workshops, and active field work, students will be introduced to the processes, practices, and mindsets that are associated with human-centered design. We use a rights-based approach to our experiments in design thinking, grounding our discussions in the UN Sustainable Development Goals and the UN Declaration of Human Rights. Students will work in close collaboration with Tulane peers and members of the greater New Orleans community to design new products, services, or experiences in response to community needs.

SISE 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SISE 2891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SISE 2930 Special Topics (0-6)
Special Topics

Course Limit: 99

SISE 2940 Transfer Coursework (0-20)
Transfer coursework at the 2000 level. Departmental approval may be required.

Maximum Hours: 99

SISE 3010 Design Thinking for Collective Impact (4)
This course offers a practical, experience-based introduction to design-thinking (DT) tools and techniques with a focus on social innovation for collective impact. We use a rights-based approach to our experiments in design thinking, grounding our activities and discussions in the UN Sustainable Development Goals and the UN Declaration of Human Rights. Through a series of projects, you will learn to find a need by looking for gaps highlighted by the SDGs and the Declaration of Human Rights, and you will respond to this need in individual and group activities. Throughout the semester, you will be introduced to the principles and mindsets that are associated with design thinking through discussion, studio and field work, and close collaboration with colleagues and members of the New Orleans community.

Prerequisite(s): SISE 2010.

SISE 3011 Social Change Across Sectors (3)
Students in this class will learn about social change strategies that transform systems while completing their Tier-1 or Tier-2 service-learning requirement. We take a historical and contextual perspective of the field to assess changemaking strategies in service of more just and equitable societies. We will explore different change strategies that changemakers can use to tackle wicked problems in society, such as social innovation and social entrepreneurship, social advocacy and activism, and social service provision. Students will have the opportunity to explore social impact organizations in the private, public, and citizen sectors. We will also discuss various facets of environmental, financial, and social sustainability.

Prerequisite(s): SISE 2011*.
* May be taken concurrently.

SISE 3041 Leading Change (3)
For real change to happen, there needs to be effective leadership. This course dives into unpacking and formulating what it takes for effective leadership to ensure positive social and environmental change. Students in this course will study the theory and practice of leadership, why leadership is vital to changemaking, and learn from respected leaders and relevant case studies rooted in social change. Students will also assess their personal leadership strengths and weaknesses, practice the art of leading, and create a vision and design for their own leadership as change makers.

SISE 3042 Social Entrepreneurship (3)
Grounded on theories and practice of social entrepreneurship, or the process of developing new and innovative opportunities that directly address social and environmental issues, this course highlights the importance of understanding business planning and economic concepts for organizations. The course will assess different business models for social impact organizations and how these organizations integrate their social mission with their business strategies. Students will consider the necessary business skills required of social entrepreneurs and others working to make positive, systemic, sustainable change in communities around the world.

SISE 3210 The Arts and Social Impact (3)
Pablo Picasso once said, "Every child is an artist. The problem is how to remain an artist once we grow up." The purpose of this course is to examine the value of the arts in society, and more specifically the linkages between the arts, creative problem solving, and social impact. The capacity for artistic expression is one of the defining characteristics of being human. Yet, the arts are systematically devalued in public schools. And the myth of the "struggling artist" perpetuates the idea of the artist as an outcast. Drawing from multiple perspectives, we will explore the unique ways the arts contribute to social impact. We will discuss theories, read scholarly articles, examine case studies, and hear from guest speakers in the local arts community. We will specifically investigate the relationship between art and social impact in terms of (a) arts education, (b) social movements, and (c) economic and community development. Attention will be given to the ways artistic expression intersects with structures of class, gender, race, and geography.

SISE 3310 Facilitating Social Justice (3)
This practicum is a requirement for ongoing participation in the Community Engagement Advocates program and requires applied work in facilitating social justice dialogues. The student facilitators in this class will participate in weekly experiential sessions: to observe, practice, learn and prepare for their work as peer-to-peer facilitators and student leaders working for collective impact; to strengthen their own understanding of social justice, identity development and multicultural education in the context of community engagement and service learning; to further develop their community and co-facilitation relationships and experience; and to continue their own personal growth and development in the areas of facilitation and social justice.

SISE 3315 Facilitating Social Justice II (3)
This is the second course of two courses offered on a Social Justice Track for the Community Engagement Advocates Program. This course will be focused on understanding oppression at various levels in our society and facilitating around the topics with to disrupt systems that marginalized people in our society. This practicum is a requirement for ongoing participation in the Community Engagement Advocates program and requires applied work in facilitating social justice dialogues. The student facilitators in this class will participate in weekly experiential sessions: to observe, practice, learn and prepare for their work as peer-to-peer facilitators and student leaders working for collective impact; to strengthen their own understanding of social justice, identity development and multicultural education in the context of community engagement and service learning; to further develop their community and co-facilitation relationships and experience; and to continue their own personal growth and development in the areas of facilitation and social justice.

Prerequisite(s): SISE 3310.

SISE 3320 Facilitating Comm Engagement (3)
This practicum is a requirement for ongoing participation in the Community Engagement Advocates program and requires applied work in facilitating social justice dialogues. The student facilitators in this class will participate in weekly experiential sessions: to observe, practice, learn and prepare for their work as peer-to-peer facilitators and student leaders working for collective impact; to strengthen their own understanding of social justice, identity development and multicultural education in the context of community engagement and service learning; to further develop their community and co-facilitation relationships and experience; and to continue their own personal growth and development in the areas of facilitation and social justice.

SISE 3325 Facilitating Community Engagement II (3)
This is the second course of two courses offered on a Community Engagement Track for the Community Engagement Advocates Program. This practicum is a requirement for ongoing participation in the Community Engagement Advocates program and requires applied work in facilitating social justice dialogues. The student facilitators in this class will participate in weekly experiential sessions: to observe, practice, learn and prepare for their work as peer-to-peer facilitators and student leaders working for collective impact; to strengthen their own understanding of social justice, identity development and multicultural education in the context of community engagement and service learning; to further develop their community and co-facilitation relationships and experience; and to continue their own personal growth and development in the areas of facilitation and social justice.

Prerequisite(s): SISE 3320.

SISE 3500 Speculative Fiction and Lessons for Social Change (3)
What do imaginary worlds have to teach us about the future we want? From fantasy and horror to science fiction, Afrofuturism, cultural commentary, alternative histories and dystopian scenarios, the genre(s) of speculative fiction depict worlds that don't exist – yet! Through intergalactic encounters, time travel, magic, advanced technologies and more, speculative fiction offers powerful critiques of our current social and environmental systems as well as alternative visions of many possible, and more inclusive worlds. These alternatives allow us to explore and critically analyze what more just, sustainable, liberating, and equitable realities might look like, and how we might imagine them into being through processes of social innovation. This class will engage with literary, musical, and cinematic works of speculative fiction with a focus on works by artists of color, who are using speculation to challenge the status quo and combat marginalization—such as those by N.K. Jemisin, Janelle Monae, Jordan Peele, Nia DaCosta, Juel Taylor, Octavia Butler, Ursula K. Le Guin, Ted Chiang, and more, to understand the lessons they offer us for social change. Students will also produce their own original world-building works through short stories, reflections, poems, drawings and/or prototypes. Through this project they will have an opportunity to offer perspectives race and/or ethnicity as social constructs in the United States.

SISE 3890 Service Learning (0-1)
The service-learning class is taken in conjunction with SISE 3210. An exemplar community partner will provide a real-time case study of the class concepts, helping students to understand how to apply changemaking approaches to address complex social problems. We will use the tenets of critical service-learning including a social change orientation, redistribution of power, and authentic relationships to maximize the impact of the experience for students and partners.

SISE 3940 Transfer Coursework (0-20)
Transfer coursework at the 3000 level. Departmental approval may be required.

Maximum Hours: 99

SISE 4020 Leadership for Collective Impact (3)
The purpose of this course is to develop the next generation of leaders for our country and the world. The study of leadership begins with a conceptual understanding of the genealogies and evolution of leadership theory. It follows with students gaining practical knowledge about change management and different leadership styles and characteristics through case studies and personal interactions with proven leaders. The course also creates an opportunity for students to assess and demonstrate their leadership capabilities and to develop a personal leadership plan for the future.

Prerequisite(s): SISE 2010, 2020 and 3010.

SISE 4050 Senior Seminar (1)
The senior seminar provides a forum for seniors in the social innovation and social entrepreneurship minor (SISE) to synthesize their undergraduate work in this area of study. Students will critically reflect on and consolidate their knowledge and understanding of the SISE field. Through critical discussion around specific themes relevant to SISE, seminar participants will forge a deeper understanding of SISE as an approach to addressing social problems, its potential, and the nature of its critiques. A primary goal of the SISE minor is to help students embody the design thinking skills of empathy, listening, and humility and collaboration, with a focus on social impact (rather than profit or self-promotion). To that end, the class sessions offer a forum for engaging in meaningful reflection on major topics and themes studied throughout the semester and the opportunity to relate that to student's individual experiences. The class will also help students cement their network of current and future thought partners, including peers, classmates, instructors, and guest lecturers. Students will reflect on long-term goals as active citizens and changemakers and explore next steps beyond graduation.

Prerequisite(s): SISE 2010, 2020, 3010 and 4020.

SISE 4060 SISE Senior Capstone (3)
This course provides seniors in the Social Innovation and Social Entrepreneurship (SISE) Minor program the opportunity to synthesize their undergraduate work in this study by engaging in a semester-long project/capstone of their choosing. Participants will forge a deeper understanding of SISE as an approach to addressing social problems, its potential, and the nature of its critiques, as well as demonstrate their ability to practice design thinking, leadership, and collaboration, with a focus on a specific social impact topic related to student's individual experiences. The class will also help students cement their network of current and future thought partners, including peers, classmates, instructors, and guest lecturers. Finally, students will reflect on long-term goals as active citizens and changemakers and explore the next steps beyond graduation.

Prerequisite(s): SISE 2011, 2021 and 3011.

SISE 4560 SISE Internship (3)
SISE Internship open to especially qualified upper level students with approval of instructor, 3 credit hours. Students must contact the SISE Director to enroll.

Maximum Hours: 99

SISE 4570 SISE CPS Internship (3)
CPS Internship Coordinators place students in the appropriate seminar depending on their department for credit and their internship. Internship Seminars are based on discussion sessions, professional development workshops, guest speakers from local organizations, and student presentations.

Maximum Hours: 99

SISE 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SISE 4910 Independent Study (1-3)
Independent Study Open to especially qualified upper level students with approval of instructor, 1-3 credit hours.

SISE 4930 Special Topics (0-6)
Special Topics

Course Limit: 99

SISE 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval may be required.

Maximum Hours: 99

SISE 4950 Special Topics (1-3)
Special Topics in Social Innovation and Social Entrepreneurship. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SISE 4951 Special Topics (3)
Special Topics in Social Innovation and Social Entrepreneurship. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SISE 4952 Special Topics (3)
Special Topics in Social Innovation and Social Entrepreneurship. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SISE 4953 Special Topics (1-3)
Special Topics in Social Innovation and Social Entrepreneurship. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SISE 5380 Junior Year Abroad (1-20)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SISE 5390 Junior Year Abroad (1-20)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SISE 6010 Social Innovation Theories & Practice (3)
Addressing eco-social crises such as climate change, racial injustice and wealth inequality requires collective efforts and creative solutions from all sectors of society. This course provides students with a deeper understanding of social innovation as a dynamic process of transforming dominant, harmful institutions and pursuing planetary wellbeing. By taking a constructionist and glocal lens, this class examines different schools of thought on what constitutes "social good" and how to achieve it, highlighting related actors and factors driving current movements of social innovation. Throughout the course, we draw on cases of enterprises, organizations, movements, policies, programs and more – in domains as diverse as ethical fashion, youth development, ecological conservation and food justice – to highlight key lessons and approaches in understanding and innovating around wicked problems. Through critical reading, creative and reflexive assignments and interactive classroom activities, students explore pathways to changing systems and reimagine their own roles within collaborative innovation ecosystems. A final project invites students to design their unique change making toolkit that they can use to tackle issues about which they are passionate.

SISE 6930 Special Topics (0-6)
Special Topics

Course Limit: 99

SISE 6950 Special Topics (1-3)
Special Topics in Social Innovation and Social Enterprenuership. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SISE 7010 Design Thinking for Social Impact (3)
This course offers a practical, experience-based introduction to design thinking tools and methods for community-led change and social impact. Through discussion, workshops, and active field work, students will be introduced to the processes, practices, and mindsets that are associated with human-centered design. We use a rights-based approach to our experiments in design thinking, grounding our discussions in the UN Sustainable Development Goals and the UN Declaration of Human Rights. Students will work in close collaboration with Tulane peers and members of the greater New Orleans community to design new products, services, or experiences in response to community needs.

Social Sciences (PASS)

PASS 1010 Social Science Foundations (3)
Knowledge and understanding of the social sciences place students in position to understand themselves as citizens within an integrated global society. The purpose of this course is to provide students with information about the principal social science disciplines and the relationships among them. Among the integrated social science disciplines are political science, economics, geography, sociology, and anthropology/archeology. Preparation in the skills of social science inquiry prepares the student to engage in rational decision-making as both an individual and as a citizen. In this course, we will examine each of these subjects, what they mean, and how they are relevant to our lives today In order to understand social structure and the relationship of the individual to society, students will be introduced to the concepts of culture, society, personality, socialization and stratification, as well as the principal subsystems of every society: economy, polity, social organization and ideology. A command of this material is necessary for our examination of the human condition. During the second half of the first semester, we will begin to consider theories of social change.

PASS 1940 Social Sciences Tranfer Credit (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PASS 2940 Social Sciences Tranfer Credit (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

PASS 2941 Social Science Writing Transfer Coursework (2-4)
Social Science writing transfer coursework.

Maximum Hours: 99

PASS 4980 Capstone Seminar (3)
The Capstone seminar will allow students majoring in the social sciences and/or humanities to integrate the knowledge and skills gained through their interdisciplinary degree and apply them to a range of professional settings through case study examples. The students will explore relationships between the different content areas, while examining how their communication, writing, and critical thinking skills apply to issues and challenges commonly experienced in various professional settings. The seminar will culminate in a substantial written or a creative project (e.g., op-ed, website, podcast, etc.) that will highlight the interdisciplinary connections between the students' prior coursework. Creative projects will be accompanied by a shorter academic narrative.

PASS 4990 Capstone Independent Study (3)
The Capstone Independent Study will allow students majoring in the social sciences to integrate the knowledge and skills gained through their interdisciplinary degree and apply them to a range of professional settings through case study examples. The students will explore the relationships between the different areas of the social sciences, while examining how their communication, writing, and critical thinking skills apply to issues and challenges commonly experienced in various professional settings. The independent study will culminate in a substantial written or a creative project (e.g., artwork, website, podcast, etc.) that will highlight the interdisciplinary connections between the students' prior coursework. Creative projects will be accompanied by a shorter academic narrative.

Social Work (PASW)

PASW 3210 Death and Dying (3)
This course provides a comprehensive overview of the study of death and dying, covering the key issues and questions in the field. The personal and social attitudes regarding death in our society will be explored as well as those of other cultures and times.

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 refection 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 2940 Transfer Coursework (3)
Transfer coursework.

Maximum Hours: 99

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 7015 Collective Trauma (3)
This is an elective course delving into the multifaceted roles and responses to collective trauma across diverse contexts, with a focus on facilitating effective assistance to survivors. The course is meticulously structured to provide a comprehensive understanding of collective trauma following an initial exploration of the universality of trauma, prevalent definitions, and theories, as well as the causes, consequences, risk factors, and protective elements associated with trauma resilience. An overarching goal of the course is to furnish students with an in-depth overview and best practices for aiding those profoundly affected by collective trauma, exemplified by occurrences such as natural disasters, war, terrorist attacks, genocide, slavery, and catastrophic accidents. The aftermath of collective trauma gives rise to survivors encountering parallel challenges encompassing psychosocial, emotional, and medical dimensions. In addressing these complexities, the course adopts an anti-oppressive, trauma-informed psychosocial lens, inherently promoting human development.

Prerequisite(s): SOWK 7320.

SOWK 7075 Disaster MentalHealth Interven (3)
Disaster Mental Health Interventions is an elective course that explores the nuanced roles and responsibilities of mental health practitioners within disaster contexts through the lens of anti-oppressive social work practice. Designed to follow the disaster management cycle, the course systematically explores the distinctive roles and obligations of mental health practitioners, addressing the diverse needs of individuals, families, and communities impacted by disasters. Structured around six distinct practice methods, the course provides an in-depth examination of the applicable settings for these methods. Moreover, it scrutinizes strategies for cultivating resilience, fostering posttraumatic growth, and mitigating the risk of compassion fatigue among helpers in the aftermath of disasters. The content is meticulously designed to equip students with comprehensive insights into the complex dynamics of disaster mental health interventions.

Prerequisite(s): SOWK 7320.

SOWK 7120 Social Welfare History & Policy (3)
This course focuses on both the historical development of American social welfare policy and the practice of policy analysis in relation to the systematic analysis of contemporary social welfare policies. It delves into critical issues intrinsic to understanding American social welfare policy, including but not limited to poverty, racism, sexism, globalization, privatization, and faith-based policies.

SOWK 7130 Diversity and Social Justice (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 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 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.

SOWK 7230 Community Organizing and Policy Advocacy (3)
This methods course delves into the domain of community organization—a facet of social work practice focused on addressing structural inequities through collective responses. Community organization harnesses collective human potential by mobilizing individuals to pool resources and strategically act in pursuit of shared interests, aiming for tangible social change. Social workers engaged in community organization utilize policy practice and advocacy to transform community aspirations into laws and regulations, contributing to the realization of social and economic justice goals. This course underscores the integral role of policy practice across various social work settings, spanning local, state, and national levels, as well as micro, mezzo, and macro levels of intervention.

Prerequisite(s): SOWK 7120.

SOWK 7300 Clinical Work with Children and Adolescents (3)
This advanced elective offers comprehensive knowledge into the physical, psychological, and social development of children and adolescents. Emphasizing clinical intervention, the course focuses on knowledge and skills with children, including: 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 range of issues common to adolescents, delving into the social and psychological underpinnings accompanying these challenges. The course prioritizes the development of practical and specific assessment and treatment skills applicable to clinical-community social work practice with children, adolescents, and their families.

SOWK 7310 Introduction to Direct Social Work Practice (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 7211*.
* May be taken concurrently.

SOWK 7320 Social Work Practice with Individuals, Groups, and Families (3)
This required methods course is the second of two foundation courses and integrates clinical with community practice. It covers practice with individuals, families, and small groups. The course continues to emphasize relationship-centered practice as a central premise for intervention, addressing traditional direct service approaches.

Prerequisite(s): SOWK 7310.

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 Human Behavior, Research, and Field courses. It is the first part of a two-part Advanced Methods curriculum, followed by SOWK 7341. The focus of the course is on the application of advanced relationship-centered clinical-community methods with 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), integration of practice skills and professional identity is driven by the challenge to "work across" conventional conceptualizations of "micro," "mezzo," and "macro" practice within local, national, and global milieus.

Prerequisite(s): SOWK 7310 and 7320.

SOWK 7335 Protest, White Supremacy, Social Justice & EDI Movements (3)
In this course, students will examine the historical, sociopolitical, socio-cultural, legal, economic, and pedagogical aspects, as well as experiential processes, pertaining to Equity, Diversity, and Inclusion (EDI) Activism. Students will be provided training on “how to” engage in effective execution of EDI activism within specific contexts and environments. The course features insights from nationally renowned scholars and activists, who will share the “nuts and bolts” of contemporary protest and activism methodologies. Students will have the opportunity to compare and contrast styles of protest and activism across different eras of the nation's history, from the Revolutionary War to the Black Lives Matter movement. Participants will develop an understanding of the of the insidious nature of white supremacy in shaping the nation's history, activism, protest, and issues related to equity, diversity, and inclusion. Notable guest lectures and panel presentations by activism scholars and experts will shed light on the necessity of protests and activism, offering creative solutions for advancing social justice, equity, diversity, and inclusion in the nation.

Prerequisite(s): SOWK 7320.

SOWK 7341 Advanced Integrated Clinical and Community Practice II (3)
This advanced course serves as an integration of content from previous methods courses, extending the foundation established in theory, practice, and field courses. With a focus on advanced relationship-centered clinical-community methods, the course emphasizes their application to intricate cases. Beyond teaching advanced methods in specific practice areas, such as case management, intervention and termination, treatment matching, policy analysis, and direct action organizing, the course prioritizes the integration of practice skills and the development of professional identity. Students engage with complex cases that challenge conventional boundaries of "micro," "mezzo," and "macro" practice, operating within local, national, and global contexts. The overarching goal is to cultivate a nuanced understanding of practice integration across various levels, fostering a holistic and adaptable approach within diverse milieus.

Prerequisite(s): SOWK 7331.

SOWK 7345 Psychopathology and the DSM (3)
This course provides an overview of mental health assessment and diagnostic tools, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) categories, and touches on treatment strategies and techniques. Building on the knowledge base acquired in the foundation courses, SOWK 7310: Introduction to Direct Social Work Practice and SOWK 7320: Social Work Practice with Individuals, Families, and Groups, 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, 7320 and 7331*.
* May be taken concurrently.

SOWK 7360 Contemporary Practice with Couples & Families (3)
This advanced elective is meticulously designed to integrate theories, practice principles, and intervention strategies applicable to both traditional and nontraditional couples and families. Building upon the foundational knowledge, the course specifically emphasizes contemporary couples and family treatment, rooted in post-modern theory and philosophy. Exploration of the translation of post-modern theories and methods into effective couples treatment is a pivotal focus of this course. While incorporating mini-lectures, the primary instructional approach centers on case-centered and participatory methodologies. Emphasis is placed on the integration of theories and practice principles, culminating in their translation into specific intervention strategies. A culmination of the course involves a final oral presentation, wherein students engage in case analysis, treatment planning, and the implementation of post-modern intervention strategies.

Prerequisite(s): SOWK 7320.

SOWK 7365 Clinical Practice in Addiction (3)
This elective course is meticulously designed to provide students with clinical practice in the conceptualization, assessment, and treatment of addictions and substance abuse within a relational context. This clinical course places a significant emphasis on the interplay between connection, family, and the recovery process from addiction and substance abuse. The relationship between trauma and addiction are discussed and incorporated in assessment and treatment. The course addresses key aspects, including (1) the brain, the body, interpersonal neurobiology 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, and (5) Work with specific populations. Within the course, students will explore the critical role of connection and relationships in the healing process, delve into the ecosystem of addiction and substance abuse care delivery, and master treatment modalities and transitions. Throughout this comprehensive study, students will engage in conceptualizing a client and their family's relational ecosystem. A central component involves completing a thorough assessment and treatment plan, including interventions, for each stage of the recovery process.

Prerequisite(s): SOWK 7320.

SOWK 7370 Intro to Behavior Pharmacology (3)
This elective course offers foundational knowledge pertaining to the nomenclature of pharmaceutical drugs and the intricate process of drug development. It delves into the examination of the biological, social, and behavioral mechanisms underlying substance use. The curriculum addresses contemporary trends and investigates cultural, ethnic, gender, and age-related dimensions of substance use. Additionally, the course examines the impact of diverse forms of substance use on family systems and communities, providing a comprehensive exploration of this complex subject matter.

Prerequisite(s): SOWK 7320.

SOWK 7380 Treatment of Anxiety and Depression (3)
This course comprehensively explores the etiologies, manifestations, nosology, and biopsychosocial interventions associated with depression and anxiety—the predominant concerns presented by clients in primary care and mental health service settings. Guided by the epistemological foundations of the Strengths Perspective and a coordinated holistic biopsychosocial approach, the curriculum incorporates a nuanced consideration of physiological, psychological, social, developmental, familial, cultural, and environmental factors in both the assessment and intervention processes for anxiety and depression. Structured to promote active learning, the course encourages students to engage in practical case applications that span cognitive-behavioral, solution-focused, interdisciplinary case management, and comparative psychotherapy techniques. A focal point of the course involves accessing and evaluating research literature through the lens of Evidence-Based Practice, seamlessly integrating principles to scrutinize the outcomes and effectiveness of various clinical-community treatment approaches.

Prerequisite(s): SOWK 7320.

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 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.

SOWK 7440 Integrative Capstone Seminar (3)
The Capstone Seminar in relationship-centered, integrated clinical and community practice is designed to integrate the cumulative knowledge acquired in prior foundation and advanced courses. The goal is to produce a graduate who is firmly grounded in professional identity and in the values and purpose of social work. This is accomplished through an engaging and dialectical process involving students and the professor. Fundamental inquiries will revisit topics such as structural oppression, local and global issues in social work, critical thinking for social work, systemic oppression, and the application of social work practices.

Prerequisite(s): SOWK 7331.

SOWK 7450 Death, Dying and Grieving (3)
This course critically explores end-of-life issues and their profound impact on clients, families, and social workers. Through a structured curriculum, students will engage in a comprehensive examination of their emotions related to death, dying, grieving, and other losses. The course employs a multifaceted approach, incorporating class readings, targeted exercises, and discussions to provide a nuanced understanding of the complex dynamics surrounding end-of-life considerations.

SOWK 7520 Field Practicum & Seminar I (4)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 300 hours in field placement in conjunction with class attendance and participation. 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)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 300 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7520.

SOWK 7540 Field Practicum & Seminar III (4)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 300 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7530.

SOWK 7840 Independent Study (1-3)

SOWK 7910 Field Practicum & Seminar PT 1 (2)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. 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.

SOWK 7920 Field Practicum & Seminar PT 2 (2)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7910.

SOWK 7930 Field Practicum & Seminar PT 3 (2)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7920.

SOWK 7940 Field Practicum & Seminar PT 4 (2)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7930.

SOWK 7950 Field Practicum & Seminar PT 5 (2)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7940.

SOWK 7960 Field Practicum & Seminar PT 6 (2)
Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. 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 to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7950.

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 Practice (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 Methods & Analysis (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 Community Advocacy and Participatory Research for Applied Practice (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 contests 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 o0f 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 Practicm 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.

Social, Behavioral and Population Sciences (SBPS)

SBPS 6030 Social and Behavioral Aspects of Health (3)
This course covers the behavioral, social, and cultural aspects of health and disease. Students identify how behavioral and social theories across levels of the social ecological model are relevant to social and behavioral health issues and interventions. Central to the learning experience is a comprehensive course project, where students conduct an evidence-based literature review, and apply theory to inform interventions to improve health.

SBPS 6140 Development of Leadership and Communication Skills in Public Health (3)
This course combines practical, skills-based exercises with strategic thinking approaches to aid the student to master several of the public health cross-cutting competencies objectives related to leadership, communication and professionalism. It has been tailored to focus on personal leadership and communication skill development and is thus of interest to all public health students. Its goals are to clarify each student's intended professional path; enhance his/her ability to utilize a strategic approach for personal and professional leadership development; and to increase each student's self-efficacy in utilizing communication, oral and written, to achieve organizational leadership.

SBPS 6150 Taiwan Strategies to Community Health Practices (3)
This course provides a field study opportunity in Taiwan for the aim of learning global public health practices, cross-culture communication and interaction, and alternative community health strategies. 10 – 12 students from partner Universities in Taiwan (Asia University and China Medical University) are paired with 10-12 students from Tulane University to form cross-cultural teams to research and develop a plan to address community health concerns at the national, provincial, city, provincial and/or community levels. Lectures and discussions will be provided by experienced faculty from university partners, government officials, and field-based practitioners in Taiwan. The cross-cultural student teams are required to make a power point presentation on their identified community health concerns and submit a written field report.

SBPS 6260 Violence Prevention Studio Seminar (1)
This course is designed to create an interactive and unique learning environment for students, community partners, and Violence Prevention Institute faculty through strengthening the partnerships between academic institutions and community organizations focused on preventing violence as well as mitigating the negative effects of various forms of violence. Seminars will include presentations by community partners and faculty from the Violence Prevention Institute. Community partners will speak about the violence prevention programs and strategies utilized by their organizations. Seminars will also include presentations by Violence Prevention Institute faculty focused on empirical approaches and competencies necessary for effective academic and community partnerships seeking to address the complex issues related to violence.

SBPS 6340 Monitoring and Evaluation of Health Programs (3)
This course provides students with an introduction to monitoring and evaluation, a widely valued set of skills in both the domestic and international contexts. The course content includes rationales for evaluation; the political, organizational, theoretical aspects of evaluation; and methods for implementing a sound evaluation Students will gain practical experience in translating concepts into the development of an evaluation plan for actual programs. To avoid course material redundancy, students attending this course should not enroll in IHSD 6300.

SBPS 6360 Sexual Health - A Public Health Perspective (3)
Sexual health is a growing component of public health outreach. The goal of this course is to provide students with a foundational understanding of sexual health from a public health perspective. Students will (1) critically examine and discuss common sexual health issues addressed by public health practitioners, their epidemiology, and their underlying social determinants, (2) learn to recognize and understand key methodological considerations in the measurement of sexual behavior and sexual health outcomes, and (3) gain knowledge about key theoretical foundations of sexual health promotion and their application to sexual health behavior change. Content topics include HIV/STIs; interpersonal violence; pregnancy; pornography, sex work, and erotic behaviors; adolescent reproductive health; and sexual function, pleasure, and satisfaction.

SBPS 6460 Child Health and Development in Public Health (3)
This course covers child health and development addressing important health issues in each stage of childhood including the biologic, genetic, psychosocial, and environmental influences upon those issues, the medical aspects of their management and most importantly, fundamental public health interventions to address them. Population based approaches working to address disparities in the maintenance of health and access to primary and secondary care of children will be presented with a focus on children with special health care needs, children within immigrant families, children with developmental and psycho-social challenges, and other groups of children who carry a disproportionate burden of disease.

SBPS 6490 Key Policies and Programs in Maternal and Child Health (3)
This course examines maternal and child health policy and programs in the U.S. with a focus on the history, organization, delivery, and financing of maternal and child health, and related public health and social services at the national, state, and local levels. The course emphasizes the evolving Maternal and Child Health (MCH) -Title V Block Grant program legislative mandates and federal policies; the national, state, and local structures and roles in delivering MCH services; and how MCH fits into the overall U.S. public and private health systems.

SBPS 6500 Violence as a Public Health Problem (3)
This introductory elective course is designed to give an overview of the problem of violence as viewed from a public health perspective. We will look at the epidemiology of violence (scope, causes, risk factors, and consequences) alongside public health approaches to the problem. The course aims to balance a review of the problem with ideas and evidence for solutions. Local academic and community members in the field will lend their expertise to help students understand and address violence as a public health problem. Students will have opportunities to build skills through violence prevention training, critical analysis of media and film, and final course projects analyzing major violence-related topics.

SBPS 6510 Essential Issues in Maternal and Child Health (3)
This course explores evidence-based issues and trends in maternal and child health offering an introduction to MCH-related issues from a public health perspective with an emphasis on the social determinants of health. The purpose of the course is to identify the individual, social, economic and environmental issues currently affecting women, men and families, as well as infants and children using a life course approach. Students will develop written and oral presentations addressing scientific, clinical, social and political aspects of MCH issues.

SBPS 6610 Local Food Systems & Nutrition (2)
This course examines community influences on food habits, dietary behaviors, and nutritional outcomes. Socioeconomic and racial/ethnic inequities in access to healthy food are described as are cultural influences on food choice. Examples of applied interventions to address nutrition problems are examined throughout the local food system. New Orleans, with its rich culinary history and active engagement in food and nutrition programming serves as the backdrop for the study of these issues. The course includes field visits to local community organizations working on food and nutrition programming.

SBPS 6690 Essentials of Public Health Nutrition (3)
This graduate-level course is designed to provide an overview of the foundational elements of public health nutrition. This will include a focus on three essential components: (1) principles of human nutrition, (2) biological mechanisms influencing nutrition in health and disease, and (3) major public health nutrition programs and emerging issues. Specific topics will include essential nutrients with emphasis on their sources, function, and metabolism in the human body; nutrition needs throughout the life course; nutrition in chronic disease; national and global public health nutrition initiatives; current challenges and innovations. An emphasis will be placed on the major nutrition#related problems in the world today and evidence-based strategies to address them.

SBPS 6700 Social Innovation Tools (3)
This course offers students a toolkit of skills for complex systems thinking, systems-led leadership, and human-centered design (HCD) to prepare graduates to address complex societal problems such as climate change, violence, and poor access to health. Students learn how to map systems, identify entry-points, reframe messy problems into smaller “challenges”, and address them in human-centered, creative, collaborative ways with stakeholders. Training in design thinking is offered via hands-on workshops, complemented by a theoretical framing of design for public good. Examples are drawn from public health, education, and sustainability; they span domestic, international, and global contexts. Students must participate in the Fast 48 workshop at an additional fee.

SBPS 6750 Population Nutrition Assessment (3)
This course offers a thorough review of the tools used for the assessment of nutritional status of populations. Topics include anthropometric, biochemical, and socioeconomic indicators of nutritional status; methods for the collection, analysis, and interpretation of dietary data; measurement of household food security; and the use of data from nutrition monitoring and surveillance sources. Students will get exposure to major nutrition problems and their causes in variety of country contexts. They will also develop their abilities "to tell a story with numbers." Analyzing data, interpreting the results, and communicating about these results verbally is a necessary part of the planning and programming of nutrition and health interventions.

SBPS 6770 Food and Nutrition Policy (3)
This course surveys domestic policies and programs that affect nutrition at the population level. Subjects include: dietary policy, including the politics of the food guide pyramid: food labeling policy; food access policy, including the U.S. food assistance programs; food safety and food supplies policy; the obesity epidemic, including the role of the food industry; environmental determinants of nutrition outcomes and efforts to improve them; actors and agencies involved in making policy; and nutrition advocacy.

SBPS 6780 Nutrition in Low- and Middle-Income Countries (3)
The purpose of the course is to familiarize students with the current public health nutrition-related issues affecting low- and middle-income countries (LMICs), including the co-existence of under and over nutrition (i.e., double burden of malnutrition), issues with infant feeding behaviors, iron-deficiency anemia and other relevant micronutrient deficiencies, food insecurity and the impact of climate change on diets. Students will learn about the biological, social, and environmental factors influencing these issues as well as the nutrition-specific and nutrition-sensitive policies designed to address them.

SBPS 6800 Community Training Methodologies (2)
This course introduces students to concepts and methods which will enable them to effectively train adults to perform health care functions in the community. Knowledge about adult learning is coupled with exercises designed to help develop a positive attitude toward participatory learning. Students to learn how to "train trainers" in the community to help improve community health outcomes. Emphasis will be placed upon developing a positive attitude toward interactive learning and combining this with a variety of training methodologies which will together help to create an atmosphere where communities are empowered to improve their health.

SBPS 7010 Health Communication Theory and Practice (3)
This course is designed to examine research and practice in health communication, with a special focus on how health media campaigns are planned and executed in order to stimulate change in knowledge, attitudes, behavior and subsequent health outcomes. This examination will include the review of the history of health communication campaigns, the theoretical foundation for the design and implementation of campaigns, and selected case studies of campaigns. Practical aspects of designing campaigns and media messages will be covered.

Prerequisite(s): (SBPS 6030* or GCHB 6030*) and (SPHL 6080* or 6880).
* May be taken concurrently.

SBPS 7100 Public Health Policy & Practice (3)
This course is designed to deepen the students’ understanding of public health practice and use of policy to improve population health. There is a strong focus on governmental public health services delivered by federal, state, and local government, along with the services and organization of non-profits that are involved in the delivery of public health services. Students will actively engage in simulations of those roles through real world case studies, team projects, scenarios, and exposure to prominent individuals working and practicing in the field of public health and policy. Students will develop skills related to policy development and advocacy and integration of public health practice, policy development and integration with the clinical sector.

SBPS 7160 HIV Surveillance in Hard to Reach Populations (2)
In the context of health sciences, sex workers, people who inject drugs, men who have sex with men, transgender persons, migrants, homeless persons, youth living on the streets and other stigmatized and vulnerable populations, are at higher risk for HIV, TB, hepatitis, and other infections. Measuring the behavioral and biological risks affecting these populations is essential to creating effective prevention programs, allocating funding and modeling future epidemic scenarios. Respondent driven sampling (RDS) is a highly robust and effective method to recruit samples of ‘hard-to-reach’ populations that are connected through social networks. This course will provide participants with practical and relevant up-to-date information about the methodological and theoretical issues and analytical concerns from one of RDS’s world-leading practitioner. It will draw on a variety of lectures, presentations of actual field research, hands-on analysis and practical experience in designing surveys using RDS.

SBPS 7200 Development Issues, Theory, & Measurement (3)
This seminar reviews major theories and debates about social, human, and economic development in the developing world, especially Africa, Latin America, and South Asia. These concepts are useful to public health researchers and practitioners aiming to advance human well-being. The first 3 weeks cover economic growth, modernization, neoliberalism, sustainable development, human development/the capabilities approach, human rights, and Marxian theory/dependency schools. The second 3 weeks review critical perspectives: post-structuralism, post-colonialism, feminist theories, complexity and dynamic systems, and social innovation. Ethnographic case studies of development and global health projects reveals how assumptions and practices translate into real-life "development" projects that can fail to address key issues and cause unintended outcomes that have effects. The readings invite us to think differently about knowledge, evidence, culture, participation, globalization, and sustainability; we consider the role of foreign aid and relevant development actors.

SBPS 7220 Community Organization: Community Work for Social Justice (3)
This course focuses on community work as a major approach to social change and highlights community participation as a means to address social determinants of health. The course explores concepts relevant to community engagement and examines how gender, race, ethnicity, power, and structural racism inform community work. The roles of community members, institutions, public health practitioners and others in improving or hindering community work is also examined. The course stresses critical thinking and application of community work skills with an emphasis on participatory approaches, empowerment, intersectionality, community assessment, group process for partnership development, and evaluation of community-level programs. Common strategies for community-level change will be discussed in the context of case study reviews.

SBPS 7250 Evidence-Based Research Methods in Social and Behavioral Sciences (3)
Research methods are at the center of our approach to knowledge and understanding in public health. Theories are supported by empirical evidence. This class provides an introduction to this way of thinking, i.e., into methodology or the "science of finding out." The purpose of this course is to train students in how to collect and analyze data on social and behavioral phenomena in a rigorous and scientific manner. This knowledge requires an understanding of three different components: 1) inquiry and research design, 2) data collection, and 3) data analysis.

Prerequisite(s): (SPHL 6050 or 6850) and (SPHL 6060 or 6860).

SBPS 7260 Social Marketing (3)
This skills-based course examines the application of marketing principles to social and public health problems. Basic and advanced social marketing principles and methods are explored, and a framework for carrying out social marketing is provided. The course covers the features, components, process and methodology of social marketing, and has a focus on real word applications. Skills building exercises are incorporated as both in-class and outside homework assignments. Exam(s) assess student knowledge and application of social marketing principles and elements. Students are required to prepare brief presentations throughout the semester that demonstrate understanding and application of course material. A final project is designed to apply and integrate material from the entire class.

Prerequisite(s): SPHL 6080* or 6880.
* May be taken concurrently.

SBPS 7280 Qualitative Methods I: Basic Foundations (3)
Qualitative methods can be highly useful in the conduct of community-based population health research and evaluation. Students will receive foundational training in the design, implementation, analysis, and synthesis of qualitative methods. Emphasis will be given to the appropriate uses of commonly used methods and analytic procedures in community-based health research and evaluation. This course is for graduate students in SPHTM.

SBPS 7290 Qualitative Methods II: Theory and Methods (3)
This course – the second in a two-part sequence – builds on Qualitative Methods I (SBPS 7280) to provide students hands-on experience analyzing, interpreting, and writing up the results of qualitative research. The goal of this course is to provide students with skills in qualitative data analysis, interpretation, and writing. In SBPS 7280, students were trained in NVivo. In SBPS 7290, students will apply these skills to a dataset provided in the course to explore different analytical approaches and develop analyses.

Prerequisite(s): SBPS 7280.

SBPS 7510 Maternal Child Health: The Life Course Perspective (3)
In this course students are taught to use a life course perspective to approach important issues of public health. As Neil Halfon put it, "the life course perspective seeks to address the causes of poor health trajectories [which] require addressing the nested social ecology of health development." Over the semester, basic principles of human development, from preconception to end of life, are explored and examined through the conceptual framework provided by life course theory. Particularly, students will learn about the mechanisms, timing and dynamics of health as a developmental process, which can inform development of early interventions. The course will build upon Ecological and Transactional models of Life Span Development and introduce the rapidly expanding evidence base for life course theory. In addition to providing a conceptual framework for understanding public health issues, the course will illustrate the application of this framework to gain practical insight into maternal and child health.

Prerequisite(s): SBPS 6030 and 6510.

SBPS 7950 Dietetic Internship I (6)
Supervised practice for dietetic intern students with DPD Verification statements. Experiences are provided in food service management, medical nutrition therapy, and community nutrition at various facilities in southeast Louisiana.

SBPS 7960 Dietetic Internship II (6)
Supervised practice for dietetic intern students with DPD Verification statements. Experiences are provided in food service management, medical nutrition therapy, and community nutrition at various facilities in Southeast Louisiana.

Prerequisite(s): SBPS 7950.
Course Limit: 2

SBPS 7980 Professional Practice Seminar (1)
This is a capstone course, all elements of which are designed to integrate and synthesize competencies in nutrition. As such, this course and its final report satisfies the Integrative Learning Experience for students in the MPH Nutrition Program. Specifically, it will enhance Nutrition Program or Foundational competencies, such as those in programming, evaluation, policy advocacy, communication, team building, ethics, cultural-competence, leadership, and professional development that students have developed throughout the program. Students will describe the challenges they face in the workplace either in their Applied Practice Experience or in another professional setting. They will develop solutions to these challenges in a team-building environment. Students will also learn about professional employment, continuing education, professional associations, and employment resources throughout the field of public health nutrition

SBPS 7990 Independent Study (1-3)

SBPS 8200 Evaluation Theory (3)
Evaluation theory provides the conceptual framework for assessing the effectiveness of evaluation practice. This course presents theories of evaluation, and the theoretical assumptions that underlie evaluation organized around the five components that Shadish, Cook, and Leviton consider to be important to evaluation theory: theories of knowledge, value, use, social programming and practice. While the course begins with a review of evaluation methods and data sources, the seminar focuses on the key figures in the field and exemplary evaluation designs and uses. This is an active learning course applying evaluation principles. Students will be required to participate actively through preparing seminar papers and participating in class discussions.

Prerequisite(s): SPHL 6080 and SBPS 6340.

SBPS 8220 Community Organizing for Social Change (3)
This advanced course is intended for DrPH students to develop a scholar-activist approach to public health practice. We will focus on community organizing as a social change strategy, looking to historical and contemporary examples of social movements. Students will read and synthesize literature across disciplines to gain an understanding of community organizing frameworks and strategies. Students will apply the toolkits of leading community organizers such as the Midwest Academy to gain experience in community analysis and planning.

SBPS 8700 Maternal and Child Health Advanced Methods Seminar (1)
The Maternal and Child Health Advanced Methods Seminar will provide a weekly series of presentations that allow students to deepen their understanding of contemporary challenges in empirical, applied and translational maternal and child health research and practice. Broadly, topics will include innovative research areas, emerging methodologies, and effective solutions for advancing maternal and child population health equity. The seminar series is intended to complement and expand knowledge and skill-building in the areas of life course theory, maternal and child population health sciences, and reproductive epidemiology. The goal of the seminar is to assist participants in integration of learning across program curricula.

SBPS 8750 Social Determinants of Health I: Theory (3)
This course delves into the broad area of social determinants of health from a theoretical perspective. It is geared towards doctoral students, with an emphasis on preparing students to conduct theory-driven research in the social determinants of health. The two overarching goals for the course are for students (1) to develop knowledge about the etiology and theoretical underpinnings of social determinants of health, and (2) to develop skills in crafting a compelling, theory-based rationale for a proposed research study on one social determinant of health. These goals are accomplished through readings, class discussion, two presentations, and a culminating paper. Individual mentorship is also provided to students as they develop their ideas.

SBPS 8760 Social Epidemiology/Social Determinants of Health II (3)
The goal of this course is to prepare students for practical applied research on the social determinants of health. The first half of the course will focus on: 1) measurement of key constructs such as inequality and racism and 2) common study designs such as multilevel and natural experiments. The second half of the course will focus on: 1) common biases and limitations to social determinants research and methods used to address limitations, and 2) analytic strategies and interpretation, including linear and non-linear multilevel regression. By the completion of the course, the student will have the skills necessary to design, analyze and present data from a range of studies that consider social determinants of health.

Prerequisite(s): (SPHL 6050 or 6850) and (SPHL 6060 or 6860) and (EPID 7120 or IHSD 8250).

SBPS 8770 Social Determinants of Health in Public Health Practice (3)
This advanced doctoral level course is designed for students to display competence in the application of social epidemiological methods to analyze and address the relations between social factors and health and health disparities. Practical tools and skills will be introduced to conduct health equity research and translate evidence-based strategies into practice. Students will demonstrate an understanding of the strengths and limitations of various study designs and analyses used in social epidemiology. Experience analyzing and interpreting data surrounding various public health issues from a social epidemiological framework will be provided through classroom sessions and homework assignments. Students will also review and critique empirical applications in the public health field.

Prerequisite(s): SPHL 6060 or 6860.

SBPS 8800 Senior Graduate Research Seminar I (0)
This course is required for all doctoral students in the SBPS department for the duration of their tenure as doctoral students. It is intended to increase student's proficiency in 1) analyzing and interpreting current public health research, as represented in peer review journals; 2) determining how to apply research findings to the practice of public health, especially by developing community-based programs for disease prevention; and 3) presenting and discussing research-related topics. These objectives will be attained through a variety of activities, including faculty-and student-led discussions of required readings; faculty and student oral presentations of ongoing research projects (including the prospectus and dissertation research), and small group projects. All doctoral students will be expected to make a research-related oral presentation at least once.

SBPS 8830 Senior Graduate Research Seminar II (1)
The Doctoral Seminar is conceptualized as a series of content modules that provide a breadth of foundational exposure and training to departmental doctoral students over their doctoral tenure. These modules are intended to complement and expand knowledge in areas of public health and professional development that students might not receive in their current course curricula. The doctoral seminar is required of all students during their program tenure. The Doctoral Seminar serves as a forum where students and faculty can meet regularly to exchange ideas, and discuss foundational areas of public health from multiple perspectives, including empirical, programmatic, systemic, and policy. 2-3 foundational content modules are covered each semester and include 3-5 related seminars offering multiple perspectives on the topic. At the end of the module, there is a session devoted to critical reflection on, and discussion of, the various seminars within the module. Students are required to write a 2-3 page reflection about what they learned across the seminars in the module, and thoughts that it triggered for them. These reflections are shared and discussed. The seminar will consist of several types of presentations: 1) faculty presentations on current research, 2) guest presentations on community-based, governmental, policy-driven, and/or systemic initiatives, 3) student presentations on literature supporting their research project, 4) student presentations on current research in progress, and (5) professional development seminars.

SBPS 8990 Independent Study (1-3)

Sociology (PASO)

PASO 2100 Comparative Race & Ethnic Relations (3)
In 1903, American sociologist W. E. B. Du Bois made his prescient statement, on the launch of his seminal book The Souls of Black Folk: "the problem of the Twentieth Century is the problem of the color-line." Can we make this claim in the Twenty-First Century? To answer this question, we will compare race and ethnic relations in the United States, with a focus on understanding how race and racism shape our lives. We will discuss historical accounts of the social constructs of race and ethnic groups and examine current issues of individual, institutional, and systemic racism, media representations of race and ethnicity, racialized forms of migration, racial inequalities, and environmental racism. We will also make connections between race, gender, and social class to understand how they work together in creating inequalities and shaping our identities.

PASO 2200 Environment & Society (3)
There is no relationship more important to society than the one we have with our natural environment. From how we extract natural resources necessary for everyday life to where we put our waste products, from how we produce our food to where we go on vacation, our dependence on and perceptions of the environment are fundamental to every aspect of our lives. This course focuses on society-environment relations across the globe. We begin by reading about and discussing some conceptual issues that are central to our understanding of society-environment relations. These include the concept of sustainability, environmental resources, political economy, social construction of nature, and environmental justice. We then examine several important society-environment relations, including energy use, agriculture and food, and conservation.

PASO 2300 Families: Diversity & Change in Society (3)
In this course, we are going to look at families as a form of social institution, which means how families work as a set of structured social arrangements that help meet certain human needs. This class will be looking at families within the context of the United States. To begin, we will explore the ways in which families are defined and consider the main elements that describe family relationships. Then, we will address families through history, taking note of the ways they have responded and adapted to larger social changes. Several modules will explore the ways in which families absorb and respond to the larger social inequalities of society. We will also explore family experiences as they relate love and romance, marriage and cohabitation, children, the workplace, divorce and remarriage, and family violence. Throughout the course, we will read and discuss scholarly research and data on families, taking note of how social scientists use research methods to scientifically study this social institution.

PASO 2912 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2913 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2914 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2915 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2990 Social Science Research Methods (3)
In the last several years, people have said that they have done "research" to come to conclusions. Often, this lay usage of "research" refers to doing some internet searches and watching YouTube videos; these searches and video viewings often result in the person justifying an existing belief, as the person chooses sources that align with what she or he already thinks. As you will learn in this course, that is not research. Research is a systematic endeavor. The researcher uses established practices to test an idea or hypothesis or generate a new theory. Evidence gathered through research may disconfirm a hypothesis. Because "research" has taken on this lay usage, it is important to become knowledgeable about what research is, what practices constitute research, and how one can assess the quality of research. This course will introduce you to the concept of research, research terminology, research ethics, and various research methods. For each method, you will learn about the strengths and limitations of each approach and what types of research questions a method can (and cannot) address.

PASO 3100 Urban Space Place & Inequality (3)
This course explores the theoretical and methodological formulations of space and place and their relevance for sociological and social analyses. We will study the relationship of space/place to inequality as manifested in different guises around the world: spatial polarization, architecture, urban planning and design, spatial integration, symbolic space, etc. Throughout the course, we will pay close attention to how space and place intersect with inequality and how challenges to inequality are leveled through spatial approaches. How does the urban experience vary for different groups of people (by gender, race, ethnicity, class, sexuality)? Why? What explains the processes of urbanization and suburbanization? Who controls public space? How do different cities respond to the needs of the poorest residents, and what shapes these responses? How did (do) cities around the world come to develop and grow? What is the role of gentrification? These are some of the questions we'll address in this course.

PASO 3200 Sociology of Travel and Tourism (3)
This course examines the relationship between tourism and social life from a sociological perspective, the root idea being that it is natural for human beings to make contact with other human beings and societies to create leisure institutions to engage in cultural exchange and enjoyment. This course will examine tourist practices and how they are shaped and made meaningful within a social context. As we investigate why people travel, how they travel, and what they do while they are "on the road," we will see that tourism is not on the margins of the social world, but rather profoundly interconnected with everyday social life, from the personal to the global. Through readings, discussing, and writing, we will explore the ways tourism is a material, symbolic, and political representation of many of the features of contemporary society's achievements and ills: modernity and postmodernity, consumption and cultural commoditization, the aestheticization of everyday life, democratization and social inequalities, questions of authenticity, embodiment and identity, gender relations, technology, social mobility and power, and globalization.

PASO 3210 Global Inequality (3)
This course introduces students to the relations among globalization and inequality and globalization, with a focus on implications for the developing world. Among topics for study are the world distribution of income, across and within countries; concepts of inequality (income, opportunity, mobility, capabilities, horizontal inequality); the implications of global trade and capital markets for inequality within developing countries; the consequences of inequality for growth and for political institutions in developing countries; the effects of global market failures and differences among countries in economic power on trade, capital, intellectual property, international migration, climate and other global regimes; and the role of global economic institutions (IMF, World Bank, bilateral aid programs) in addressing unequal opportunity and global market failures.

PASO 3220 Brazilian Society (3)
This course is designed as an interdisciplinary and critical introduction to the history, society, literature, and culture of Brazil, the largest nation of Latin America. Students will learn about Brazil's colonial experience as the only Portuguese colony in the Americas, its unique experiment with monarchical institutions in the nineteenth century, and the trajectory of its uneven modernization in the twentieth century. The course will examine diverse topics including contemporary race relations, gender, sexuality, religion and spirituality, class conflict, migration, and various aspects of Brazilian cultural production and performance, as reflected in film, music, literature, and other forms of popular culture.

PASO 3230 Sociology of Gentrification (3)
Why are rents up? Where are all the people who used to live in this neighborhood? Why was your favorite coffee shop replaced by a bank? What exactly is a hipster? These are all questions swirling around the topic of gentrification. Ruth Glass coined the term "gentrification" in 1964 to describe changes she was seeing in London, in particular the fact that "one by one, many of the working class quarters of London have been invaded by the middle classes." A physical and social transformation of urban neighborhoods, gentrification might have gotten its name in the 1960s, but it has its roots in social processes that run from the early twentieth century through today. In this class, we will explore the causes and consequences of gentrification, with a focus on the United States. In addition to thinking about what gentrification is, we will think about how urban theorists have conceived of gentrification, and how these conceptions shape debates on the contentious topic.

PASO 3300 Socio Health & Mental Illness (3)
This course offers an introduction to sociological theories and research related to health and illness, with a focus on mental health and mental illness. Although many people think of mental illness as under the purview of healthcare providers (and psychiatrists and psychologists for mental illness), sociologists have made significant contributions to our understanding and conceptions of health, illness, and mental illness.

PASO 3911 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 3912 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 3913 Special Topics (3)

Maximum Hours: 99

PASO 3914 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 3915 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

Sociology (SOCI)

SOCI 1010 Sexualities and Society (3)
The course is an introduction to sociological thinking about sexuality. It explores the social construction of sex; cultural discourses about sex; and the role sex plays in nation-building and social control. It examines role of sex in giving meaning and value to intersecting social identities. It introduces a theory of sexual scenes, particularly as it pertains to collegiate hookup culture. And it asks students to imagine alternative ways of organizing our sexual lives, identities, relationships, and societies.

SOCI 1020 Topics in the Sociology of Race and Ethnicity (3)
Sociology of Race and Ethnicity focuses on race and ethnic categorizations and relations. It examines the social stratification and impact of race and ethnicity on the everyday lives of people. This course provides you with the scientific tools necessary for examining power dynamics and deconstructing socially constructed identities globally. It significantly attends to the historical experiences of racial and ethnic minorities in the United States especially.

SOCI 1030 Sociology of The Family (3)
Consideration of the family as a social institution and a special form of small group. Examination of theoretical and empirical research focusing upon mate selection, marital interaction, and child socialization. Topics include contemporary demographic trends and cultural practices.

SOCI 1040 Gender & Society (3)
Examines the social construction of gender and the consequences of gender equality. Topics include socialization, intimate relations, paid and unpaid work, violence, and social change.

SOCI 1050 Intro to Education & Society (3)
This course is an introduction to sociological research, concepts, and theories about education. In the course, the purpose and function of education for the individual and society are critically considered, and a substantial amount of time is spent discussing the links between education and inequality. Topics that are discussed in detail include: the potential and limitations of schools, schools as agents of socialization, cross-national differences in educational systems, social relationships in schooling (the influence of community, social capital, parents, and peers), within and between school inequalities (school effects/ ability grouping), the effects of school characteristics and ascriptive forces on schooling outcomes, and variation in schooling outcomes themselves (achievement, attainment, labor market outcomes). Students will gain an appreciation of the role of schools as powerful determinants of the opportunities that individuals experience in modern societies.

SOCI 1060 Urban Sociology (3)
The social patterns, processes, and institutional structure of urban life.

SOCI 1080 Deviant Behavior (3)
Examines forms of human behavior that have been defined as deviant by the larger society. An emphasis is placed on understanding the social construction of such definitions, especially their cross-cultural variations, as well as motivations and social implications for those whose behavior is judged as deviant.

SOCI 1090 Social Problems (3)
Examination of critical contemporary social problems and social policy options. Emphasis is placed on understanding the multidimensional sources of crisis, unrest, and instability as well as policy options and tradeoffs associated with ameliorative efforts. Topics vary by semester and instructor.

SOCI 1210 Sociology of Religion (3)
Introduces students to sociological study of religious phenomena, including religious beliefs, practices, and behaviors as conditioned by sociological factors. A key emphasis is the relationship between religious systems and other social institutions, e.g., politics, family, economy, and social stratification.

SOCI 1290 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 1300 Criminology (3)
Emphasizes the public's perception of the crime problem and various sociological measures of amounts and trends of criminal behavior in society. Causal and noncausal theories of criminality, and the sociological implications of various selected offenses are explored.

SOCI 1400 Sociology of Sport (3)
An analysis of the structure and functions of sports in contemporary American society. Topics include the relationship between sports, socialization, ideology, sports and totemism, the organization of sports, and the economics of sports.

SOCI 1460 Asian-Amer Communities (3)
This course will provide a sociological introduction to America's rapidly growing Asian American populations and to the major issues facing these populations.

SOCI 1470 Global Social Change (3)
Examines global change and its implications for individuals and groups via exploration of issues of globalization of the economy, international development, urbanization, immigration, social movements, changing gender relations, etc. Emphasis will be placed on how such changes have come about and course focus will be international in scope with emphasis on Latin America, Asia, and/or Africa.

SOCI 1510 Work In American Society (3)
Examines the concepts of occupations, professions, and work organizations. It considers issues about employee selection, job involvement, alienation, satisfaction, performance, and compensation; industrial mental health, occupation safety, health and medicine; social conditions of work in bureaucratic organizations, work groups and union membership; supervision and human resource management; and the changing conditions of work resulting from technological change, social change, shifts in the occupational structure and the interface of work with other institutions such as the family.

SOCI 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 1893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 1900 Special Topics (3)
Special topic announced each semester.

Course Limit: 99

SOCI 1901 Special Topics (3)
Special topics course as designed by visiting or permanent Sociology faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Course Limit: 99

SOCI 1902 Special Topics (3)
Special topics course as designed by visiting or permanent Sociology faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Course Limit: 99

SOCI 1903 Special Topics (3)
Special topics course as designed by visiting or permanent Sociology faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Course Limit: 99

SOCI 1904 Special Topics (3)
Special topics course as designed by visiting or permanent Sociology faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Course Limit: 99

SOCI 1905 Special Topics (3)
Special topics course as designed by visiting or permanent Sociology faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Course Limit: 99

SOCI 1906 Special Topics (3)
Special topics course as designed by visiting or permanent Sociology faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Course Limit: 99

SOCI 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

SOCI 2010 Foundations of Sociology (3)
To provide substantive exposure to basic sociological concepts, theories, methods, and tools. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 2050 Population and Society (3)
An examination of the dynamic relationship between population and society. The course focuses on the contemporary demography of developed and developing countries, with an emphasis on societal problems linked to population.

SOCI 2100 Special Topics (3)
Special topic announced each semester. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 2101 Special Topics (3)
Special topics in Sociology.

SOCI 2102 Special Topics (3,4)
Special topics in Sociology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 2103 Special Topics (3)
Special topics in Sociology.

SOCI 2110 Special Topics (3)
Special Topics in Sociology. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 2120 Issues in Law and Society (3)
This course provides an introduction to the main themes and key debates in sociolegal research. Like the field of "law and society," it is interdisciplinary, and our readings will span sociology, political science, philosophical jurisprudence, and legal scholarship. We will read a mix of canonical law and society readings, as well as more recent pieces. Among the themes we will focus on are: legal pluralism, legal consciousness, the meaning and nature of law, the persistent "gap" between "law on the books" and "law in action," and the ambivalent place of law in political resistance and movements for social change.

SOCI 2180 Wealth,Power and Inequality (3)
Survey of theoretical and empirical literature on the distribution of wealth, power, and prestige within and across societies and historical periods. Emphasis is placed on the impact of social change on stratification systems.

SOCI 2210 Sociology of Reproduction (3)
This course is an introduction to the Sociology of Human Reproduction. We frequently think about reproduction as a natural/biological event, but like other aspects of human life, it is socially constructed: shaped by and experienced in and through various social practices. We will cover topics ranging from childbirth to breastfeeding, contraception to childlessness, and even little-known issues such as man" -opause (i.e.,male menopause). Much of the social science work on human reproduction comes from either demographic or feminist traditions so course readings reflect this dual genealogy.

SOCI 2220 Sociology of Medicine (3)
Introduction to the sociological significance of medicine and medical procedures and professions.

SOCI 2230 Sociology of Law (3)
Introduction to the sociological significance of law and legal procedures and professions.

SOCI 2450 Society Through Cinema (3)
Examination of social organization, interaction, issues, and problems via the depiction of these issues and themes in selected commercial and documentary cinematic statements as illustrative material. Weekly class meetings are divided into lecture, screening, and discussion. Specific topical foci differ by semester.

SOCI 2490 Lat Amer Social Structur (3)
An historical examination of the human condition in Latin America emphasizing three primary spheres of social relations: political, economic, and ideological. Within each sphere the following themes are addressed: national-international relations, urbanization, rural social structure, demographic trends, cultural change, and stability.

SOCI 2500 Organizational Behavior (3)
An introduction to the sociological study of organizations in the private and public sectors. Topics include models for studying organizations, organization processes (communication, decision-making, negotiation, leadership), the impact of structural culture, and environmental factors on organizational behavior.

SOCI 2600 Environmental Sociology (3)
This course examines political and economic aspects of global and local environmental problems. Topics include how societies and the environment interact, why some environmental risks have gained most attention, how support for environmental concerns can be measured, responses by environmental social movements, and visions of sustainable societies in the First and Third Worlds.

SOCI 2650 Latin Amer & the Environment (3)
An introduction to the political economy of the environment in Latin America.

SOCI 2700 Soc Psych Everyday Life (3)
An examination of issues involved in everyday social interactions, this course focuses on dimensions of interpersonal behavior against the background of sociological roles and role-playing, Emphasis is placed on the nature and process of interpersonal relationship, encounters, and public behavior against the backdrop of societal assumptions, norms, practices and beliefs. Related issues of affect/emotion, attitudes, cognition and perception will be discussed.

SOCI 2730 City of Paris (3)
Paris, one of the most distinctive and historically rich cities in the world, is used as a living laboratory for an examination of social patterns, processes, and organization of contemporary urban life. Course materials and field investigations serve to contextualize modern Paris in the conditions that spawned its dramatic transformation over the past two millennia and its continuing evolution into the present. Much of this summer class is experiential: learn by doing-planning, exploring, observing, mapping, and interpreting. In-class and field projects focus on how cities and urban systems are organized, the structuring of public space and its uses, modes of interpersonal interaction, how people perceive and attach meaning to the built environment, how we "read" cities, and represent urban spaces and places in our minds via "cognitive maps".

SOCI 2800 Introduction to Women's Imprisonment (3,4)
This class will explore the history, sociology, law, and politics of women's incarceration in the United States and Louisiana in particular exploring how different disciplines approach the subject. The class will investigate and map the work of local, national, and international organizations working on issues related to women in prison. We will use women in prison as a location to explore gender issues such as violence against women, discrimination against women in employment, racism and intersectionality, devaluation of women, and enforcement of gender norms such as compulsory heterosexuality. We will examine how law oppresses women but also how individuals and groups have changed policies to improve women's prison conditions and reduce the collateral consequences of convictions.

SOCI 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

SOCI 3030 Intro To Research Design (3)
Logic and techniques of social research, the relationships between theory and method, and alternative strategies in data collection.

Prerequisite(s): SOCI 2010.

SOCI 3040 Social Statistics (3)
Basic training in descriptive and inferential statistics with social science applications. Topics include measurement, tabular and graphic displays of data, central tendency, dispersion, probability, estimation, hypothesis testing, and linear regression.

Prerequisite(s): SOCI 2010.

SOCI 3100 Special Topics (3)
Special Topics in Sociology.

Corequisite(s): SOCI 3101.

SOCI 3101 Special Topics (3)

SOCI 3220 Social Theory (3,4)
An introduction to classical and contemporary sociological theory.

Prerequisite(s): SOCI 2010.

SOCI 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

SOCI 4210 Urban Ethnography and Social Justice (3)
In this course students will develop a practical working knowledge of the theoretical and conceptual frameworks used in analyzing urban issues of social justice through a combination of classroom instruction, applied ethnographic field instruction, practitioner engagement, and professional development activities.

SOCI 4310 Crime Punishment & Comm NOLA (3)
This course examines the relationship among community changes/characteristics, crime, and punishment focusing on New Orleans. It includes an intense community engagement component that involves residential outreach to assess viewpoints on common crime prevention, policing and punishment practices.

Corequisite(s): SOCI 4210 and SOCI 4890.

SOCI 4560 Internship (1-3)
Open to especially qualified upper level students. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 4570 Internship (1-3)
Open to especially qualified upper level students. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 4610 Ecology and Society (3)
From local disasters to global crises, this course explores the grave consequences to human development springing from ecological catastrophes and the ways in which wellbeing, social equality, and economic advance are intimately linked to the environment.

Corequisite(s): EVST 4510.

SOCI 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 4910 Independent Study (1-3)
Open to especially qualified upper level students with approval of instructor. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 4920 Independent Study (1-4)
Open to especially qualified upper level students with approval of instructor. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

SOCI 4990 Honors Thesis (3)
Honors Thesis.

Course Limit: 99

SOCI 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): SOCI 4990.

SOCI 5110 Capstone Component: SOCI 6320 (0)
Capstone Component: SOCI 6320.

SOCI 5190 Semester Abroad (1-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 6010 Adv Special Topics: SOCI (3,4)
Special topic announced each semester. Courses may be repeated up to unlimited credit hours.

Prerequisite(s): SOCI 3040, 3030 and 3220.

Maximum Hours: 99

SOCI 6011 Adv Special Topics: SOCI (3,4)
Adv Special Topics in Sociology. Course may be repeated up to unlimited credit hours.

Course Limit: 99
Maximum Hours: 99

SOCI 6012 Adv Special Topics: SOCI (3,4)
Adv Special Topics in Sociology. Course may be repeated up to unlimited credit hours.

Prerequisite(s): (SOCI 3030, 3040 and 3220).

Maximum Hours: 99

SOCI 6013 Adv Special Topics: SOCI (3-4)
Advanced Special Topics course as designed by visiting or permanent Sociology faculty. For description, consult the department.

SOCI 6014 Adv Special Topics: SOCI (3-4)
Adv Special Topics in Sociology.

SOCI 6020 Political Sociology (3)
Analysis of both the distribution and institutional bases of power in society and the values which legitimate them. Class, bureaucracy, occupations, and political participation as these correlate with power.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6030 Monog, Poly-Sexualities Societ (3,4)
This class is a sociological exploration of the establishment and consequences of different kinship forms including monogamy, polygamy, polyamory, and polyqueer.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6060 Issues In Soc of Gender (3)
This course examines research in several areas of the sociology of gender. Topics include the acquisition of gender identity, face to face interactions, the changing roles of women and men, the intersection of work and family, and social movements. Students will conduct original research in one of these areas.

Prerequisite(s): SOCI 3040, 3030 and 3220.

SOCI 6070 Sociology of Sexuality (3-4)
An advanced sociology course on sexuality. The core theme of the course is to explore how the way we think about and experience the erotic, sex, and sexuality are constructed through and shaped by social processes. Considerable time will be spent on sexuality as a system of stratification that is separate from but intersects with inequalities on the basis of gender, race, ethnicity, and class.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6080 Mental Health and Illness (3)
Mental health has been typically understood as one of the defining characteristics of "normality"; in contrast. mental illness has long been stigmatized and contested. This course aims to show that the boundaries between the two have been far from stable and depend on the social and historical contexts in which they are drawn.

Prerequisite(s): SOCI 3040, 3030 and 3220.

SOCI 6090 Sociology of Medicine (3)
An examination of social and psychological factors affecting the prevalence and incidence of disease in human populations. Topics also considered include the organization of the health professions, comparative medical systems, social change and health care, and social factors affecting the utilization of health services.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6100 Sociology of Health & Illness (3-4)
Advanced seminar in the social causes and effects of health, illness, and healthcare.

Prerequisite(s): SOCI 3030 and 3040.

SOCI 6112 Sociology of Food and Agriculture (3,4)
Study of food and agriculture systems, particularly in the Gulf South and Latin America, from a sociological perspective.

Prerequisite(s): SOCI 3040, 3030 and 3220.

SOCI 6120 Race/Ethnicity In Amer (3)
Sociological examination of the dynamics of race and ethnic relations in the United States. This course provides an opportunity for students to read about, think, and discuss issues of racial and ethnic relations in society. Topics include the social construction of racial classification systems, the historical record of the interaction between the races in America, public policy, and possible mechanisms for dealing with some of the issues that many consider most problematic in our society.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6130 Race, Crime and Control (3-4)
This course examines the US Criminal Justice system as a mechanism of racial control. It covers the socio-historical construction of race, different theories and practices of racism and their manifestation and institutionalization in the contemporary US Criminal Justice system, and ongoing strategies of resistance and antiracism.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6160 Crime and Human Development (3-4)
This course will examine key conceptual and research issues such as the development of criminal behavior and criminal careers; stability and change in criminal behavior across developmental stages of the life course; trajectories, transition, and turning points through life; qualitative and quantitative approaches to studying crime and the life course, and social change and its link to individual lives.

Prerequisite(s): SOCI 3040 and 3220.

SOCI 6180 Wealth, Power, and Inequality (3)
Theories of stratification, status systems in various societies, measurement and research of social classes in the United States.

Prerequisite(s): SOCI 3040, 3030 and 3220.

SOCI 6200 Issues In Soc of Family (3)
This course will consider the sociological, political, and cultural criticisms of the traditional definitions of family. This course focuses on family demography, gay/lesbian family issues, African-American families, and the "family values" wars as organizing topics.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6210 Sociology of Culture (3,4)
The sociology of culture provides a useful lens to examine culture in everyday life, in mass media, and in the fine arts.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6260 Gender, Work & Family (3)
This course focuses on the sociological intersections of gender, work, and family across a variety of countries, with emphasis on (but not limited to) the European Union and the United States. Major themes are (1) how national context influences the work-family nexus for adults (women and men) and children (girls and boys), (2) how people negotiate, share, and create culture as it relates to work-family issues, and (3) how the experiences and ideologies of parents and children vary within and across societies. The course will cover a wide range of sociological vantage points, from macroscopic to microscopic issues.

SOCI 6270 Climate Change and Disasters (3-4)
Climate change is the most daunting ecological calamity facing all of humanity. This is a discussion-based course designed to evaluate the process of globalization and the political and economic forces therein that affect the environment, with particular focus on climate change and disasters. The course motivates students to critically evaluate the claims of various schools of thought on the relationship between globalization, climate, and the environment. In order to accomplish these objectives, we must first fully understand macro-sociological interpretations of development. In turn, we will extensively consider the interconnections among society, political-economic dynamics, the process of globalization, and natural systems (ecology). The successful integration of these themes depends heavily on your involvement in and preparation for class meetings. To that end, each student should dedicate her/him/themselves to devoting adequate time to contemplate the readings prior to each class meeting and structure thoughtful contributions to class discussion. The process of climate change is a complex web of cause, effect, and feedback among human and natural systems. Your experience in this class will be enhanced to the degree that you appreciate and interrogate the complex relationships that are the nexus of societal and environmental interactions.

SOCI 6300 Urban Policy & Planning (3)
This course examines how government policies and programs have shaped and affected cities and metropolitan areas in the United States and around the world over the last hundred years or so. The course investigates policies and planning actions pertaining to community organizing, welfare reform, adaption to climate change, post-disaster recovery and rebuilding, tourism and urban cultural production: real estate, housing, and uneven development, and sustainability. The course will focus on policies that have impacted the built environment and address relationships between cities, communities, and broader socio-political and economic processes. As a capstone course, assignments and course activities are designed for advanced undergraduate or for graduate students interested in connecting the course subject matter with a service learning project within the sociology of urban policy and planning.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6310 Sociology of the Urban Environment (3,4)
The primary objective of this course is to provide students with an understanding of the fundamental sociological and various social science, humanities, and environmental perspectives on the urban environment. We will also engage with related fields such as political ecology, urban political and urban ecology, political economy of the environment, racial ecologies, and the general study of urban and environmental issues from an interdisciplinary perspective. Further, weaved within the entire course will be a emphasis on important issues related to social and environmental in/justices, including inequality, poverty, stratification, racism, and racial, gender, and sexual orientation inequality (among a number of other related issues). To do this, we will examine specific social and societal institutions including (but not limited to) housing, work, criminal in/justice and mass incarceration, pollution and neighborhoods, healthcare, public and environmental health, government and politics, public policies and a number of specific programs associated with all of those institutions. Additionally, we will discuss the history of urban policies and urban development, and environmental policies and related programs, as they all relate to the sociological concepts, issues, and institutions outlined previously. Lastly, we will explore the practices of inquiry and analysis associated with sociological and other social science approaches from a liberal arts perspective.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6320 Global Political-Economy & The Environment (3,4)
This course provides an overview of sociological research pertaining to globalization and the environment. Topics include macro-comparative theories of development. and the interconnections among society, political-economic dynamics, the process of globalization. and natural system (ecology).

Prerequisite(s): SOCI 3040 and 3220.

SOCI 6325 Global & Local Environmental Justice (3)
This service-learning course enriches student understanding of environmental justice at the global and local level. Students will sharpen their knowledge of various environmental movements. activism. and advocacy in the classroom. which will be supplemented with experience in the field. Specifically. students will collaborate with environmentally-focused organizations and nonprofits in the greater New Orleans area to implement environmental justice activities in the local community.

Prerequisite(s): SOCI 3040.

SOCI 6330 Sociology of Education (3,4)
This course will examine the social functions of educational institutions, the role of education in the American social and economic structure, and major controversies and debates concerning educational policy as social policy.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6340 Race & Ethnicity in Latin Amer (3)
This course explores the development of racial categories throughout Latin America and the implications of these social constructs for group identities, community building, and social activism. We will begin with a theoretical overview of the scholarship on race and ethnicity in Latin America and on the process of racialization. We will explore the limitations of using a Western lens to understand race and racism in Latin America and the Caribbean. Students will learn to expand how they conceptualize these terms in order to better understand Latin America's distinct racial landscape. Students will engage the empirical scholarship of indigenous populations as well as on Latin Americans of African descent. Students will learn about the complexities of mestizaje he erasure of blackness and rising inter-ethnic conflict.

SOCI 6560 Social Movements and Collective Behavior (3)
An advanced theoretical and empirical analysis of the determinants of organized non-institutionalized forms of collective action. Topics include the interplay of structural conditions and voluntaristic actions, the logic of collective action, culture, and ideology as they shape social movement outcomes. The specific types or dimensions of collective action examined may vary from semester to semester.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6640 Sociology of Organizations (3)
Exploration and development of organizational structures, processes and consequences. Interdisciplinary focus drawing conceptual, theoretical, and methodological tools from sociology, management, economics, and applied fields such as law and public administration. The seminar will examine classic and current issues in the sociology of organizations and the influence of complex organizations on different contexts and institutions (e.g., economy, family, healthcare, politics).

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6650 Sustainable Development in Latin America (3,4)
This course examines the dimensions of sustainable development in Latin America from the theoretical perspectives of environmental sociology and the sociology of development.

Prerequisite(s): SOCI 3040, 3030 and 3220.

SOCI 6660 Forensic Sociology (3)
This course will introduce students to the ways in which scholars and researchers apply social science knowledge, methods, and theories to legal problems such as criminal trials, civil disputes, and arbitration proceedings. The course will address socio-legal questions and problems related to the following areas of civil litigation: premises liability and inadequate/negligent security, product liability and human-factors related litigation, climate change, toxic torts and crime torts, racial segregation and fair housing, and employment discrimination lawsuits.

Prerequisite(s): SOCI 3040 and 3220.

SOCI 6700 Sociology of Law (3)
An examination of the implications of law in the persistence and change of social systems, the relation of sociological theory and research to legal institutions, and law as an organization and profession.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6873 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 6890 Qual Research Methods (3)
This course provides an introduction to key themes and practices in qualitative research methods, including major theoretical and methodological debates, project design, gaining access, and gathering and analyzing data. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 6891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 6892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 6893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOCI 6910 Gender In Latin America (3)
A sociological examination of how changing political, economics and developmental issues in Latin America shape and are shaped by gender relations.

Prerequisite(s): SOCI 3030 and 3040 or SOCI 3220.

SOCI 6930 Social Movements in Latin America (3)
An examination of the factors shaping the emergence, development, and decline of social movements in Latin America. Issues addressed include why people join movements, what constraints there are on building of social movement organizations, and in what ways are leaders and ideologies crucial to movement development.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6940 Political Sociology of Latin America (3)
This course examines theories of the bases and distribution of power in Latin America. Topics include the role of elites and domestic class coalitions in state formation and regime transitions, the role of civil society/labor, popular associations, political parties in democratization, and the role of culture, including religion, in political life.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6960 Urban Latin America (3)
This course is a study of the causes and social effects of urban growth and decay in rich and poor countries in the Americas. Examines contemporary urban social classes and political coalitions, and how these are changing with shifting regional economies. The course discusses theories of urban societies and regional growth, and examines case studies and theories from Latin America.

Prerequisite(s): SOCI 3030, 3040 and 3220.

SOCI 6970 Latin America Social Mobilization (3,4)
Certain social networks and types of social practice specialize in subverting the state and dominant society. In this class we look diffusely at social mobilization and focus on manifestations beyond social movements. We look at protest, at crime and violence, and at religion. The goal is to understand social history, or the way people who are not in positions of institutional power come together to change their world, sometimes to make the world better and sometimes to make it worse. Our goal is to develop sensibilities and analytic outlooks that allow us to understand these types of social mobilization as a way of understanding social change in Latin America, beyond the institutions that political scientists and economists tend to focus on.

Prerequisite(s): SOCI 3040 and 3220.

SOCI 6990 Special Topics in the Sociology of Latin America (3)
Course topics vary. Courses will include: Latin American Immigration, Race and Ethnicity in the Americas, Caribbean Societies, and Drugs and Alcohol in the Americas.

Prerequisite(s): SOCI 3030, 3040 and 3220.

Maximum Hours: 99

SOCI 7010 Readings (3)
Graduate Level Independent Study.

SOCI 7350 Advanced Top Data Analys (3)
Course topics vary. Topics include: Innovations in data analysis.

Spanish (SPAN)

SPAN 0100 Spain Summer Program, Cadiz (0)
Summer program

SPAN 0990 Spanish For Reading Knwl (0)
Summer program.

SPAN 1010 Introductory Spanish I (4)
Introductory Spanish

SPAN 1020 Elements of Spanish II (4)
Continuation of SPAN 1010. The overall goal of this course is developing proficiency in the four language skills (listening, reading, speaking, and writing) essential to communicative language learning. The course uses a task-based approach which provides the learner with opportunities to use the language interactively.

Prerequisite(s): minimum score of PASS in 'Span 1020 Placement' or SPAN 1010.

SPAN 1120 Intensive Intro Spanish (4)
Intensive introductory Spanish course.

SPAN 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 1893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

SPAN 2030 Elements of Spanish III (4)
Continuation of SPAN 1020 or SPAN 1120. The overall goal of this course is to develop proficiency in the four language skills (listening, reading, speaking, and writing) essential to communicative language learning. The course uses a task-based approach which provides the learner with opportunities to use the language interactively.

Prerequisite(s): minimum score of PASS in 'SPAN 2030 Placement', SPAN 1020 or 1120.

SPAN 2031 Elements of Spanish III Lab (0)
Taken concurrently with SPAN 2030, the Elements of Spanish III Lab is an integral and required component of the SPAN 2030 Elements of Spanish III course. All students enrolled in SPAN 2030 must also enroll in SPAN 2031.

SPAN 2040 Span Conversations & Composition (3)
This course is designed to develop oral proficiency in Spanish through the study and analysis of recorded, visual, and written texts, as well as a variety of pair and group activities. Special emphasis is placed on pronunciation, vocabulary acquisition, and a review of Spanish grammar and syntax.

Prerequisite(s): minimum score of PASS in 'SPAN 2040 Placement' or SPAN 2030.

SPAN 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): SPAN 2040.

Maximum Hours: 99

SPAN 2891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

SPAN 2990 Foreign Language Exempt (0)

SPAN 3040 Spanish Grammar and Writing (3)
Analysis and practice in the written language.

Prerequisite(s): minimum score of PASS in 'SPAN 3000 Placement', minimum score of PASS in 'SPAN 3040 Placement' or SPAN 2040.

SPAN 3050 Spanish Grammar & Writing Business (3)
This course studies the Spanish language as it is used in business and provides contexts for the practice and use of business-related lexicon in the Spanish-speaking world.

Prerequisite(s): SPAN 2040, minimum score of PASS in 'SPAN 3040 Placement', minimum score of PASS in 'SPAN 3050 Placement' or minimum score of PASS in 'SPAN 3060 Placement'.

SPAN 3060 Spanish Grammar & Writing Medical Profession (3)
This course introduces students to Spanish for the health sciences. Spanish major and minors interested in the health professions are encouraged to enroll, along with pre-medical and public health majors and minors.

Prerequisite(s): minimum score of PASS in 'SPAN 3040 Placement', SPAN 2040, minimum score of PASS in 'SPAN 3050 Placement' or minimum score of PASS in 'SPAN 3060 Placement'.

SPAN 3080 Spanish Grammar and Writing for the Legal Professions (3)
This course offers students the opportunity to enhance existing Spanish communication skills in legal practice. Students will also improve writing skills through assignments to be completed outside of class. The course will introduce Spanish legal terminology in areas such as immigration, consumer protection, criminal, employment, housing and family law.

Prerequisite(s): SPAN 2040, minimum score of PASS in 'SPAN 3040 Placement', minimum score of PASS in 'SPAN 3050 Placement' or minimum score of PASS in 'SPAN 3060 Placement'.

SPAN 3130 Introduction to Latin American Cultures (3)
Introduction to the cultural diversity of Latin America through the study of contemporary literary, social, political, and popular culture trends as observed by selected literary figures, intellectuals, and artists.

Prerequisite(s): SPAN 3040, 3050, 3060 or 3080.

SPAN 3240 Intro to Spanish Culture (3)
This course offers the intermediate student a brief introduction and survey of Spanish culture beginning during the earliest moments of the Spanish nation and continuing through the present, primarily though nonliterary means. Discussions are supplemented by cultural readings and visual media to give an overview of Spanish culture.

Prerequisite(s): SPAN 3040, 3050, 3060 or 3080.

SPAN 3270 Span & Lat Amer Lit & Cultures (3)
Through a series of readings from Latin America and Spain, students receive instruction in literary terminology, vocabulary building, and strategies for enhanced reading comprehension. Significant emphasis on the continued development of linguistic skills and critical analysis.

Prerequisite(s): SPAN 3130, 3240 or 3350.

SPAN 3280 Spanish & Lat Amer Lit & Film (3)
Through a series of film viewings, readings, and access to other visual media from Latin America and Spain, students receive instruction in how to discuss and analyze visual culture in Spanish. Vocabulary building and strategies for enhanced viewing and reading comprehension are stressed. Significant emphasis on the continued development of linguistic skills.

Prerequisite(s): SPAN 3130, 3240 or 3350.

SPAN 3350 Intro Topics Hispanic Cultures (3)
An introduction to Hispanic cultures from different thematic perspectives, which may include: US Latino culture, Jewish cultural production in Latin America and/or the Iberian peninsula, theatrical and performative practices in the Hispanic world, etc.

Prerequisite(s): SPAN 3040, 3050, 3060 or 3080.

SPAN 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

SPAN 4060 Hispanic Literary Foundations (3)
An introduction to the literature and critical issues of early Hispanic cultures until modernismo. Students acquire fundamental skills in literary and critical analysis as well as a basic understanding of key cultural topics such as medieval "convivencia," the social order in early modern Spain indigenous concerns in colonial Latin America, and the formation of national literatures in 19th century Latin America. Prerequisite(s): (SPAN 3040, 3050, 3060, or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280) or minimum score of PASS in 'SPAN 4000 level Placement'.

Prerequisite(s): (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280) or minimum score of PASS in 'SPAN 4000 level Placement'.

SPAN 4100 Gender/Sex Hisp Culture (3)
This course focuses on issues of gender and sexuality in Spain and/or Latin America with emphasis on one area or the other depending of the staffing in a given year. It includes consideration of literary and other texts, including popular music, art, and cinema.

Prerequisite(s): SPAN 3270, 3280, 3290, 3300, minimum score of PASS in 'SPAN 4000 level Placement' or minimum score of PASS in 'Exempt from SPAN 2030'.

SPAN 4110 Modern Spanish American Literature (3)
Major authors of the nineteenth and twentieth centuries, including Martí, Darío, Vallejo, Alfonso Reyes, Borges, Rulfo, Paz, and Carpentier.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

SPAN 4120 Social Problems in Spanish American Literature (3)
The chief problems of Latin American society as reflected in poetry, short fiction, essay, and theatre. Representative works concerning the Mexican revolution; the social status of women, Indians and blacks; the life of urban and rural working classes; tyranny and political repression.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).
Course Limit: 2

SPAN 4130 Topics Spanish-American Literature (3)
Readings in Spanish American stories, essays, and poems, focusing on a topic of historical and cultural importance. Some themes: women in Spanish American literature, regionalism and indigenismo, Afro-Latin American writing, testimonio. The precise topic varies from year to year. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050 or 3060) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Maximum Hours: 99

SPAN 4131 Creative Writing in Spanish (3)
This course offers students the tools to articulate their ideas and experiences in a narrative form in Spanish. The course is designed to achieve this in two ways: by learning specific techniques through readings of short stories both in Spanish and English, which will be refined through numerous exercises; and by working through the semester on the crafting of at least one short story or nonfiction piece, about which the professor will make observations and suggestions as each student present drafts of their work. During the semester students will extensively practice writing, critical reading, and peer editing. The course introduces students to literary terminology and places significant emphasis on vocabulary building.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

SPAN 4140 Intro Colonial Letters (3)
Introduction to the literary monuments and cultural history of colonial Spanish America (1492-1815), with special focus on the relationship between first-person narration and Spanish legal traditions. Cultural icons of the colonial period to be studied include Hernán Cortés, Álvar Nuñez Cabeza de Vaca, Catalina de Erauso, Sor Juana Inés de la Cruz, Carlos de Sigüenza y Góngora, Fray Servando Teresa de Mier. Visual texts and films to complement Spanish readings.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3550) and (SPAN 3270 or 3280).

SPAN 4150 Spanish Literature of the 20th Century (3)
Selections from the writings in all genres from the Generation of 1898 to the present.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3550) and (SPAN 3270 or 3280).

SPAN 4160 Afro-Latin American Literature (3)
This course examines history, literature, and culture of Afro-Latin Americans from the colonial period up to the present. Throughout the course, students read articles concerning slavery, race relations, Afro-Atlantic religions, music, and Black political movements in Latin America. These readings provide socio-cultural context from the analysis of selected literary texts.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3550) and (SPAN 3270 or 3280).

SPAN 4170 Intro to Spanish Film (3)
The development of the cinema in Spain from its origins to the present. Contextual topics such as the effects of civil war and censorship are discussed. Emphasis on a theoretical approach to the medium, with close analysis of individual films by directors such as Buñuel , Saura, Erice, and Almodóvar, among others.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

SPAN 4180 Topics in Latin American Cultural Studies (3)
Introduction to multiple aspects of Latin American culture. Students study a variety of cultural production, ranging from literature, film, music, and art, to its cooking and comics to form as complete as possible a vision of Latin American's complex and multifaceted culture. Students examine mainstream notions of national identity, while at the same time interrogating them by considering questions of gender, race, class, sexuality, and region. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Maximum Hours: 99

SPAN 4190 Intro to Latin American Film (3)
The development of cinema in Latin American from its arrival as an imported technology to the present. Films studied in relation to the sociopolitical environment and emphasis placed on close analysis as well as a contextual understanding of the material. Topics include the struggle to create national film industries, the "art film" and New Cinema movements, and recent trends in countries such as Mexico and Argentina.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3550) and (SPAN 3270 or 3280).

SPAN 4200 Historical Novel Lat Am (3)
Study of recent works by Latin America's premier novelists that considers how these writers articulate modern cultural identities by narrative the lives of iconic figures of the colonial past. Contemporary essays and selections from colonial texts are also discussed. Authors include Arenas, Carpentier, Fuentes, García Márquez , Lobo, Posse, Vargas Llosa.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

SPAN 4210 Topics in Latin America Cinema (3)
A topics course on the cinemas of Latin America. Possible themes include representations of history, violence and politics, subaltern subjectivities, genres, cinema and cultural imperialism. The course may refer to a particular national tradition or to Latin American film in general.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

SPAN 4260 Span Phonetic/Phonolgy (3)
A detailed investigation of the speech sounds of Spanish, their organization, and their proper articulation. Practice both in class and with recorded material.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

SPAN 4270 Iberoamer Dialectology (3)
Survey of the varieties of Spanish spoken in Spain, Latin America, and the United States. We look at variation in pronunciation and grammatical usage, such as the tú/usted/vos, as well as variation by age, gender, and social class.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3550) and (SPAN 3270 or 3280).

SPAN 4280 Sex, Sentiment, Marriage (3)
In the 18th century. there is a change in the expectations for marriage and gender relations in general. Instead of the assumption that marriage was to secure property and family alliances, there arose the hope that men and women would find attraction and companionship in marriage. We will look at the process of change in ideas about marriage, the education of women, the right to choose a spouse, romantic love and sexual seduction and practical problems of the division of power in a marriage.

SPAN 4300 Literatures and Cultures of Al-Andalus (3)
This course offers students a foundation in the literary and cultural production of al-Andalus, while understanding those works as key components of the common civilization between Africa, Europe, and the Middle East. Readings include moaxaja and zejel poetry, poetry by Andalusi women, selections from Las mil y una noches, and readings in history, science, medicine, and geography to demonstrate the scope of Andalusi intellectual pursuits.

Prerequisite(s): (SPAN 3040, 3050 or 3060) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280) or minimum score of PASS in 'SPAN 4000 level Placement'.

SPAN 4350 Topics in Spanish Literature (3)
A topics course on the literature and culture of Spain. Possible themes include science and literature, construction of gender and sexuality, revolution and repression, honor and violence, popular culture, satire, and metanarrative. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Maximum Hours: 99

SPAN 4351 Topics in Spanish Lit (3)
Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060, or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Maximum Hours: 99

SPAN 4420 Intro. Medieval Iberia (3)
Introduction to the cultural issues of medieval Iberia from the eighth century to 1500. Students read a variety of medieval stories, miracles, and historical documents in order to actively discuss Iberia's diverse Jewish, Muslim, and Christian communities, and to engage with such topics as courtly love, health and healing, pilgrimage, the “reconquest”, and medieval work.

Prerequisite(s): (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280) or minimum score of PASS in 'SPAN 4000 level Placement'.

SPAN 4430 Lit of the Golden Age (3)
Readings and discussions of selected dramatic, poetic, and prose works of the Siglo de Oro by Cervantes, Lope de Vega, Tirso de Molina, Calderón, Quevedo and Luis de Góngora.

Prerequisite(s): (SPAN 3040, 3050 or 3060) and (SPAN 3130, 3240 or 3350) and (SPAN 3270, 3280 or minimum score of PASS in 'SPAN 4000 level Placement').

SPAN 4510 Hispanic Cities (3)
This class explores the history, artistic production, literature, and cultural issues related to a Hispanic city, such as Buenos Aires, Madrid, Mexico City, or Seville. In an effort to investigate the city in a broad national and international context, the course connects an urban area to important events and sites in Latin American and Spain. Taught in rotation by different faculty in the department, the focus on a particular city changes with the professor. Course may be repeated up to unlimited credit hours.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Maximum Hours: 99

SPAN 4520 Topics in Spanish Cultural Studies (3)
Spanish cultural studies applies interdisciplinary approaches to the study of popular and mass cultural forms. Depending on the instructors' specialization, the course may encompass various chronological periods or special themes. In addition to the specifics of individual syllabi, all classes explore the role of culture in nation formation, the organization of leisure time through the culture industry, culture as a site of power, concepts of high and low culture, and how various cultural systems cut across boundaries of class, race, religion, and gender.

Prerequisite(s): minimum score of PASS in 'SPAN 4000 level Placement' or (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280).

Maximum Hours: 99

SPAN 4560 Internship (1-3)
Internship. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 4610 National Cinemas Latn Am (3)
A detailed historical, thematic, and stylistic analysis of individual national cinemas in Latin America (Cuban cinema, Brazilian cinema, Mexican cinema, for example). Emphasis will be placed on understanding the development of national cinema industries and movements in the context of other social, economic, political, and aesthetic forces.

SPAN 4710 Environmental Literature (3)
The importance and grandeur of the diverse environments of the Hispanic and Lusophone worlds as well as the problems and challenges posed by foreign and local exploitation of natural resources, environmental racism, climate change and environmental degradation. (3 credits)

Prerequisite(s): (SPAN 3040, 3050, 3060 or 3080) and (SPAN 3130, 3240 or 3350) and (SPAN 3270 or 3280) or minimum score of PASS in 'SPAN 4000 level Placement'.

SPAN 4870 Transfer Credit (3)

Maximum Hours: 99

SPAN 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 4910 Independent Study (1-4)
Independent Study in Spanish. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.s.

Maximum Hours: 99

SPAN 4990 Honors Thesis (3)
Honors Thesis

SPAN 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): SPAN 4990.

SPAN 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

SPAN 5990 Spanish for Reading Knwl (0)
Summer Program

SPAN 6000 Independent Study (1-3)
Independent Study in Spanish.

Maximum Hours: 99

SPAN 6010 Method Tchg Span & Port (3)
A general introduction to applied linguistics, teaching and testing methodology, and use of technology in the Spanish and Portuguese classroom.

Prerequisite(s): SPAN 4060.

SPAN 6060 Hispanic Bilingualism (3)
This course is to teach students about the sociology of language from specific cases of language content and bilingualism in the Spanish-speaking world. Student learn about Spanish in many varied social settings, as well as about first and second language acquisition; language maintenance, shift, and death; code switching; speech production and processing; and bilingual education and language policy.

SPAN 6080 Spec Top in Applied Ling (3)
The purpose of this course is to assist future teachers interested in second language learning and teaching, both in terms of theoretical issues and practical implications. Subject varies every semester.

SPAN 6090 Ind Peoples Col World (3)
An examination of early colonial writings that memorialized and debated the status of American peoples and cultures. Ethnographic accounts of European and Creole authors are read together with indigenous testimonies, with focus on topics such as: noble savagery, the debates on the 'just' causes for military conquest, European perceptions of indigenous languages and religious practices, and the confrontation between oral tradition and written culture.

SPAN 6100 Literary Theory (3)
An introduction to modern theories of literary analysis. Readings consist of primary texts in the schools of thought to be studied, which may include formalism, stylistics, semiotics, reader-oriented approaches, structuralism, deconstruction, feminism, poststructuralism, queer theory, and postcolonial studies.

Prerequisite(s): SPAN 4060.

SPAN 6140 Lit of Central America (3)
Representative literary figures of the six Central American countries, including Darío, Asturias, Cardenal, Alegría, and Cuadra.

SPAN 6150 Lit of Spn Caribbean (3)
With emphasis on the nineteenth and twentieth-centuries, the course traces the literary development of the Spanish Antilles (Cuba, Dominican Republic, Puerto Rico) through the works of Heredia, Hostos, Villaverde, Martí, Avellaneda, Palés Matos, Guillén, Bosch, Marqués, Carpentier, Lezama Lima, Cabrera Infante, Sarduy, L. R. Sánchez, and Ferré, among others.

Prerequisite(s): SPAN 4060.

SPAN 6160 Sound Studies and Sound Art in Latin America (3)
This course is an introduction to sound studies and sound art in LatinAmerica. Speaking, reading and writing knowledge of Spanish (the class is in Spanish). Spanish majors must have completed or be concurrently completing the 4000 level sequence.

Prerequisite(s): SPAN 4060.

SPAN 6170 Modernism in Spn Am Lit (3)
Study of the modernist movement through the works of Martí, Gutiérrez Nájera, Casal, Silva, Darío, Rodó, Agustini and others.

SPAN 6180 Cntmp Span Am Short Stry (3)
A study of the contemporary short story of Spanish America with emphasis on major authors such as Borges, Cortázar, Onetti, Rulfo, Carpentier, García Márquez, Silvina Ocampo and others.

SPAN 6190 Avant-Garde Move Lat Am (3)
This course surveys the avant-garde movements in Spanish America and Brazil, focusing on the period from 1916 to 1935. Some of the movements to be examined include Huidobro's creacionismo, ultraismo, Brazilian modernismo and verdeamarelismo, Mexican estridentismo and the “Contemporáneos” group and the impact in Latin America of surrealism and other European avant- garde movements. Readings in both Spanish and Portuguese, and the class is taught in both languages, but fluency in both languages is not expected.

SPAN 6200 Trends Rec Spanish American Novel (3)
A study of the major achievements and experiments in the contemporary Spanish American novel.

Prerequisite(s): SPAN 4060.

SPAN 6210 Essay in Spanish America (3)
A panoramic view of the essay in Spanish America. The leading authors (Bello, Sarmiento, Hostos, Martí, Rodó , Mariátegui, Borges, Castellanos, Ferré, Paz and others) are studied with emphasis on their contributions to the genre.

SPAN 6220 Chronicles & Epics of Span Con (3)
This course examines the ways in which the discovery and conquest of America were narrated, with special focus on the relationship between early modern historiography, legal traditions, and rhetorical standards and practices. Additional topics may include Renaissance, Spanish colonial language policy, the status of the Americas and Native Americans in natural and moral history.

SPAN 6230 El Barroco de Indias (3,3)
Assessment of the Baroque in Spain's American viceroyalties during the seventeenth and eighteenth centuries in its relation to contemporary European literary practices, political culture, and religious values. Also considered are modern re-interpretations of the place of the Baroque in Spanish America's cultural tradition (Picón Salas, Lezama Lima, Paz, Sarduy).

SPAN 6250 La Ilustración: Spanish Literature 18th Century (3)
This course examines Spanish literature of the 18th century with special emphasis on the role of the Ilustrados in cultural production, along with popular resistance to their practices.

Prerequisite(s): SPAN 4060.

SPAN 6260 Spn Novel of 19th Cent (3)
The development of the novel in the nineteenth-century, its different forms and literary trends: romanticism, realism, naturalism. Special attention is paid to Fernán Caballero, Alarcón, Valera, Palacio Valdés, Pereda, Galdós, Pardo Bazán, Alas, Blasco Ibáñez.

SPAN 6270 Spanish Romanticism (3)
This course examines Spanish romanticism in the context of European trends. Special attention is given to the economic and political upheavals of the early nineteenth-century and the connection of these to the privileging of the individual subject.

SPAN 6330 Span Prose of Golden Age (3)
Lectures and discussions of Lazarillo de Tormes, Cervantes's Novelas ejemplares, selections from Guzmán de Alfarache by Mateo Alemán, El Buscón and Los Sueños of Quevedo, and the novels of María de Zayas as well as the writings of Santa Teresa and Gracián.

SPAN 6410 Don Quijote (3)
Discussions of Don Quijote in its entirety in the context of the intellectual and cultural tendencies of the Siglo de Oro and modern critical approaches.

SPAN 6430 Drama of the Golden Age (3)
Study of the plays of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón and other dramatists.

SPAN 6440 Poetry of the Golden Age (3)
Discussions of the pivotal movements represented by the poetry of Boscán, Garcilaso, Luis de León, Santa Teresa, San Juan de la Cruz, Lope de Vega, Góngora, and Quevedo.

SPAN 6450 Spanish American Theater (3)
Main tendencies of the contemporary Spanish American theatre with emphasis upon such writers as Usigli, Marqués, Solórzano, Buenaventura, Arrufat, Piñera, Garro, and Chocrón.

SPAN 6460 Maj Contem Spn Amer Poet (3)
The poetry in Latin America after modernismo. Special attention in each semester the course is offered is given to the work of four or Pve poets selected from among Vallejo, Huidobro, Agustini, Storni, Borges, Neruda, Parra, Paz, Guillén, Mistral, Cardenal and Lezama Lima.

SPAN 6510 Hist of the Span Lang (3)
Evolution of Castilian from Roman times through the Middle Ages with consideration of internal change and outside influences.

SPAN 6520 Mexican Literature (3)
Study of the various tendencies of Mexican literature from the colonial period to the present. Special attention is given to representative authors such as Balbuena, Sor Juana, Fernández de Lizardi, Gutiérrez Nájera , Azuela, Rulfo, Fuentes, Paz, Garro and others.

SPAN 6530 Lit of the Andean Countr (3)
Representative works from Peru, Bolivia, Ecuador, Colombia and Venezuela, with special emphasis on the twentieth-century. Study of such authors as the Inca Garcilaso, Guaman Poma, Isaacs, Matto de Turner, González Prada, Mariátegui, Arguedas, Vallejo, Gallegos, Vargas Llosa, García Márquez, Teresa de la Parra.

Prerequisite(s): SPAN 4060.

SPAN 6540 Lit of the Southern Cone (3)
Survey of the literature of Argentina, Uruguay, Paraguay, and Chile from romanticism to the present. Study of such authors as Sarmiento, José Hernández, Blest Gana, Güiraldes, Quiroga, Huidobro, Mistral, Neruda, Borges, Bombal, Felisberto Hernández, Silvina Ocampo, Roa Bastos, Donoso, Parra, Eltit.

SPAN 6570 Span Poetry (1900-1939) (3)
Examines the evolution of early twentieth-century Spanish poetry, then-current theories of poetry, and accompanying attitudes in literary criticism, especially canon formation.

SPAN 6610 Span Novel 1900-1939 (3)
Examines the evolution of the novel in the early part of the twentieth-century, with attention given to its relationship to philosophical and literary critical writing.

SPAN 6620 Span Poetry - 20th Cent (3)
Explores twentieth-century Spanish poetry, poetics, and related literary criticism.

SPAN 6650 Modernism and Spain (3)
Examines Spanish participation in Modernism, the international literary movement of the early twentieth-century.

Prerequisite(s): SPAN 4060.

SPAN 6670 Nov Post-War/Post Franco (3)
This course studies developments in the Spanish novel from the 1940s to the present. Special attention is given to Franco dictatorship and Spain's transition to democracy. The course also examines the Spanish novel in its global context, with theoretical selections from formalism to post-structuralism.

SPAN 6680 Spectacle in Spain 1939+ (3)
This course examines the significance of diverse forms of spectacle and popular culture, principally theatre and film but discussion of phenomena such as the novela rosa, comic books, or the bolero. Theoretical issues such as high/low culture and modernism/postmodernism are also considered.

SPAN 6690 Spanish Poetry 1939+ (3)
This course examines Spanish poetry published from the Civil War to the present. While working to situate Spanish poetry within a larger European and American context, the course also considers and critiques the attempts by critics and creative writers to theorize a poetical practice and construct a literary history and canon.

SPAN 6710 Contemp Fict-Sp Am &Braz (3)
A comparison of the contemporary fiction of Spanish America and Brazil. Topics may include: the short story; race, gender and nationalism; the regionalist novel; experimental fiction; fiction and popular culture. Among the selected authors are Julio Cortázar, Guimarães Rosa, Fonseca, Borges, Clarice Lispector, Rulfo, Donoso, Icaza, Ramos, Rivera. Reading competence in Spanish and Portuguese to be established by previous course work or judgment of instructor.

SPAN 6720 19 Cent Span Am Lit (3)
A study of the literature of the emerging nations in Spanish America, with special attention to new genres such as the anti-slavery novel, gauchesque poetry, and the indigenist novel. Authors include Bolívar, Bello, Gómez de Avellaneda, Manzano, Sarmiento, Hernández , Isaacs, Galván, and Matto de Turner.

SPAN 6730 Women Writers in Spain (3)
This course covers literature by women authors from the Middle Ages through the twentieth-century. Examination of the poetic, prose, dramatic, and cinematic works by women in Spain in various historical, political, social, and artistic contexts.

SPAN 6740 Woman Writers Latin Amer (3)
A literary analysis of prose, poetry, and theatre by Latin American women tracing the development of intellectual thought in various Latin American societies. Cinematic works included. Special attention to the evolution of gender roles in conjunction with the development of a race, class, and ethnic consciousness as reflected in the literature of women. Authors include: Sor Juana, Gómez de Avellaneda, Matto de Turner, Storni, Agustini, Parra, Castellanos, Ferré, Allende, Eltit, Poniatowska.

SPAN 6750 Borges (3)
Study of the poetry, prose fiction, and essayistic works of Jorge Luis Borges, in addition to an introduction to the vast secondary bibliography on the author.

SPAN 6760 Border Studies (3)
Explores contemporary border theory from an historical perspective in the context of the Americas. Examines postmodern/postcolonial notions of racial and cultural difference and otherness as they play out in nineteenth-century literature. Studies border culture along the US-Mexican border as well as in other Latin American contexts.

SPAN 6780 Latin American Cultural Studies (3)
The course is an intensive survey of Latin American cultural studies. Topics to be studied include: interactions among popular, erudite, and mass cultures; debates on modernity and postmodernity; relations between alphabetic and non-alphabetic writing systems in colonial and post colonial contexts; emergence and development of Latin American concepts such as mestizaje, hybridity, transculturation, heterogeneity; relations between culture and the state; issues of class, race, and gender in the study of Latin American culture. Theorists to be studies include Néstor García Canclini, José Martín Barbero, Beatriz Sarlo, Nelly Richard, Roberto Schwarz, Silviano Santiago.

Prerequisite(s): SPAN 4060.

SPAN 6790 Latin Am Film & Visual Culture (3)
A study of Latin American cinema and visual culture from a historical, theoretical, and cultural perspective. Possible topics include: national cinemas, genre, main historical movements in Latin American film, Third Cinema and armed struggle in Latin America, New Latin American cinemas, cinema and other visual arts, Latin American documentary.

SPAN 6810 Reading Medieval Iberia (3)
A study of the literatures and cultures of medieval Iberia through the fifteenth century, with a focus on topics that may include Andalusi poetry, love in the Libro de buen amor, or medieval manuscript culture.

SPAN 6850 Senior Seminar (4)
This course is a capstone seminar on major authors of the Hispanic literary tradition from both Spain and Latin America. Course may be repeated up to unlimited credit hours.

Prerequisite(s): SPAN 4060.

Maximum Hours: 99

SPAN 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 6910 Special Topics (3)
This course covers topics not regularly covered by courses at the 6000-level. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 7001 Spanish for Graduate Students (0)
This course is designed to develop and/or improve reading proficiency in Spanish. It will give students the opportunity to develop intermediate-mid to intermediate-high reading competency in the target language. Students will acquire the ability to understand main ideas and facts in description and narration of news items, personal correspondence, technical material written for general readers and simple short stories, and follow essential points in ideas of special interest or knowledge. Readings will be taken from the humanities, the arts, the social sciences, and the natural sciences. At the end of this course students will demonstrate general comprehension of a text and will be able to answer content questions in English. The course is geared towards helping graduate students pass a reading proficiency exam in Spanish, and understand research material in Spanish in their corresponding field.

SPAN 7910 Topics in Peninsular Lit (3)
This course covers topics taught by faculty on a rotating basis.

SPAN 7920 Topics in Latin American Lit (3)
This course covers topics taught by faculty on a rotating basis.

Maximum Hours: 99

SPAN 7960 Ph.D Prep & Professional Dev (3)
This seminar prepares students for the Ph.D. exam and dissertation prospectus. It is designed both as a workshop in academic research and writing and as a forum for examining the nature of our discipline and issues related to professionalization for academic careers.

SPAN 9980 Masters Research (0)
Masters Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPAN 9990 Dissertation Research (0)
Dissertation Research. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Special Projects (RELS)

RELS 5380 Junior Year Abroad (1-20)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

RELS 5390 Junior Year Abroad (1-20)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

Speech (SPEC)

SPEC 1400 Persuasive Public Speaking (3)
Principles of audience analysis, speech composition, and delivery. Special attention is given to persuasive techniques

SPEC 1940 Transfer Credit (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SPEC 2910 Special Topics (3)
Special topics in speech.

SPEC 3110 Small Group Communicatn (3)
An analysis of the impact of social, psychological, emotional and environmental factors on the small-group decision-making process. Emphasis is on the study and application of current problem-solving theories and techniques. (Satisfies humanities requirement for SoPA students.)

Sports Medicine (SPMD)

SPMD 6100 Foundations of Sports Medicine (3)
This course will provide the students with an overview in the field of sports medicine. The course focuses on the basic information and skills important to the recognition, care, prevention, and preliminary rehabilitation of athletic injuries. The course will explore medical providers involved in total athlete care, provide terminology associated with sports medicine, and discover the human body systems as they pertain to sports medicine.

SPMD 6110 Non-traumatic Injuries (3)
Discuss common non-traumatic injuries in young athletes. Categorize non-traumatic injuries. Analyze athlete pre-participation assessments in terms of specific non-traumatic injury categories. Differentiate among common non-traumatic injuries found in secondary and post-secondary level athletics. Identify proper protocol for assessing critical illnesses and providing care for an injured athlete. Analyze the implementation of guidelines for continuation within the activity by the injured athlete. Understand of ergonomic theory behind safety equipment. Determine the proper protective equipment for an athlete based on sport, athlete age and size. Describe the preparation needed for athletic coverage. Analyze recent incidents of non-traumatic injuries in secondary and collegiate athletics. Identify the key components of an Emergency Action Plan. Review and critique an existing Emergency Action Plan. Develop an Emergency Action Plan.

SPMD 6120 Sports Performance Enhancement (3)
This course offers a comprehensive study of the physical, nutritional, and therapeutic methods of injury recovery while holding a focus on the needs of athletes who want to improve performance within their sport.

SPMD 6130 Continuum of Care: Developing a Sports Medicine Program (3)
This course will explore the process of developing and maintaining a sports medicine program that fully addresses the continuum of care for athletes within an institution or organization at the collegiate and secondary levels. Students will discover the components of a comprehensive athletic healthcare program including: health and safety policies and procedures, roles and responsibilities of involved healthcare providers, and best practices of sports medicine.

Strategy, Leadership & Analytics Minor (SLAM)

SLAM 1010 Entrep Lead & Prob Solv (3)
This course introduces students to core leadership, analytical, and managerial competencies from a liberal arts perspective. From a programmatic belief that liberal arts students' education is enhanced though a deeper historical and contextual understanding of the contemporary global economy and its practices, this course advances such understanding in the areas of digital innovation and properties; big data and analytics; entrepreneurship and collaboration; and creative/cultural industries. In the study of these areas, students will develop their knowledge in conjunction with personal reflection on their academic program and career goals.

SLAM 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Course Limit: 99
Maximum Hours: 99

SLAM 2010 Financial Literacy (3)
This class will walk students through the fundamentals of financial planning with topics including but not limited to saving for the future, insurance needs, philanthropic giving, major life purchases and taxes all within the framework of creating a life that is meaningful and affordable.

SLAM 2020 Financial Analysis and and Budgets (3)
This course offers an accessible introduction for students who may not have a business background to the fundamentals of financial analysis and budgets within business, philanthropic, and arts organizations. Looks at the role of financial budgets in three key areas of an organization's activities: creating financial assessment information; providing financial decision-making information for strategic organizational planning; and generating market-specific information for the purposes of managing an organization's operations, such as product or service development, marketing, and go-to-market strategies. This course will help students better understand the central operations of an organization for which they work and the important roles played by different parts or individuals within an organization. This course can be taken in lieu of ACCN-2010 for the Liberal Arts Management Minor. No pre- or co-requisites.

SLAM 2030 Introduction to Data Analytics (3)
SLAM 2030 aims to teach students the introductory skills necessary to collect data, hire data scientists, analyze dashboard results, and make decisions based on the information gained. Students will learn how data analytics fits into decision-making by studying companies that use big data or predictive data. Students will run a simulation to examine datasets and draw conclusions about the information contained within the data. Students will utilize a dashboard to make business decisions based on the outputs provided.

SLAM 2600 Introduction to Creative Industries (3)
Creative industries is a relatively new term that encompasses visual and performing arts, graphics, broadcast media (film, TV and radio), digital arts, design, and the new media. This course aims to provide an overview of the creative industries that create and disseminate meaning. It explores the conceptual foundations, histories, and main issues as well as key regulatory and policy issues surrounding creative industries in their social, political, cultural and global contexts.

SLAM 2940 Transfer Coursework (0-20)

Maximum Hours: 99

SLAM 3010 Principles of Leadership (3)
This course aims to develop the next generation of leaders via a conceptual understanding of the genealogies and evolution of leadership theory. Students will also gain practical knowledge about leadership styles and characteristics through discussions and interactions with proven leaders and assess and demonstrate their own leadership capabilities.

SLAM 3020 Strategic Leadership in Practice (3)
This three-credit hour course serves as a practical introduction to concepts of strategic, purposeful leadership and the discipline of management. The practices of leadership and management govern the daily interactions of individuals, as they move through the world working for people, working with people, and supervising people. This course is a practical approach to leadership, incorporating management strategies and organizational behavior as integral parts of the leadership journey. This course also integrates accepted theories with real world applications to provide students with the basic knowledge and skills needed for leading and managing others. The course begins with individual reflection and analysis based on a modern strengths-based approach, moves to an understanding of leadership theories, discusses the principles and current issues in management and then foregrounds how these concepts can help leaders attract investment in their businesses and organizations — all through a lens focused on engendering diverse, equitable and inclusive environments.

SLAM 3030 Marketing Strategies for Business and Creatives (3)
Whether you are an artist figuring out how to best promote your work or a Fortune 500 company trying to reach a younger audience, marketing plays an essential role in any business endeavor. There is a reason almost every organization (business, non-profit, rock and roll band) allocates a significant portion of its budgeting to marketing, because this is the space in which the consumer learns about, connects with, and ultimately purchases whatever that product or service may be. Developing an effective marketing strategy allows a business of any kind to create value by better understanding the needs of its target audience and, as a result, offers its customer innovation and inspiration. This course will examine the fundamentals of developing a marketing strategy—branding, storytelling, communications, research and creativity—which in turn builds a successful, customer-focused organization that sustains its value over the long-term. Working with New Orleans-based organizations that have created effective marketing strategies, and others that need help on the marketing front, we will learn through a hands-on, real-world approach.

SLAM 3050 Public Relations (3)
The course is an introduction to the professional practice of public relations, emphasizing its dynamic functions and processes and its relationship to society. Students will examine fundamental theories that are essential to the professional practice of public relations. Emphasis will be on how public relations practitioners work to build meaningful and sustainable relationships with various publics, including employees, customers, community partners, news media, government officials, regulators, etc.

SLAM 3060 Philanthropy and Social Change (3)
This course is designed to educate students to the process of philanthropy through a social justice lens that takes into account the unequal distribution of wealth and resources in the United States. It looks at the meaning and history of philanthropy in America, while also examining conceptual frameworks for envisioning the relationship between philanthropy and social change.

Corequisite(s): SLAM 3890.

SLAM 3070 Non-Profit Development (3,4)
This course considers the multibillion dollar sports industry. mostly in the United States but also on a global scale in the cases of soccer and the Olympic Games. We examine professional sports -ownership structure of teams. organization of leagues. revenue generation and division, player compensation, race and gender inequities. and the costs and benefits of stadium construction. We also examine the development of intercollegiate sports, their financial aspects. and the impact of Title IX.

SLAM 3080 Fundraising and Sponsorship (3)
This course provides a foundational understanding of fundraising and sponsorship in the changing contexts of the philanthropic sector. Topics include fundraising planning, annual funds, major gifts, capital campaigns, planned giving, individual donors / membership programs, grants, special events, and sponsorship. Students also learn about building meaningful, ethical relationships between brands and non-profit entities.

SLAM 3100 Digital Entrepreneurship (3)
This course surveys developments in the areas of entrepreneurship and new media/communication/digital technologies, explores and examines the cultural transformations occurring as a result, and gives students an opportunity to initiate their own, original entrepreneurial activity in a hands on way, utilizing emergent technological resources.

SLAM 3330 Algorithms, AI, and Race in Digital America (3)
It is challenging to escape from algorithmic automated learning machines within our digital economy. While we interact with these processes daily, we often do not question how they work or impact us as people or societies. Algorithms are now used for everything from reviewing resumes for job openings to determining if an inmate in prison gets parole. While many have accepted algorithms as a necessity in the technological world, as a society, we do not acknowledge biases within machine learning and AI that lead to suboptimal decision-making and deepen inequities along racial divides. With a critical lens focusing on race, SLAM 3330 aims to explore the uses of these technologies and challenge the status quo to explore how we can improve these processes and outcomes as a society.

Course Limit: 2

SLAM 3510 Topics in Advanced Leadership (3)
This course explores the roots of leadership, which stem from various disciplines, including history, philosophy, sociology, communication, psychology, and management. The course aims to extend basic leadership theory to application applying it to a particular topic, including but not limited to community engagement, ethics, diversity, equity, inclusion, digital transformation, employee experience, reskilling, the changing workplace, and non-positional leadership. In this class, students will nurture leadership skills and develop language and tools that facilitate strategic planning and decision-making to enact social change. Students may repeat courses for credit under a different topic title, such as Community Engagement and Leadership or Ethical and Inclusive Leadership. This course is one of the possible electives for the SLAM minor.

Maximum Hours: 99

SLAM 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): SLAM 3060.

Maximum Hours: 99

SLAM 3910 Special Topics (3)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics. Courses may be repeated up to unlimited times for credit.

Course Limit: 99

SLAM 3911 Special Topics (3-4)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics. Courses may be repeated up to unlimited times for credit.

Course Limit: 99

SLAM 3912 Special Topics (3)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics. Courses may be repeated up to unlimited times for credit.

Course Limit: 99

SLAM 3913 Special Topics (3)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics. Courses may be repeated up to unlimited times for credit.

Course Limit: 99

SLAM 3914 Special Topics (3)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics. Courses may be repeated up to unlimited times for credit.

Course Limit: 99

SLAM 4010 Leadership Strategies for Creative Industries (3)
Designed for students and professionals, this course forges pathways for strategic, purposeful leadership within the creative industries. Based on individual reflection and analysis within a strengths-based model we will learn tools for successfully managing a creative business, inclusive hiring, and building support. Each student will emerge with a portfolio of work that applies in-class learning to the real world experiences as creative entrepreneurs. This course may be combined with an internship for 4 credits.

SLAM 4020 Branding and Storytelling for Creative Industries (3)
Branding and storytelling are strategies for creative entrepreneurs and entrepreneurial creatives. Students will explore and apply creative business strategies that will connect internal and external stakeholders, including audiences, to position creatives for long-term viability and success through marketing, public relations, events, and media relations. 3 credits, 4 credits with an internship. There are no prerequisites for this course. This course can be combined with a 1-credit internship (SLAM 4560 or 4570), either as service learning or professional application of the learning in the course.

SLAM 4030 Data Driven Strategies (3)
If creatives consider their art their most important asset, data is their second. Artists can use data to find footing and a sustainable path forward as entrepreneurs. The information gathered can then be used to trim up costs, boost revenues, and reach a larger audience. By making data collection, storage, and analysis accessible, students will learn the cycle of making art to make money to make art.

SLAM 4040 Legal Strategies for Businesses and Creatives (3)
Artists, individuals, and businesses in the creative industries today have greater means than ever before to develop and grow a successful operation in the marketplace. Key to this success, however, is a strategic combining of artistic and creative talents with knowledge of marketplace elements, particularly those pertaining to business legal matters. This course introduces individuals to foundations of marketplace thinking as a means for assessing the needs of their given operational model and teaches the essential legal topics necessary for maximizing the opportunities that a given industry and operational model offers. Typical topics include business entity choice and formation, intellectual property identification and protection, and contract matters such as agreements made with other businesses, employee and independent contractor agreements, commissioned work, and user licensing. Students in the course will have the opportunity to apply the course topics to their individual areas of interest and creativity, as well as to work together so as to develop a comparative understanding of the course material's application in different creative fields. As a final project, individuals in the class will develop their own individualized "legal studio"—a business legal plan that is strategically designed and integrated into the practices of their creative operation to further drive the operation's success.

SLAM 4560 Internship (1-4)
Internship in Strategy, Leadership & Analytics Minor

Course Limit: 3

SLAM 4570 Public Service Internship (1-3)
This seminar is designed for students completing internships for elective and public service credit. The seminar offers students an opportunity to discuss and explore issues related to their internship experience including the topics of community and civic engagement, social justice, the nonprofit sector, and service-learning in higher education. Finally, the seminar is meant to complement the public service internship experience in facilitating individual growth and career development. This seminar is worth 1 to 3 credits and satisfies the Tier 2 service-learning requirement. You must also register for SRVC 4890 with this class (0 credits) to have it on your audit. Course may be repeated up to 2 times.

Course Limit: 2

SLAM 4810 Special Topics (1-3)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics. Courses may be repeated up to unlimited times for credit.

Course Limit: 99

SLAM 4820 Special Topics (1-4)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics.

Course Limit: 99

SLAM 4830 Special Topics (1-4)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics.

Course Limit: 99

SLAM 4840 Special Topics (1-4)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics.

Course Limit: 99

SLAM 4850 Special Topics (1-4)
Specialty courses on particular topics relating to management, media and business in arts and culture. Courses may be rooted in a variety of disciplines and instructors may be permanent or visiting faculty. Courses can be repeated for credit on different topics.

Course Limit: 99

SLAM 4890 Service Learning (0-1)
Corequisite(s): SLAM 4560.

Maximum Hours: 99

SLAM 4910 Independent Study (3)

SLAM 4920 Independent Study (3)

SLAM 5380 Junior Year Abroad (1-20)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SLAM 5390 Junior Year Abroad (1-20)
Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SLAM 7010 Leadership Strategies for Creative Industries (4)
Designed for students and professionals, this course forges pathways for strategic, purposeful leadership within the creative industries. Based on individual reflection and analysis within a strengths-based model, we will learn tools for successfully managing a creative business, inclusive hiring, and building support. Each student will emerge with a portfolio of work that applies in-class learning to the real world experiences as creative entrepreneurs. This course is combined with an internship for 4 credits

SLAM 7020 Branding and Storytelling for Creative Industries (4)
Branding and storytelling are strategies for creative entrepreneurs and entrepreneurial creatives. Students will explore and apply creative business strategies that will connect internal and external stakeholders, including audiences, to position creatives for long-term viability and success through marketing, public relations, events, and media relations. This course is combined with an internship for 4 credits.

SLAM 7030 Data Driven Strategies (4)
If creatives consider their art their most important asset, data is their second. Creative professionals can use data to find footing and a sustainable path forward as entrepreneurs. The information gathered can then be used to trim up costs, boost revenues, and reach a larger audience. By making data collection, storage, and analysis accessible, students will learn the cycle of creative making to make money to creative making. This course is combined with an internship for 4 credits.

SLAM 7040 Legal Strategies for Creative Industries (4)
This course introduces the essential legal topics necessary for maximizing the opportunities in a given industry and operations. Topics include business entity choice and formation, intellectual property identification and protection, and contract matters such as agreements made with other businesses, employee and independent contractor agreements, commissioned work, and user licensing. Students will have the opportunity to apply the course topics to their individual areas of interest and creativity. This course is combined with an internship for 4 credits.

SLAM 7810 Special Topics (1-3)
Special Topics Course

Course Limit: 99

SLAM 7811 Special Topics (1-3)
Special Topics Course

Course Limit: 99

SLAM 7812 Special Topics (1-3)
Special Topics Course

Course Limit: 99

SLAM 7813 Special Topics (1-3)
Special Topics Course

Course Limit: 99

SLAM 7814 Special Topics (1-3)
Special Topics Course

Course Limit: 99

SLAM 7815 Special Topics (1-3)
Special Topics Course

Course Limit: 99

SLAM 7820 Special Topics (1-4)
Special Topics Course

Course Limit: 99

Sustainable Real Estate Development (SRED)

SRED 1940 Transfer Coursework (0-20)
Transfer coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

SRED 2010 Introduction to Real Estate (3)
This course is designed to provide students with the basic concepts related immovable property, including its economic and legal aspects and the development process. In addition, the course delves deeply into the unique mechanisms through which real estate has been used to perpetuate racism and resulted in serious inequalities that exist in the United States today. The course also includes a major group project called UrbanPlan. The goal of this project is for students to deeply engage in the complex nature of city-making and the decision process that leads to our built environment and learn from each other as they play specific roles in the development team.

SRED 2020 Real Estate Transactions (3)
This lecture course provides a foundational survey of the key actors, instruments, business models and laws shaping the purchasing, selling, leasing, devising, and development of real estate. The course is grounded in understanding the basic principles of contract and property law. Thereafter, these laws are understood within a variety of instruments ranging from deeds and leases to mortgages and UCC-1 financing statements. Beyond the mechanics of these instruments, students are exposed to a variety of closing and financing workflows and documentation associated with transacting residential and commercial properties. These processes will then be explored within the confines of due diligence, risk management and alternative dispute resolution techniques that are utilized to manage risk, uncertainty, and litigation liabilities. Beyond core transactions, students will be exposed to those laws, regulations and contracts that shape the development process within the public and private sectors. This will include a review of zoning and land use laws, fair housing and anti-discrimination laws, construction contracting, project delivery models, and public sector procurement, financing and subsidization. Through an understanding of the transactional and regulatory aspects of real estate, students are prepared for professional practices that must negotiate a variety of public and private interests.

SRED 2030 Real Estate Finance (3)
This course aims to introduce real estate market analysis and finance to students from different backgrounds. The course will start out simply by exploring single-family housing developments before moving on to more complex mixed-use developments. The degree to which the concepts of market analysis and finance are taught will be commensurate with the scale of each form of development. Students will learn how to conduct a fundamental market study and create a financial pro forma for transaction analysis in this course. Learning and performing real estate market analysis, understanding real estate finance fundamentals, and developing pro forma are among the topics that are covered in this course.

Prerequisite(s): SRED 2010* or 2020*.
* May be taken concurrently.

SRED 2040 Fundamentals of Real Estate Development (3)
This is an introductory course that exposes students of all backgrounds to the fundamentals of real estate development. Through a hands-on case study, students will learn how to conduct a thorough due diligence analysis, including market research, financial projections, and building programming. Students will also learn how to prepare a deal package to be used for presenting to banks, investors, and other parties.

Prerequisite(s): (SRED 2010 or 2020) and SRED 2030.

SRED 2050 Design & Real Estate (4)
Design & Real Estate introduces students to the iterative design process with a focus on understanding space as it relates to the built environment. Students will analyze design problems at three scales; human scale, building scale, and urban scale and will synthesize creative solutions through two and three-dimensional medium. Students will also explore concepts in urban planning, building systems, and specific building program opportunities and challenges.

Prerequisite(s): SRED 2010 or 2020.

SRED 2930 Special Topics (1-6)
The Special Topics course is used for new and one¬time introductory level offerings in the Real Estate Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

SRED 2940 Transfer Coursework (0-20)
Transfer coursework at the 2000 level. Departmental approval may be required.

Maximum Hours: 99

SRED 3070 Urbanism and Real Estate (4)
A core component of Tulane's real estate development program is creating and evaluating design. This course builds capabilities to analyze and represent design and envision development at varying scales and bridges their capacity to communicate envisioned of urban design. diverse typologies, geographies, and theories of design through of real estate developed and developing across parcels—at the scale of blocks, corridors, neighborhoods, cities and regions. analytical, representation and communication capabilities Mainstream, marginalized, and even maligned approaches to real estate design—from land clearance and assembly to building rehabilitation and renovation—are explored as students develop skills to complete professional products integral to urban development, namely an RFP (Request for Proposals) and responses to it.

Prerequisite(s): (ARCH 1011 or SRED 2050) and (SRED 2010 or 2020).

SRED 3080 Real Estate Capstone (4)
Design + Development Studio II is the final course in a series of design visualization courses for real estate students where they will work on a comprehensive studio project that includes both design and development issues.

Prerequisite(s): SRED 2040 and (SRED 3070 or ARCH 2021).

SRED 3940 Transfer Coursework (0-20)
Transfer coursework at the 3000 level. Departmental approval may be required.

Maximum Hours: 99

SRED 4505 Climate Change & the Built Environment (3)
This course explores the basic tenets of climate change as a foundation for further studies in the theories, models, and practices of sustainability, mitigation, resilience, and adaptation in the built environment. Through a critical reading of central bodies of literature, students are provided a conceptual and empirical basis for exploring applied practices and policies that are advanced in the name of climate change. As such, this course examines both decarbonization and responses to and preparations for climate impacts. Students will develop a critical understanding of relevant public policies and institutions, design and engineering techniques, economic strategies, and planning models.

SRED 4510 Climate Change Resilience & Adaptation (3)
This course explores the basic tenets of climate change science as a foundation for further studies in the theories and models of resilience and adaptation in the social, natural and applied sciences. Through a critical reading and analysis of central bodies of literature, students are provided a conceptual and empirical basis for exploring applied practices and policies advanced in the name of climate change adaptation. The practice component of the course focuses on community resilience in urban planning and policy; technical resilience in civil and systems engineering and conservation ecology; multi-hazard risk assessment in disaster risk management; and adaptation mainstreaming in the public and private sectors. Positioned within an emerging field of study, this course identifies many of the key unanswered questions that are critical for future conceptual and empirical development. With a focus on environmental change and the built environment, students will develop a critical understanding of relevant public policies and institutions, design and engineering techniques, economic strategies, and planning models. While there are no prerequisites for this course, some interest and general familiarity with environmental studies is useful.

SRED 4515 Sustainable Urban Development (3)
This course is a practical, multidisciplinary experience in the realities of a large scale urban real estate development project. By working on teams having to address market and non-market forces, each team will have to address the challenges of managing the conflicting needs and wants of multiple stakeholders, just as they would in a real life development project.

SRED 4520 Cities, Disasters & Decisions (3)
This course teaches the multi-dimensional determinants of economic decision-making in cities during times of crisis, and offers students a road map to analyze and evaluate how those decisions relate to recovery outcomes. We will explore how certain cities approached previous catastrophic events and build a "context and factors" database to understand how specific urban, political, social and economic characteristics of cities interact to result in policy and individual decisions that impact recovery.

Prerequisite(s): SRED 2010.

SRED 4525 Comm RE Analysis with ARGUS (3)
This is a deep dive into cash flow modeling and valuation techniques with a special focus on the use of industry leading software Argus Enterprise. Using real life case studies, students will learn how to perform real estate market research, lease reviews, financial projections, and valuations. Students will also gain a working knowledge of Costar and hear from several guest speakers about ongoing real estate developments in the New Orleans market

Prerequisite(s): SRED 2030 or 2040.

SRED 4530 Infrastructure Planning & Financing (3)
This course provides an advanced overview of the processes and institutions shaping the planning, management, financing, and development of infrastructure. The intent of the course is to expose students to the basic parameters of how infrastructure is planned and managed and to open-up students to a broader asset class of infrastructure. The course includes an introduction to the basic operations and metrics of the major infrastructural sectors (water, transportation, energy, public facilities, solid waste, and communications). The course will cover project master planning and demand analysis; environmental and social impact analysis; economic impact methods; and, project delivery models for public, private and P3 projects. Throughout the course, each infrastructure sector is viewed through the lens of various applicable financing models and associated capital structures utilized by municipal and private utilities. These models will be contextualized within an array of federal and state-level funding sources and financing products. The course will conclude with a survey of contemporary issues in urban development relating to the equitable access to infrastructure; brownfield redevelopment; gray and green infrastructure dynamics; green bonds and public procurement; strategic obsolescence; innovations in material lifecycle analysis; and, asset management strategies under conditions of deep uncertainty. This course provides a central exploration for students in real estate, architecture, engineering, and environmental studies who seek to understand the basics of infrastructure. This course is intended to be an advanced elective for undergraduate and graduate real estate students.

Prerequisite(s): SRED 2010 or 2020.

SRED 4540 Building Performance & Benchmarking (3)
This course explores methods used to verify and track building performance in order to reduce operating costs and make financing possible for energy efficiency and other capital improvements. Students will learn the appropriate metrics as well as technologies and methodologies used to measure and analyze energy and water consumption data, verify occupant comfort, and compare buildings against regional and national building databases.Students will learn how to analyze this data in order to make cost-effective investment decisions and also how benchmarking results can be used to help finance operational changes or building improvements. Finally, students will be made aware of public policy changes around the country that increasingly incentivize and in some cases require energy benchmarking and public reporting.

SRED 4550 Community Development Finance (3)
This course will examine current practices and new opportunities in sustainable community development that foster long-term benefits to surrounding neighborhoods. A specific focus of this study is to utilize market-based strategies to generate greater overall public benefit, and to identify key metrics to define and measure success. Students in this course will explore ways to evaluate local policies and requirements to effectively and efficiently meet local objectives. Students will study what types of development successfully promote and facilitate population and economic growth in certain cities and analyze why some urban areas continue to experience decline.

Prerequisite(s): SRED 2030.

SRED 4560 Real Estate Internship (1-3)
Open to upper level students in good standing, the Real Estate Internship course provides students with an opportunity to reinforce and expand their skills and knowledge through professional internship experiences during the course of their studies. Students must consult with the Real Estate Major Advisor to get approval for selected work assignment prior to registration. The course may be repeated for up to 6 credit hours but only 3 credit hours may count towards general Real Estate elective credit.

Course Limit: 2
Maximum Hours: 6

SRED 4570 Real Estate CPS Internship (1-3)
This course is for students pursuing an internship in Real Estate via the Public Service Internship Program managed by the Center for Public Service (CPS). The student must apply directly to CPS by the pre-determined deadline. If the internship is approved, CPS will coordinate registration with the Real Estate Program. Students must contact the Center for Public Service for additonal information.

SRED 4890 Service Learning (0-1)
Service Learning

Maximum Hours: 99

SRED 4910 Independent Study (1-6)
The Independent Study course gives upper-level undergraduate students an opportunity to work with a faculty advisor to pursue a personal academic interest with greater focus. Qualified students must develop a syllabus and schedule with the help of the faculty advisor. The course must be approved by the Real Estate Major Advisor prior to registration. Course may be repeated up to two times.

Course Limit: 2

SRED 4930 Special Topics (3)
Special Topics in Real Estate. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

SRED 4931 Special Topics (3)
Special Topics in Real Estate. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit under separate titles.

Maximum Hours: 99

SRED 4932 Special Topics (3)
Special Topics in Real Estate. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit under separate titles.

Maximum Hours: 99

SRED 4933 Special Topics (1-4)
Special Topics in Real Estate. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

SRED 4934 Special Topics (1-4)
Special Topics in Real Estate. These are newly developed courses or courses taught by visiting faculty. Title and content may vary by semester. See the Schedule of Classes for specific offerings. Course may be repeated unlimited times for credit.

Maximum Hours: 99

SRED 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval may be required.

Maximum Hours: 99

SRED 4990 Honors Thesis (3)

SRED 5000 Honors Thesis (4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): SRED 4990.

SRED 5980 Junior Year Abroad (0-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SRED 5990 Junior Year Abroad (0-20)
Semester Abroad. Courses may be repeated up to unlimited credit hours.

Maximum Hours: 99

SRED 6100 Intro-Real Est Finance & Econ (3)
In this course, students will master basic concepts of finance (with a special focus on risk and time) that influence capital markets, the decisions of lenders and investors, and deal feasibility. They will learn about the financial dynamics of a real estate project; how income collected from operations, property operating expenses, funding sources and project costs interact together and influence one another. While introducing students to real estate finance, the course builds an understanding of financial terminology and key calculations that evaluate and determine the financial feasibility of a project and are used to analyze a real estate development opportunity. As part of their preparation for the Fall curriculum, students will learn how to estimate all the costs associated with a real estate project to create a full financial model of a real estate development. They will also develop an understanding of how to organize and represent all financial aspects of a real estate projects' development, operations and financing in Excel – to develop a pro-forma from scratch

Corequisite(s): SRED 6110, SRED 6130 and SRED 6140.

SRED 6110 Introduction to Sustainable Architecture & Design (3)
The intent of this course is to introduce a vocabulary of sustainable principles, design and building. This course will introduce an array of sustainable design concepts and demonstrate their efficacy through lectures, discussions, readings and case studies. Students will learn a variety of green building strategies by analyzing successful projects. Various scales, contexts, cultures, methods and approaches will be explored to encourage a comprehensive and holistic understanding of sustainable design.

Corequisite(s): SRED 6100.

SRED 6130 Intro to Sustainable Urbanism (3)
The aim of this course is to build students' multi-disciplinary understanding of the urban environment and its relationships within the political, economic, ecological and cultural context. In this abbreviated course, the focus will be on introduction to terms, tools and systems, survey of historical and contemporary examples, and finally, broad perspective analysis of urban development theories. Working from the particular to the general, the class will begin with a survey of the components that make up a city — the parts and pieces, structures and systems that combine to make urban space. An introduction of the regulatory and administrative organizational regimes that control development will follow. In this section, New Orleans will be used as the principal object of study. The second part will be a cursory survey of contemporary urban place making theories and other conceptual underpinnings that will introduce other metropolitan centers national and international. The concluding part will require the class to make a close reading of chosen sections of New Orleans, providing analysis, insight and speculation on development scenarios, necessitating a synthesis of all knowledge gained throughout the course of the summer semester in your combined coursework.

Corequisite(s): SRED 6100.

SRED 6140 Intro to Finance Products (3)
This course will teach students the sources of real estate finance with a focus on the policies, programs and mechanics needed to build a foundation for the MSRED program. The course will be structured around both private and public debt and equity sources, including the underwriting that accompanies each, and the application of these sources to finance different project types, including market-rate and income-restricted for-sale housing, small rental, multi-family, mixed use and commercial properties. The instructors will utilize textbook readings and industry publications, as well as case studies from their own practices throughout the course.

Corequisite(s): SRED 6100.

SRED 6210 Legal Issues in Real Est Deve (3)
Real estate development relies extensively on various overlapping systems of laws and regulations, both public and private. This course will introduce to students the various ways in which legal rules can affect real estate projects in the planning stages, when contracting for services, through the entitlement process, at financing, and elsewhere. At the completion of the course, students will have an understanding of the legal framework that surrounds the real estate development process, which will assist them in planning their projects, engaging with counsel, interacting with government authorities, and contracting with other project team members.

SRED 6220 Sustainable Design & Planning (4)
This course provides students with applied skills and experience in synthesizing real estate projects. It builds upon student's introductory coursework in real estate finance, sustainable urbanism, and architecture and design. As prospective developers, students should begin to have firsthand knowledge of the complexities of development including the development process itself; good design; and synthesizing constraints into an implementable physical development project. This course is rooted in the creative process as real estate development is inherently a creative problem-solving profession. As real estate development is a team-based profession requiring the collaboration of multiple disciplines, the approach of this course is based in lectures and site visits leading to innovative team-based student work that results in an implementable development.

Prerequisite(s): SRED 6130.

SRED 6230 Real Estate Finance (4)
One of the most important core skills a young developer must learn is financial analysis. Every phase of the development process must undergo the scrutiny of financial analysis to ensure the short and long-term success of the project. A developer must have the ability to forecast costs, income, and expenses, while always following strict underwriting criteria and equity investment expectations. At the completion of the course, students will be able to implement a proforma analysis for multiple real estate typologies, including residential and hotel projects. Additionally, students will gain an understanding of equity and debt structures, investment returns, tax credits, and tax analysis.

SRED 6240 Applied Urban Economics (3)
This class will focus on applied urban economics; particularly, we explore how private and public investment decisions take place within the opportunities and constraints of real estate markets. Through readings, lectures, site visits, class discussions and professional exercises/assignments, the class will operate at the intersection of the economics of site-specific transactions (real estate development) with the economics of city-regions (economic development). In doing so, this course will situate the study urban economics in a broader 'city-making' context which looks comprehensively at processes that underlie the growth, decline and regeneration of cities such as economic development, real estate development,planning, design, and public policy. The class will use New Orleans and Los Angeles as primary 'urban laboratories' but will also include in-depth investigations of applied urban economic issues in other U.S. cities to provide students with comparative examples and a range of economic conditions.

SRED 6400 Urban Field Study (0)

SRED 6450 Sustainable Real Estate Development Internship (3)
Tulane's MSRED program offers our graduate students paid internships with local organizations involved in real estate development. These GIGs ("Graduate Internship…GO!") are semester-long positions for approximately 15 hours/week. The primary goals of this program are to supplement the MSRED program's academic work with practical experience and to build confidence and professional networks for our students.

SRED 6505 Climate Change & the Built Environment (3)
This course explores the basic tenets of climate change as a foundation for further studies in the theories, models, and practices of sustainability, mitigation, resilience, and adaptation in the built environment. Through a critical reading of central bodies of literature, students are provided a conceptual and empirical basis for exploring applied practices and policies that are advanced in the name of climate change. As such, this course examines both decarbonization and responses to and preparations for climate impacts. Students will develop a critical understanding of relevant public policies and institutions, design and engineering techniques, economic strategies, and planning models.

SRED 6510 Climate Change Resilience & Adaptation (3)
This course explores the basic tenets of climate change science as a foundation for further studies in the theories and models of resilience and adaptation in the social, natural and applied sciences. Through a critical reading and analysis of central bodies of literature, students are provided a conceptual and empirical basis for exploring applied practices and policies advanced in the name of climate change adaptation. The practice component of the course focuses on community resilience in urban planning and policy; engineering resilience in architectural design, civil and systems engineering; ecological resilience in restoration ecology; multi-hazard risk assessment in disaster risk management; and adaptation mainstreaming in the public and private sectors. Positioned within an emerging field of study, concepts and methods are explored through a variety of interdisciplinary practices from coastal planning to asset management. With a focus on environmental change and the built environment, students will develop a critical understanding of relevant public policies and institutions, design and engineering techniques, economic strategies, and planning models. While there are no prerequisites for this course, some interest and general familiarity with environmental studies is useful. This course is intended to serve as an advanced elective for undergraduates and an introductory elective for graduate students in real estate, architecture, public policy, political economy, environmental studies, and urban studies.

SRED 6520 Cities, Disasters & Decisions (3)
This course teaches the multi-dimensional determinants of economic decision-making in cities during times of crisis, and offers students a road map to analyze and evaluate how those decisions relate to recovery outcomes. We will explore how certain cities approached previous catastrophic events and build a "context and factors" database to understand how specific urban, political, social and economic characteristics of cities interact to result in policy and individual decisions that impact recovery.

SRED 6525 Comm RE Analysis with ARGUS (3)
This is a deep dive into cash flow modeling and valuation techniques with a special focus on the use of industry leading software Argus Enterprise. Using real life case studies, students will learn how to perform real estate market research, lease reviews, financial projections, and valuations. Students will also gain a working knowledge of Costar and hear from several guest speakers about ongoing real estate developments in the New Orleans market.

SRED 6530 Infrastructure Planning & Financing (3)
This course provides an advanced overview of the processes and institutions shaping the planning, management, financing, and development of infrastructure. The intent of the course is to expose students to the basic parameters of how infrastructure is planned and managed and to open-up students to a broader asset class of infrastructure. The course includes an introduction to the basic operations and metrics of the major infrastructural sectors (water, transportation, energy, public facilities, solid waste, and communications). The course will cover project master planning and demand analysis; environmental and social impact analysis; economic impact methods; and, project delivery models for public, private and P3 projects. Throughout the course, each infrastructure sector is viewed through the lens of various applicable financing models and associated capital structures utilized by municipal and private utilities. These models will be contextualized within an array of federal and state-level funding sources and financing products. The course will conclude with a survey of contemporary issues in urban development relating to the equitable access to infrastructure; brownfield redevelopment; gray and green infrastructure dynamics; green bonds and public procurement; strategic obsolescence; innovations in material lifecycle analysis; and, asset management strategies under conditions of deep uncertainty. This course provides a central exploration for students in real estate, architecture, engineering, and environmental studies who seek to understand the basics of infrastructure. This course is intended to be an advanced elective for undergraduate and graduate real estate students.

SRED 6540 Building Performance (3)
This course explores methods used to verify and track building performance in order to reduce operating costs and make financing possible for energy efficiency and other capital improvements. Students will learn the appropriate metrics as well as technologies and methodologies used to measure and analyze energy and water consumption data, verify occupant comfort, and compare buildings against regional and national building databases. Students will learn how to analyze this data in order to make cost-effective investment decisions and also how benchmarking results can be used to help finance operational changes or building improvements. Finally, students will be made aware of public policy changes around the country that increasingly incentivize and, in some cases, require energy benchmarking and public reporting. The course will include small group projects to analyze the performance of actual projects in real time, working jointly with students in the M.Arch. and MSRED programs.

SRED 6550 Community Deve Finance (3)
This course will examine current practices and new opportunities in sustainable community development that foster long-term benefits to surrounding neighborhoods. A specific focus of this study is to utilize market-based strategies to generate greater overall public benefit, and to identify key metrics to define and measure success. Students in this course will explore ways to evaluate local policies and requirements to effectively and efficiently meet local objectives. Students will study what types of development successfully promote and facilitate population and economic growth in certain cities and analyze why some urban areas continue to experience decline. Examples from the professor's extensive experience working in New Orleans and Chicago will be a main focus. Class discussions will be augmented with guest speakers and site visits.

SRED 6560 Business of Real Estate Devel (3)
The Business of Real Estate Development course equips students to be real estate project managers. It is taught by adjunct faculty members who are professional project managers and incorporates guest lectures from a range of professionals whom project managers will interact with on the job. The course topics follow the life cycle/sequence of a real estate project's development and the reading assignments are all real-world examples of documents, reports and work products project managers handle on a daily basis. The assignments are typical work products expected from real estate project managers; synthesizing information, informing decisions and pitching a project to others. When the course concludes students have relationships with a network of real estate professionals, an understanding of the timing and sequence of events and decisions in the real estate development process, a familiarity with how to read and utilize third party reports and work products, and samples of work product from the assignment

SRED 6720 Case Study Sust Real Est Deve (4)
This course explores advanced topics and case studies in the applied science and economics of producing, investing in, and managing sustainable real estate. The recurring theme of people, place and profit is redefined within the context of user demand, asset management, building operations, and financial acumen. Students trace a narrative of process that begins with market analysis and conceptual design and ends with de-commissioning and recycling. Throughout the course, the central subjectivities and applications of sustainability will be challenged in order to critically evaluate aspects of social, financial, and environmental sustainability. In particular, the course seeks to understand the extent to which empirical science can inform risk-adjusted investment decisions. The course includes a systematic review of various rating systems, environmental technologies, project alternatives, project delivery models, and commissioning standards, and as well as the supporting risk management systems and contracting provisions defining contemporary industry practice. Students will move from asset-specific evaluations within the boundaries of a site to understand how portfolios of assets are managed across various scales and geographies. The intent of the course is to further the division between the greening and browning of real estate assets in order to impose higher standards in design, construction and management. In this sense, the future will be defined by a world in which all real estate is low-impact, sustainable, and possesses a designed adaptive capacity to accommodate future user demand and environmental performance.

SRED 6740 Directed Research (4)
In this course you will conduct an original investigation in order to acquire new knowledge within a framework set by a client in practice. The primary goal of this research class is to deepen your personal understanding of a particular topic or issue in real estate development. A key secondary goal is to help address a practical aim or objective of your client.

SRED 6930 Special Topics (3)
The Special Topics course is used for new and onetime offerings in the Sustanable Real Estate Development Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SRED 6931 Special Topics (1-4)
The Special Topics course is used for new and onetime offerings in the Sustanable Real Estate Development Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SRED 6932 Special Topics (1-4)
The Special Topics course is used for new and onetime offerings in the Sustanable Real Estate Development Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SRED 6933 Special Topics (1-4)
The Special Topics course is used for new and onetime offerings in the Sustanable Real Estate Development Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

SRED 6934 Special Topics (1-4)
The Special Topics course is used for new and onetime offerings in the Sustanable Real Estate Development Program. Course content will vary from semester to semester. Contact the program for information on particular offerings. Course may be repeated unlimited times for credit.

Course Limit: 99

Swahili (SWHL)

SWHL 1010 Swahili I (3)
Introduction to essential skills in Swahili. . Students will receive training and practice in speaking, listening, reading, and writing.

SWHL 1020 Swahili II (3)
Elementary Swahili II is a second level introductory course for beginners of Swahili language. This course is open to students who have taken and passed SHWL I010. In this course students will further develop the four language skills: listening, speaking, reading and writing.

Prerequisite(s): SWHL 1010.

SWHL 2030 Swahili III (3)
Intermediate Swahili is a continuation of Elementary Swahili I and II. It is an intermediate course designed to reinforce communicative skills in reading, conversation and composition.

Prerequisite(s): SWHL 1020.

Taxation (TAXN)

TAXN 1290 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TAXN 2390 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TAXN 4100 Principls of Entity Taxation (3)
TAXN 4100 examines the federal system of taxation as it relates to businesses. The course includes an analysis of the taxation of corporations, S corporations, and partnerships. TAXN 4100 uses a business-cycle approach, wherein the tax effects of formation, ongoing operation, and disposition of the entity are discussed. Tax effects of various transactions as they relate to the shareholders/partners are also discussed. The course is Code (Internal Revenue Code) oriented, emphasizing the primary authorities that govern tax matters.

Prerequisite(s): ACCN 3100.

TAXN 4200 Taxation For Non-Acct (3)

TAXN 4250 Business Taxation (3)

TAXN 4260 Taxation of Individuals (3)

TAXN 4920 Ind. Study: Taxation (1-3)

TAXN 5190 Semester Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TAXN 5380 Business Study Abroad - TAXN (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TAXN 5390 Business Study Abroad - TAXN (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TAXN 7100 Principles of Entity Taxation (3)
This course covers tax concepts as they affect corporations and partnerships. Starting with an understanding of what each form of doing business entails, the course examines how they determine taxable income and tax liability, and how they work on tax planning strategies. It will be taught in a lecture/discussion format with significant hands-on problem solving.

Prerequisite(s): ACCN 2010, 6000 or 6050.

TAXN 7260 Taxation of Individuals (3)
The federal system of taxation, as it relates to individuals, is examined. The course uses a problem-solving approach, wherein students analyze the facts presented and synthesize rules and concepts in arriving at a solution to individual tax problems. The course is "Code" (Internal Revenue Code) oriented, emphasizing the primary authorities that govern tax matters.

Prerequisite(s): TAXN 7100.

TAXN 7280 Research In Taxation (3)
Specialized methods of tax research and the use of tax materials are covered in this case course. Specific sections of the Internal Revenue Code are examined, including income taxation of individuals, estates, corporations, and partnerships. Note: Cross-listed with 4LAW 6710.

Prerequisite(s): TAXN 7100.

TAXN 7290 Partnership & S Corp. (3)
Partnership tax topics include asset contributions, liability assumption, distributions, operations, transfer of partners' interests, special allocations of tax attributes, partnership interests received for services, special basis adjustments, and analysis of the entity and aggregate approaches found in the law. Also included is a comprehensive study of the law of S-Corporations and how it compares to the law governing partnerships.

Prerequisite(s): TAXN 7100.

TAXN 7920 Ind Study-Taxation (1-3)
Independent study: Taxation

Taylor Your Life (TYLR)

TYLR 1000 Taylor Your Tulane (1)
TAYLOR Your Tulane is a 1-credit life design lab offered by the Taylor Center for Social Innovation and Design Thinking that uses design mindsets to teach how to create a Tulane experience that is uniquely TAYLORed to their interests and curiosities. Students will explore radically different academic pathways at Tulane, prototype and test areas of curiosity, and map the Tulane and New Orleans communities to effectively meet and connect with likeminded people on campus and in New Orleans.

TYLR 3000 Taylor Your Life (2)
Taylor Your Life is a career development lab for students who are interested in careers with social or environmental impact. The course covers all career basics (tailoring a resume, networking, interviewing skills, salary negotiation) while encouraging students to proactively build a life that is in line with their values and interests and guiding students to think more broadly about what they want in life including and beyond the working world. The course uses design thinking tools to help students clarify their interests; brainstorm multiple life pathways; focus and target their job/internship/fellowship search; build real-world experiments to test professional areas of interest; and use networking tools to join the network of movers and shakers in their field.

Theatre (PATR)

PATR 2010 Plays and Playwrights (3)
Plays and Playwrights is a course examining drama, the literature of theatre. You will read the plays of playwrights from the Greeks to the present. The emphasis is on the playwright and the process of playwrighting. Students will read, analyze and evaluate literature written for live performance. You will post, on Canvas, written comments to engender critical thinking and class discussions.

PATR 2020 Theatre in Contemporary Society (3)
This course is a survey of the history of theatre and how theatre happens. By the end of the course, students will be able to provide the answer to questions, such as “Who makes theatre happen?” and “Why is it called show business?

PATR 2030 American Myth and Drama (3)
American Myth and drama is a course examining the "American Myth" portrayed by playwrights of various cultures and time periods. The emphasis is on reading, writing, critical thinking and class discussions. Students will read, analyze and evaluate literature written for live performance.

PATR 2300 History of the American Musical (3)
This course is a survey of the history of the American Musical Theatre, its origins, its development, and its effects on popular culture. Students will learn about various genres of American Musical Theatre including, but not limited to, opera buffa, ballad, opera, and operetta through the jazz developments of the sixties.

PATR 2910 Special Topics (3)
Special topics in theater.

PATR 2911 Special Topics (3)
Special topics in theater.

Theatre (THEA)

THEA 1010 Plays and Playwrights (3)
This course is an analytic and creative introduction to dramatic literature. It surveys plays from the ancient Greek era to the present. With emphasis on the script as the foundation of live performance, students will analyze narrative structure, sample a variety of styles and authors, and compare thematic concerns. They will also apply their knowledge of play structure by creating pitches for feature-length dramatic narratives. They will also attend two university productions and write responses to each, applying ideas discussed in class.

THEA 1020 Theatre in Contemporary Soc (3)
This course surveys the history of theatre and develops an appreciation for and enjoyment of the performing arts. It also develops an appreciation for artists who bring the playwright's pages to life and considers the contribution of the audience.

THEA 1090 Voice I (2)
Development of relaxation habits, physical alignment, breath control and release, tone production, and articulation.

THEA 1910 Special Topics (1-3)
Specialty courses for undergraduates in performance techniques, projects, and theatre related subjects as designed by visiting or permanent theatre faculty. For description, consult the department. Course may be repeated up to unlimited credit hours under separate title.

Maximum Hours: 99

THEA 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

THEA 2010 Performance I (3)
A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience.

THEA 2020 Performance II (3)
A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience.

THEA 2090 Voice II (2)
Development of relaxation habits, physical alignment, breath control and release, tone production, and articulation with emphasis on corrective tutorial work.

Prerequisite(s): THEA 1090.

THEA 2100 Fundamentals of Acting (3)
Class and workshop sessions in developing fundamental skills in the art and craft of acting as a creative process.

THEA 2110 Acting I (3)
Class and workshop sessions in developing fundamental skills in the art and craft of acting as a creative process. This course is intended for students with previous performance experience. Instructor approval is required. Course may be repeated 1 time for credit.

Course Limit: 1

THEA 2210 Theatre As Collaborative Art (3)
This is an introductory course designed to examine to the collaborative nature of theatre. Students will attend live theatre performances and survey the disciplines of playwriting, acting, directing, and design as well as important periods and styles of the medium. This course satisfies the Aesthetics & Creative Arts core distribution requirement.

THEA 2750 Native America on Stage and Screen (3)
How have stereotypes of Native Americans been created, perpetuated, mutated and contested since the arrival of Europeans in the 1500s? How have Native artists engaged with dominant culture and narratives? Why were certain types of stories compelling to their audiences at the time? What plays and films have been instrumental in telling broad audiences – primarily but not exclusively in the United States – who Native Americans are and what they are like? This course is a chance to explore the roots and contemporary ramifications of stories told about Native America alongside stories told by Native Americans.

THEA 2810 Global Theatre & Performance (3,4)
Drawing from performance traditions and dramatic literature in ancient Greece, India, Africa, China, Japan, Europe, Latin America, and The Caribbean, this course surveys the foundations of theatre history from a global perspective. It examines origins, dramatic theories, and historic contexts to foster the appreciation of cultural distinctions, common themes, and legacies the shape drama today. Assignments will engage students in critical and creative thinking through discussion, collaboration, and written analysis. This course satisfies the "foundations course" requirement for theatre majors.

THEA 2910 Special Topics (1-3)
Specialty courses for undergraduates in performance techniques, projects, and theatre related subjects as designed by visiting or permanent theatre faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

THEA 3010 Acting II (2)
Continuing development of acting skills focusing primarily on work approaching character. Instructor approval is required.

Prerequisite(s): THEA 2110 and 2010.
Course Limit: 1

THEA 3030 Suzuki Method of Acting (2)
Internationally renowned theatre director Tadashi Suzuki developed the well-established Suzuki Acting Method. Technically speaking, the method consists of training to learn to speak powerfully and with clear articulation, and is also used to enhance the expressiveness of the whole body. It is thus that actors can learn the best way to exist on the stage. The goal is therefore to make it possible for actors to develop their ability of physical expression and also to nourish a tenacity of concentration. The class activities include a series of exercises involving the physical center of the body in motion off center/on center within a consistent level of energy. This training is a vocabulary necessary to materialize the theatre and requires assimilation of the vocabulary by the actor as a second instinct. These techniques should be studied, mastered, until they serve as an operational hypothesis. Course may be repeated 1 time for credit.

Course Limit: 1

THEA 3090 Stage Speech I (3)
Corrective work on individual regional speech habits, articulation, and phrasing.

THEA 3110 Text Analysis for Actors and Directors (2-3)
Lecture, discussion, and activity which guides students through practical, structural and interpretive analyses of dramatic texts. Students will apply techniques for breaking down plays to make acting and directorial choices.

THEA 3210 Directing I: The Foundation (2)
This course is an applied study of the foundations of theatre directing including script analysis, blocking, composition, and dramatic action. Staged scenes using outside actors make up a major part of the course activities.

Prerequisite(s): THEA 2100 or 2110.

THEA 3220 Directing II: Staging the Imagination (2)
Advanced studies in principles and practice of directing. Course activities will utilize the principles of Non-Realism to focus on radical use of the imagination, storytelling techniques, and integration of basic design principles.

Prerequisite(s): THEA 3210.

THEA 3230 Playwriting I (3)
The majority of exercises and discussions throughout this class will focus on finding your voice of expression. This can only be done by jumpstarting your writing. With that in mind, this class will throw you almost immediately into the act of habitually writing by insisting upon regular journaling, assigning a consistent stream of exercises that involve more radical theatrical approaches, and the creation of a monologue and ten-minute play.

THEA 3240 Playwriting II (3)
By the end of this semester you will have completed a 20 to 30-page one act.

Prerequisite(s): THEA 3230.

THEA 3250 Directing III: Directing Psycho-Physical Theatre (2)
Psychophysical theatre is a unique approach to making and directing theatre. It is rare to encounter an entire cast with a deep understanding of the concepts of Psychophysical theatre. As a director, one should have a broad knowledge of the theories and be able to embody them, as one will find themselves having to not only direct but often demonstrate as well as coach the cast on them. This course offers a broad base of information for directing psychophysical theatre, understanding of various fundamentals and theories, and experiential practice in coaching and demonstrating the work. To quote theatre director Tadashi Suzuki: “A director should be a great one-minute actor”. Instructor approval required.

Prerequisite(s): THEA 3210.

THEA 3311 Scene Shop Practicum (1)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of set construction and scene painting.

Course Limit: 2

THEA 3312 Costume Shop Practicum (1)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of costume construction.

Course Limit: 2

THEA 3313 Running Crew Practicum (1)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of backstage running crew in areas of sets, props, costumes, lighting, or sound.

Course Limit: 2

THEA 3314 Box Office Practicum (1)
Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the area of box office, selling tickets, ushering, etc.

THEA 3315 Acting Practicum (1)
Course is open to majors performing in department productions wishing to receive credit for the performance work. Note this does not count toward the 4 required Practicum credits. This course it repeatable up to 4 times for credit.

Course Limit: 4

THEA 3340 Production & Design I (3)
An integrated introduction to the disciplines of scenic, costume, and lighting design coupled with the practical considerations of construction and execution of the design process. First of two semester course with Theatre 3350.

Prerequisite(s): THEA 3311* or 3312*.
* May be taken concurrently.

THEA 3350 Production & Design II (3)
A continued exploration of the disciplines of scenic, costume, and lighting design coupled with the practical considerations of construction and execution of the design process. A finished final presentation will be required. One year sequence required of all theatre majors.

Prerequisite(s): THEA 3311* or 3312*.
* May be taken concurrently.

THEA 3410 History of Costume (4)
An illustrated history of dress and society from the ancient Greeks to the present. Assignments emphasizing interpretation of costume research for the stage.

THEA 3510 Rehears Tech/Actor & Dir (3)
Exploration of the interaction between actor and director during scene study with emphasis on developing the analytic and rehearsal techniques fundamental to the production process.

THEA 3610 Basic Makeup (1)
The purpose of this class is to develop basic skills in the design and application of stage makeup. The work completed in this class has the objective of providing a background in the subject that is expected of the professional performer.

THEA 3710 Shakespeare on the Road (3-4)
Students in this course will create, rehearse, and perform a piece of theatre that demonstrates Shakespeare's style and modern-day relevance. This piece will tour to middle and high schools in the New Orleans area. This course is also designed to fulfill a 1st or 2nd tier Service Learning requirement. May be repeated once. Course may be repeated 2 times for credit.

Corequisite(s): THEA 3890.
Course Limit: 2

THEA 3810 Fashion Design Fundamentals (3)
This course explores the student's creativity and imaginative thinking by carrying out small fashion design projects and developing a personal style. No special skills are required and all class materials will be provided.

THEA 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): THEA 3710.

Maximum Hours: 99

THEA 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 3910 Special Topics (1-3)
Specialty courses for undergraduates in performance techniques, projects, and theatre related subjects as designed by visiting or permanent theatre faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 3911 Special Topics in Theatre (1-3)
Special topics in Theatre.

THEA 3920 Special Topics (1-3)
Specialty courses for undergraduates in performance techniques, projects, and theatre related subjects as designed by visiting or permanent theatre faculty. For description, consult the department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

THEA 3990 Theatre Practicum (1,2)
Required of all theatre majors. Course is open with credit to all students of the University and is designed to provide the student with practical production experience in the areas of set, costume, lighting, sound, and box office management. Course may be repeated#4 times for credit.

Course Limit: 4

THEA 4010 Acting III (2)
Continuing development of acting skills focusing primarily on language-driven work. Instructor approval required.

Prerequisite(s): THEA 3010.

THEA 4090 Stage Speech II (3)
Corrective work on individual regional speech habits, articulation, and phrasing with added emphasis on the speaking of verse material.

THEA 4120 Acting IV (4)
An advanced course in acting techniques.

THEA 4210 Documentary Theatre (3)
The purpose of this course is to examine the nature of documentary or "verbatim" theatre. Students will investigate the following issues: What is the nature of the documentary material? What is the basis for selection? What is the organizing principle?

THEA 4320 Movement Stories (3)
An interdisciplinary studio course that examines creation of and communication of stories through movement and theatre approaches with emphasis on creativity and invention.

THEA 4400 Clowning & Improvisation (3)
A course that will teach students a form of French clowning popularized by Bataclown. The act of clowning as will be practiced in this class is based on corporeal, emotional, and vocal expression. Each student will create her or his own individualized clown character through improvisational exercises. A midterm research paper with presentation and final performance will be required of all.

THEA 4410 Thea & Social Change (3)
Students are introduced to Augusto Boal's Theatre of the Oppressed" techniques. They will be used to explore such issues as identity and representation.

THEA 4420 Theatre as a Preventative Tool to Address Toxicity and Promote Social Change on Campus (3)
This seminar will examine how theatre can be used as a tool to address difficult topics and promote safety, equity, and justice on college campuses. We will analyze plays written to provoke dialogue and change as well as interactive programs that use improvisational theatre techniques as educational and preventative tools. The plays and case studies are all aimed at stimulating dialogue on subjects such as consent, boundaries, racism, power differentials, sexual harassment, and dating violence.

THEA 4475 Shakespeare Performance (3)
Exploration of Shakespeare's work through performance using the summer Shakespeare Festival as a catalyst. May be repeated once with different context.

THEA 4560 Internship (1-3)
An experiential learning process coupled with pertinent academic course work. Open only to juniors and seniors in good standing. Registration is completed in the academic department sponsoring the internship on TUTOR. Only one internship may be completed per semester. Note: A maximum of three credits may be earned in one or two courses. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 4710 Foundations of Theatre History (3-4)
A survey course in the history and dramatic literature of theatrical production and performance from antiquity through the 19th century.

THEA 4720 Modern and Contemporary Non-US Theatre (3-4)
This is an upper-division theatre history course in modern and contemporary non-US theatre. The structure of the course is split between lecture and discussion of the topics and plays assigned. By the end of the course students should be able to describe and discuss major trends and figures introduced in class, analyze and contextualize significant scripts from the time periods under discussion, and synthesize information from class and readings in original research and analysis.

THEA 4730 U S Theatre History (3,4)
A course in the history and dramatic literature of theatrical production and performance in the United States (mostly) from Colonial drama to the present.

THEA 4750 African American Theatre Histo (3-4)
This course is a chronological examination of African-American theater history from 1821 to the present through the study of African-American plays, critical race theory, as well as political/social conditions in the United States. Upon completion of this course the student should be familiar with a crosssection of the major written works of African-American theater, have a more complete understanding of the intersection of American and African-American theatre histories. They should also know the position of African-American theater within the context of major American theatrical movements.

THEA 4790 Readings in Theatre History (1-2)
This Independent Study is used when a transfer/study abroad course covers some, but not all, of the content in a required theatre history course.

THEA 4890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): THEA 4210.

Maximum Hours: 99

THEA 4910 Independent Study (1-3)
Independent practical and research study in theatre-related areas. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 4920 Independent Study (1-3)
Independent practical and research study in theatre-related areas. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 4940 Transfer Coursework (0-20)
Transfer coursework at the 4000 level. Departmental approval required.

Maximum Hours: 99

THEA 4990 Honors Thesis (3)
Honors Thesis.

THEA 4991 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

THEA 5000 Honors Thesis (3-4)
For especially qualified seniors with approval of the faculty director and the Office of Academic Enrichment. Students must have a minimum of a 3.400 overall grade-point average and a 3.500 grade-point average in the major.

Prerequisite(s): THEA 4990.

THEA 5001 Senior Honors Project in Fine Arts (3)
Senior Honors Project in Fine Arts

Prerequisite(s): THEA 4991.

THEA 5190 Semester Abroad (1-20)
Semester abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 5380 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 5390 Junior Year Abroad (1-20)
Junior Year Abroad. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

THEA 6020 Shakespeare Verses (3)
One or more topics will be covered each semester, e.g., Acting Shakespeare.

THEA 6110 Acting For Other Media (3)
This course is designed to train the acting student in techniques that are required for successful performance in film, television, and radio. Students will explore the differences between acting for the stage and for the "mechanical" media and will be assigned scenes and copy to perform on camera and on microphone.

Corequisite(s): DMPC 2099.

THEA 6130 Ensemble Production (1,3)
Development of the ensemble in relation to specific genres and playwrights culminating in a public performance.

THEA 6140 Ensemble Production (1,3)
Development of the ensemble in relation to specific genres and playwrights culminating in a public performance.

THEA 6220 Advanced Makeup (3)
This studio style course explores the different types of theatrical makeup and it uses in different venues. The students are provided with supervised time in class to develop application skills both on themselves and using live models as well as thinking critically about an application.

THEA 6230 Special Effects (3)
Introductory course designed to expose the student to the various types of special effects available, and their uses in the entertainment industry.

THEA 6310 Adv Technical Problems (3)
A survey of the traditional methods of constructing and mounting scenery for theatre. A practical approach to planning technical production. Includes budgets for time and material, organization of shops and crews, and standards in drafting the production.

THEA 6330 Fundamentals of Lighting (3)
A course in the art and craft of stage lighting. Basic electricity and color theory. Lighting instruments and their control. Practical experience in lighting the production. Laboratory in addition to lecture.

THEA 6340 Comp. Tech For Lighting (3)
Advanced problems in stage lighting. Structured approach to the development of lighting for the stage. Analysis of available lighting control options. Practical experience in preparation of light designs for production. Laboratory in addition to lecture.

THEA 6350 Thea Drafting & Model-Making (3)
A course in basic drafting and model making techniques for first year graduate students. Foundation for Scenic Design CAD, Fundamentals of Lighting, Scene Design I, II, Technical Direction I, II, and Lighting Design , I, II.

THEA 6410 Design Fundamentals I (3,4)
The development of scenic and costume designs from the modern viewpoint. Techniques of drawing, rendering, and perspective in relation to designers' presentation and portfolio. Laboratory.

THEA 6420 Design Fundamentals II (3,4)
A continuation of THEA 6410. Equal emphasis on the designers' process and rendering techniques. Watercolor, pen and ink, scenic models.

Prerequisite(s): THEA 6410.

THEA 6440 Rendering For Designers (3)
The development of the individual's graphic skills in regard to rendering for theatrical purposes. Stress will be placed on accurately representing designs on plates in a professional fashion and on the manipulation of different mediums.

THEA 6460 Adv Costume Rendering (3)
To improve drawing/costume rendering skills. A course to advance the costume design student's understanding of the human body and how it moves and behaves, thus enhancing the student's ability to communicate through costume design rendering; exploration of the anatomy of the body, including the skeletal and muscular systems, how they interact and how they move; and exploration of how different fabrics behave on the body and how the body's movement is affected by clothing.

THEA 6470 Design for Television (3)
This course is designed to give the students the knowledge of preparing the production of television programs with emphasis on the producer's, the director's, and designer's responsibilities to the overall planning and execution of the program - both in the studio and in the field.

THEA 6480 Design for Puppetry (3)
This course is an introduction to puppet design concepts. An exploration of the specifics associated with different puppet show genres.

THEA 6530 Period Style Designers I (3,4)
In-depth study of the styles of architecture, decor, furniture, and costume from antiquity through Elizabethan England, 1625. Research and design adaptation assignments.

THEA 6540 Period Styles Design II (3,4)
Further study in architecture, decor, furniture, and costume from Charles I through modern including Eastern cultures. Research and design adaptation assignments.

THEA 6550 Stage Management (3)
Introduction to the multifaceted job of stage management.

THEA 6552 Performing Arts Management (3)
This course offers an overview of the managerial aspects of performing arts in America. It aims to relate principles of administration and business operations to theatre, dance. and music. and provide a basis for practical contemporary management of performing arts productions and organizations. Students will gain broad knowledge of management positions in theatre. dance, and music, and steps leading to careers in performing arts management. Students will be introduced to the history of performing arts production and management and will acquire knowledge of practical and financial aspects of managing a performing arts organization.

THEA 6555 Costume Shop Management (3)
Students will develop skills and an understanding of the daily responsibilities required of a Costume Shop Manager. These topics will include budgeting, managing labor, managing costume stock, writing rental agreements and sewing machine maintenance.

THEA 6580 Producing (3)
Introduction to the different elements of producing for the theatre, as well as television, new media, and cinema. Students receive an overview of the different elements of producing, from the initial steps of putting together script, talent, and the team (writer(s), director, actors, designers), through financing, and into marketing and the launch of a new production.

THEA 6600 Welding (3)
This class will cover a variety of metalworking techniques that are used in theatrical construction.

THEA 6650 Studies In Theatre Hist (3)
Graduate History of Theatre I is an intensive course in the conventions, physical conditions and techniques of theatrical production in the Western tradition from the Greek classical period through the 18th C. Emphasis will be placed on setting each period of theatre within the aesthetic traditions of Western Culture.

THEA 6660 Theatre History II (3)
Graduate History of Theatre I is an intensive course in the conventions, physical conditions and techniques of theatrical production in the Western tradition of Modern British and European Theatre.

THEA 6700 Sound Technology (3)
Introductory level course designed to expose the student to the theories and technology of the professional audio world.

THEA 6730 Dramaturgy (3,4)
This course explores dramatic structure as a means of achieving successful storytelling and examines the role of the dramaturg in modern theatrical practice.

THEA 6750 Costume Construction (3)
Students will develop skills in the construction of theatrical clothing, specifically hand sewing skills, machine-sewing skills, reading and understanding commercial patterns, and construction of basic garments as assigned by instructor.

THEA 6751 Beginning Patternmaking (3)
The course is designed to develop basic flat pattern making skills. A basic understanding of sewing techniques is preferred.

Prerequisite(s): THEA 6750 or 6750.

THEA 6760 Costume Technology (3)
Concentrated introduction to the methods, tools, and techniques used in the construction of Theatrical Millinery. Focus will be placed on standard shop equipment, fabrics, and specific Millinery construction materials and techniques.

THEA 6761 Advanced Millinery Techniques (3)
Further development of the methods, tools, and techniques used in the construction of Theatrical Millinery. Focus will be on advanced techniques and materials.

Prerequisite(s): THEA 6760.

THEA 6770 Costume Crafts I (3)
This course is designed to develop skills in the construction of theatrical crafts, specifically mask-making,

THEA 6775 Corsets and Crinolines (3)
This course is designed to explore the history and construction of female underpinnings from different eras.

Prerequisite(s): THEA 6750 or 6750.

THEA 6780 Adv Costume Technique Draping (1-4)
Students will build on flat patterning skills and learn draping techniques needed to create theatrical costumes. Prerequisites- Basic Patternmaking. Course may be repeated up to unlimited credit hours.

Prerequisite(s): THEA 6751.

Maximum Hours: 99

THEA 6790 Costume Crafts II (3)
Students will develop skills in the manipulation of textiles through various painting and dyeing techniques to achieve desired theatrical costuming objectives.

THEA 6800 Practical Applications (1-3)
A design lab where the students put theory into practice. The lab assignments will be tailored by the faculty to the individual student's needs. The objective is to provide actualized work experience in conjunction with faculty mentoring on design work productions. Course may be repeated#4 times for credit.

Course Limit: 4

THEA 6810 Theatrical Photography (3)
Basic photography and darkroom techniques designed specifically for theatre design students to document their work. Both black and white and color will be covered.

THEA 6820 Scene Design Cad (3)
We will introduce and explore Computer Aided Design using primarily the Vector Works program with its practical applications to theatrical scene design.

THEA 6825 Advanced CAD (3)
This class will cover advanced functions of the Vectorworks CAD software, such as 3D modeling and photo-realistic rendering techniques with lighting and textures, with emphasis on its practical applications to theatrical scene and lighting design. This is a continuation of the Scene Design CAD course.

Prerequisite(s): THEA 6820 or 6820.

THEA 6830 Scene Painting (3)
This is a collaborative class based upon professional practices of scenic studios. We will examine the working relationship between the scenic designer and the scenic artist, and look at historical changes to the profession over the past 400 years. There will be extensive time spent drawing and painting and learning techniques to realize different faux finishes. This introductory class will culminate with a full sized color drop, with all in the class participating.

THEA 6840 Intermed Costume Construction (3)
Students will further develop skills in the construction of theatrical clothing, specifically hand sewing skills, machine sewing skills, reading and understanding commercial patterns, and construction of more complex garments as well as repurposing commercial patterns, and construction of more complex garments as well as repurposing commercial garments.

Prerequisite(s): THEA 6750 or 6750.

THEA 6850 Design For Dancers (3)
Designed to expose the dancer/choreographer to the theories of lighting and sound design as it applies to dance.

THEA 6860 Advanced Costume Construction (3)
The course is designed to develop advanced skills in the construction of theatrical costumes. Students will create projects resulting in finished pieces worthy of inclusion in their portfolios. It will also develop an understanding of costume technology for both design and performance students as well as build a vocabulary to enhance the collaboration process.

Prerequisite(s): THEA 6840.

THEA 6890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 6900 Portfolio Techniques (3)
This course will prepare the student's portfolio, as well as the student, for the professional world. Stress placed upon plate layout, organization of materials, selection of pieces for inclusion, etc. Additionally, job search techniques and interview preparation will be explored.

THEA 6910 Special Topics (0-4)
Courses offered by visiting professors or permanent faculty. For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 6920 Special offerings (0-4)
Courses offered by visiting professors or permanent faculty. For specific offering, see the Schedule of Classes. For description, consult department. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

THEA 6921 Special Offerings (3)
Special offering.

THEA 6922 Special Offering (3)
Special offering.

THEA 6923 Special Offering (3)
Special offerings in Theatre.

THEA 6924 Special Offering (3)
Special offerings in Theatre.

THEA 6925 Special offerings (3)
Special offerings in Theatre.

THEA 6940 Transfer Coursework (0-20)
Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

THEA 6980 Professional Development (3)
This Capstone course is designed for graduating seniors with a Performance track emphasis to address the skills necessary for a successful professional career in theatre and the performing arts. Emphasis will be placed on creation of resumes, self-promotion, and audition materials, including how to book auditions, preparing for call-backs and cold readings, making contacts, writing cover letters, finding an agent, and unions, among other topics.

THEA 6990 BFA Thesis Production (3-4)
Required for B.F.A. designers. Student's work in area of emphasis culminating in the design of a mainstage production. A written thesis is required.

THEA 7010 Graduate Text Analysis (3)
This course is designed for graduate level students of theatre and dance. It will explore methods and vocabularies for the discussion of play texts as they relate to the mounting and production of plays, as well as ways of making meaning on stage.

THEA 7210 Advanced Directing I (3)
This course is meant to give graduate theatre designers a theoretical, historical and practical overview of directing.

THEA 7310 Non-Profit Management (3)
The objective of this course is to provide a detailed analysis of the managerial aspects of commercial performing arts in America. The course aims to relate principles of administration and business operations to theatre, dance, and music, and provide a basis for practical contemporary management of performing arts productions and organizations.

THEA 7320 Dev/Fundraising For Npos (3)
This course focuses on not-for-profit performing arts organizations. Topics covered include the evolution of the field, economic impact, the internal culture and structure, external influences, leadership, governance, planning, human resources, marketing, fundraising, financial management, and others. Students will be introduced to a wide range of arts organizations, working arts managers, and institutional models through field trips, guest lectures, readings, and institutional data. In addition to understanding the organizational structures and functions of an arts organization, students will have begun to develop a philosophy of management in the arts, a theoretical model for general management, arts advocacy, and practical tools for its practice.

THEA 7410 Scene Design I (3)
The objective of this course is to give the students the skills needed to design scenery for a contemporary American or European play that will be analyzed within its diverse visual expressions.

THEA 7420 Scene Design II (3)
The purpose of this course is to empower students to present artistic set design solutions of opera in English translation, to discuss in depth and cross- culturally a theme, Music and Theatre.

THEA 7510 Costume Design I (3)
The Development of costume designs from the modern viewpoint. As well as developing techniques of drawing, rendering, and perspective in relation to designers, presentation, and portfolio.

THEA 7520 Costume Design II (3)
Continuation of THEA 7510.

THEA 7560 Production Management (3)
The exploration of the role of the Production Manager and their responsibilities.

THEA 7610 Lighting Design I (3)
The purpose of this course is to hone students' skills as lighting designers. This will be done through a series of projects and light plots over the course of the semester.

THEA 7620 Lighting Design II (3)
Continuation of THEA 7610 with emphasis on multi-set shows, musicals, and operas.

THEA 7710 Technical Directing I (3)
This course will cover a variety of techniques that are used in theatrical construction.

THEA 7720 Technical Directing II (3)
Continuation of THEA 7710 with emphasis on structural engineering of scenery.

THEA 7890 Internship (9)
Internship.

THEA 7910 Independent Study (0-3)
Independent study in Theatre.

THEA 7920 Independent Study (0-3)
Independent study in Theatre.

THEA 7950 Special Projects (3)
Course Limit: 99

THEA 7990 Thesis Production (3)
MFA Thesis Production.

THEA 9980 Master's Research (0)
Master's Research. Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Theatre department.

Maximum Hours: 99

Tides - Residential Learning Communities (TIDR)

TIDR 1014 Cultivate Residence Self Care (1)
Health in college is so much more than avoiding pizza every night and occasionally going to the gym. Health is multifaceted and is pivotal to your ability to thrive during the next four years. This course will examine the most relevant health topics for college students from a public health perspective, integrating theories and practices relevant to your life. In addition, this course seeks to cultivate leadership skills as an element of being healthy and successful in college.

TIDR 1015 Cultivate Inner Changemaker (1)
Cultivate your Inner Changemaker is devoted to exploring the skills, strategies, and ideas of effective social change advocates in the 21st century. Students will be learning about some of the essential skills of effective changemakers, including leadership, optimism, resilience, risk-taking, luck, relationship building, conflict resolution, creativity, and innovation. Throughout the course, students will practice these skills, both in class and through assignments.

Corequisite(s): TIDR 1890.

TIDR 1016 Crossroads of Culture: New Orleans' Global Identity in Local Context (1)
In this course we will delve into the rich tapestry of New Orleans' cultural geography and its profound multicultural existence. Students will explore the historical roots and global influences that have shaped the city's unique identity. Through engaging lectures, seminar discussions, and experiential learning, students will develop a nuanced understanding of the city's multicultural history and its ongoing impact on contemporary society. Students will gain an appreciation for the global influences in New Orleans' music, cuisine, environment, and traditions while addressing social justice issues rooted in the city's unique history. The course aims to foster cultural competence, inclusivity, global awareness, civic engagement, and leadership skills, providing students with the tools to navigate an increasingly interconnected world.

TIDR 1018 Case Studies in Leadership (1)
This 1-credit course will utilize a variety of cases which highlight a real-life example of a challenge in leadership. Fields covered will include business, politics, non-profit work, and social movements - all highlighting decision making in New Orleans following Hurricane Katrina. In most class periods, you will be asked to "inhabit" the case and take up the dilemma of its protagonist. I may assign class members roles to prepare and play in the class discussion spontaneously or in advance. None of the cases have right answers, although we may have an epilogue that tells what actually happened (the historical outcome). You are asked to wrestle with the problem as if it were your own and bring your experience and classroom learning from Tulane University and elsewhere to bear on the questions. The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real-world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. It is no accident that professional schools were drawn to case teaching—Law, for obvious reasons—but also schools of public affairs and public health whose missions are to utilize the best thinking of the disciplines to prepare students for careers as practitioners. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. In particular, this course will offer you a chance to get to know New Orleans as a resilient city with monumental challenges left to tackle.

TIDR 1090 Who Dat, Fan Up & Geaux (1)
Founded in 1718, the city of New Orleans has a long and rich history with sports. From the rise of social class-driven sports such as rowing and billiards to the New Orleans Saints' heroic revival of the city post-Hurricane Katrina, sports has been as integral to the area as food, music, and Mardi Gras. Sports have made an enduring impact on the social world in which we all live. It is a taken for granted aspect of our everyday lives – whether that entails watching "Sportscenter" or noticing that every single major newspaper contains a "Sports" section that is as long if not longer than any other section. Yet there is more to sport than just what we see on a daily basis. In this course, we will explore general sports-related topics and examine actual case studies related to New Orleans' sports scene. More than simply 'talking sports,' students will study issues from political, economic and social viewpoints and also gain an understanding of the rich sports heritage found here in New Orleans. Readings and discussions, field trips, and guest speakers will aid students to understand both historical accounts and modern-day subjects associated with sports such as governmental involvement, public financing, and community development. Students will participate in a mandatory service learning component with TBD. Their after-school programs promote development in boys and girls through activities that build character, cultivate new skills, and create a sense of belonging – in this case a place where kids can express themselves, play together and get fit. By participating in activities with NFL Youth Education Town students will deepen their understanding of the political, economic, and social ramifications of sports on a local level by making correlations to sports and its impacts on the city's youth, infrastructure, civic pride, crime reduction efforts, poverty eradication, and other areas, and gain an awareness of their role as a citizen in the city of New Orleans.

TIDR 1117 N. O. Performance Culture (1)
There will be two primary goals in this course. The first will involve introducing students to New Orleans's history, culture, and literature. The second will entail an interdisciplinary introduction to a wide array of influences with the effort of showing how New Orleans's turbulent history of changing possession, immigration, and migration have contributed to a "performance" of various versions of "New Orleansness." The course will focus specifically on the presence of French, Spanish, African, and a brief overview of the various immigrant communities in the city's history and the various ways in which these groups have performed their own version of New Orleans for the city itself, the United States, and the world. In addition, the students will use the maps found in Unfathomable City: A New Orleans Atlas to look at how maps are constructions of authenticity.

TIDR 1185 Innovation in Chemical Engineering (1)
This course will introduce students to the modern approaches chemical engineers employ to solve real world problems. Topics will emphasize engineering design and innovation. Students will learn through relevant readings, discussions, and guest lectures from leaders in the field. We will also take two field trips to introduce students to the roles of engineering in New Orleans.

TIDR 1225 Women in STEM (1)
This course covers the challenges facing women pursuing degrees and careers in STEM. Many of these challenges are institutionalized barriers that still exist, creating a system in which it is harder for women to thrive in comparison with their male peers. Other minority groups in STEM face many of the same challenges as women, and the additional and different barriers for other underrepresented groups will also be discussed. The course will cover strategies for success in STEM and becoming an ally and advocate for other traditionally marginalized groups in STEM.

TIDR 1265 Indian Tribes on the Bayou (1)
Want to explore the wilds of Louisiana outside of New Orleans? Try some alligator meat, shrimp caught fresh from the sea or, in general, explore another side of Louisiana's rich cultural heritage- then this class is for you! The far-reaching impact of Native American Tribes of the lower Mississippi Valley on shaping Louisiana history is among the least explored subjects among the otherwise well-documented rich history of Louisiana. Recent and ongoing research shows that without the "Petit Nations"", as some of the Tribes were called, the history of this region would have been quite different. This course offers students the rare opportunity to participate in on-going, important research that entails working directly with Tribal members. In addition, students will have the opportunity to take a trip conducted by Tribal members down the bayous as they give a tour of their ancestral lands as well as explore other areas of Louisiana outside of New Orleans while also tasting some of the food native to Louisiana. An experience not to be missed!

TIDR 1317 Sports as a Leadership Model (1)
This course uses a sports lens to introduce Tulane students to what character traits have made sports figures, coaches, teams, and organizations successful as well as aided in turning sports from recreational fun to a multi-billion-dollar global industry juggernaut. This class will introduce students to several different valuable life skills and lessons to aid them in them in their academic endeavors and professional journey. The goal of this class is to see what transferable skills those in the world of sports use in their respective venues to help them become success stories and pass those qualities along to you to aid you in achieving success in life during and after Tulane.

TIDR 1415 FEMtech: Gender and Technology (1)
Since the industrial era, analog, digital, and medical products have been produced with the claim that certain technologies make women's lives easier. This course examines the role that FEMtech plays in women's lives and the role that product design plays in shaping discourse around women's relationship with technology. Students will also explore the recent rise of the FEMtech app technology, a projected $120 billion-dollar industry. Students will have the opportunity to learn about the technology and start-up industries from technology leaders in New Orleans. Students will use feminist technology design strategies to design and pitch a FEMtech product.

TIDR 1500 The Entrepreneurial Landscape of New Orleans and How the City's Diverse Culture Influences It (1)
In this course, students will be given a behind the scenes look at the entrepreneurial ecosystem in New Orleans –the lessons learned from Hurricane Katrina recovery efforts and what needs to happen to have a vibrant startup community that is equitable, accessible, and collaborative.From local entrepreneurs to community partners to support organizations to investors and more, this course will bring together some of the most important stakeholders in the New Orleans entrepreneurial ecosystem. We will also leverage our data from the Greater New Orleans Startup Report, hearing from our very own Lepage Center to present an in-depth overview of the current state of the early stage business economy in New Orleans.

TIDR 1725 Black Culture, Power, Politics, and Leadership (1)
This one-credit course complements the experience of students living in the 1963 Collective Residential Learning Community (RLC) by providing them with an equity oriented interpretative framework grounded in Black thought, experience, and history. The modular survey course was designed for first-year students interested in exploring Black history, culture, and knowledge across the African diaspora. Through this first year seminar, students will develop an appreciation and understanding of the contributions of Black people in a globalized context.

TIDR 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDR 1898 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDR 1925 Natural History of Louisiana (1)
This course examines the origin and evolution of Louisiana's ecosystems. Students will learn about living and prehistoric plants and animals and their physical surroundings while exploring Louisiana's coastal marshes, bottomland hardwood forests, longleaf pine savannahs, and tallgrass prairies. Course includes multiple field trips.

TIDR 1981 Frames Films & Femmes Fatales (1)
This course is a critical survey of cinematic works by and about women, with examples drawn from different modes of cinematic expression (mainstream fiction films as well as alternative film and video [including documentaries, experimental, & narrative]) and from different historical periods (from the 1930s to the present). The course deploys feminist approaches to film criticism and applies these approaches to cinematic representations of women. Films illustrating particular genres, as well as feminist and "women's" films, are discussed and critiqued. We will consider the role of film in our understandings of sex, gender, and sexuality, as well as race, class, and disability. Through discussions and writing, we will work to discern relevant social, political, ideological, and aesthetic concepts in the media we examine. We will look at contemporary Hollywood and independent cinema, US and some international films by both established and emerging filmmakers.

TIDR 1983 Us vs. Them (1)
Black vs. White. Citizen vs. Immigrant. Transgender vs. Cisgender. Christian vs. Muslim. Gay vs. Straight. The list goes on. In recent years, the United States has become increasingly polarized. The most interesting and exciting aspects of human diversity are set against one another, in rigid opposing binaries. Through interactive workshops, cultural trips, discussions of texts and films, writing reflections, and guest speakers, this seminar will serve as an incubator for students from diverse backgrounds to develop their understanding of the complexities of cultures, identities, and power dynamics. We will simultaneously explore everyday practices for world building beyond "Us. Vs. Them."

TIDR 1985 Women Leading New Orleans (1)
From non-profit organizations to government, from social movements to Mardi Gras, from restaurants to boardrooms, women have led New Orleans. Using an intersectional feminist lens, this course will explore how the personal, the organizational, and the institutional intersect to shape how women practice leadership. Students will be introduced to theories and research that address gender and leadership while focusing on historical and contemporary examples of women practicing leadership in New Orleans. The course will begin with a brief introduction to a sociological perspective on gender and intersectionality - foundational concepts of the course - and move into discussions of how and why women lead, as well as barriers they encounter to leadership. Guest speakers, field trips, and writing assignments will ask students to think broadly, but also analytically, about what leadership means, as well as about how identities and institutions shape the experience of leadership.

Tides - TU Interdisciplinary Experience (TIDE)

TIDE 1000 NOLA Cities of The Dead (1)
Students will be introduced to the history and cultural folkways of New Orleans through the study of historic figures, cemetery architecture, monument construction and funerary symbolism reflected in stone and iron. Why are above-ground tombs more prevalent in New Orleans? What are the different tomb types and their architectural styles? Why do families in Louisiana visit cemeteries on All Saints Day? What symbolism does funerary art in stone and iron reveal? This TIDES course will provide several informative field sessions to local cemeteries combined with class lectures.

TIDE 1003 Happiness & Human Flourishing (1)
What can scientific research tell us about practices and perspectives that lead to a happier life? What can psychology do to help ordinary people to thrive and flourish? Which practices lead to greater fulfillment and life satisfaction? Positive psychology engages such questions by utilizing scientific research methods to identify practices which lead to greater happiness and human flourishing -- a life rich in purpose, relationships, and enjoyment. Positive psychologists maintain that (1) flourishing requires more than curing pathology; (2) flourishing requires tapping human strengths and positive capacities; and (3) scientific research methods can help us to identify and refine strategies for flourishing. This course will provide a theoretical and practical introduction to applied positive psychology. Topics will include positive emotions, hedonic misprediction and adaptation, character strengths (and their application in academia), purpose, gratitude, kindness, meditation, nurturing social relationships, and more. Students will learn about the foundational theories and research of positive psychology and will also engage in experiential homework in which they will apply strategies for enhancing their own health and happiness and for positively impacting their relationships and communities. This course will also expose students to local wellness resources at Tulane and New Orleans and will offer opportunities to explore a variety of life enhancing practices through homework assignments and a few group activities such as attending a yoga class (exercise), a meditation class (mindfulness), and a field trip to the French Quarter exploring New Orleans architecture and history on a walking tour (engagement) and enjoying some local cuisine (savoring).

TIDE 1005 Mardi Gras: Greatest Free Show (1)

TIDE 1010 Ldrshp, Pol, Powr,Change (1)
Are leaders born or bred? How do leaders and their leadership styles impact change? How does one develop the courage and wisdom to lead and promote change effectively? This TIDES class provides an opportunity to examine the nature of leadership, its impact on the change process, and the underlying dynamics of power, politics, and conflict. Over the course of the academic year, this course focuses on developing an interdisciplinary understanding of the theories and practices of organizational and community leadership. As a TIDES member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, political, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, interviews with local leaders, and a group initiative, you will gain a greater appreciation for the issues that affect leaders and the components of successful leadership.

TIDE 1011 Exploring Russia (1)
The war with Ukraine has brought Russia's relationship with its former imperial realm (as well as its own internal minorities) into sharp focus, prompting the scholarly community to examine our prior biases and prejudices. Russia's aggression has intensified calls for a decolonization of our thinking, writing, and teaching about the former Soviet space. Scholars of Ukraine, the Baltics, the Caucasus, and Central Asia, among many others, have called to reappraise prior historiography's Russo-centrism and the often-neglected implications of Soviet nationality policies; the lingering Russian/Soviet imperial legacy. This course will introduce students to the multiplicity of perspectives and experiences of the ex-Soviet nationalities and Russia's ethnic minority groups. A variety of readings, film screenings, musical videos, and guest lectures will be part of the class. No knowledge of Russian is needed or required.

TIDE 1013 The Architecture of Place (1)
How can architecture define a place? How do buildings support social constructs and cultural patterns? How do spatial relationships, proportions, and forms shape how we move through and experience places? How do the lines, curves, textures, and colors of walls, roofs, railings and other built elements impact our senses, emotions, and memories? All of these questions will be explored as students learn about the particular built environment that makes New Orleans so unmistakably New Orleans. Students will be encouraged to think critically about built environment and to communicate their ideas effectively through writing, visuals, and speech.

TIDE 1014 Cultivate Resiliency Self Care (1)
Health in college is so much more than avoiding pizza every night and occasionally going to the gym. Health is multifaceted and is pivotal to your ability to thrive during the next four years. This course will examine the most relevant health topics for college students from a public health perspective, integrating theories and practices relevant to your life. In addition, this course seeks to cultivate leadership skills as an element of being healthy and successful in college.

TIDE 1015 Cultivate Inner Changemaker (1)
Cultivate your Inner Changemaker is devoted to exploring the skills, strategies, and ideas of effective social change advocates in the 21st century. Students will be learning about some of the essential skills of effective changemakers, including leadership, optimism, resilience, risk-taking, luck, relationship building, conflict resolution, creativity, and innovation. Throughout the course, students will practice these skills, both in class and through assignments.

TIDE 1016 Tolkien as Translator (1)
While many have enjoyed J.R.R. Tolkien's The Lord of the Rings as an epic novel, few readers are aware of the fundamentally linguistic and anthropological nature of Tolkien's writing. As Oxford Professor of Anglo-Saxon, Tolkien was intimately familiar with the Germanic languages, their history, and their epic literatures. Because of his background, he went far beyond the invention of a few strange-sounding names for the characters and places of his world, instead developing a detailed proto-language (Common Eldarin) and following its development into two distinct but related Elvish tongues, Quenya and Sindarin. He also invented Khuzdul (Dwarvish), the Black Speech, Adûnaic (Númenórean) and Sôval Phârë (The Common Speech). Importantly, he assumed a role of translator of The Lord of the Rings, employing English archaisms and dialects to reflect the varying speech styles of his characters, their relative social status, and their complex interrelationships. Old English, Old Norse, and Gothic were all employed to accurately reflect the degree of kinship characters, places and languages had to the 'Common Speech'. In this course, we study the role of language in The Lord of the Rings, applying concepts and perspectives from linguistic anthropology to shed light on Tolkien's methods and purpose as the 'translator' of Middle-earth. Students are introduced to Tolkien's invented languages (and their real-world inspirations) and two of his invented alphabets. An appreciation of the linguistic foundations of Middle-earth greatly increases one's understanding of Tolkien's achievement, and provides insights into one linguist's view of the intricate and interdependent relationships of language, culture, and society.

TIDE 1017 Changemakers in NOLA Education (1)
This one-credit course is designed for those interested in social innovation and social entrepreneurship. In addition to exploring design thinking, social and emotional learning, and health and wellness, students will explore the innovative initiatives currently shaping the landscape of education in New Orleans.

TIDE 1018 Case Studies in Leadership (1)
This 1-credit course will utilize a variety of cases which highlight a real-life example of a challenge in leadership. Fields covered will include business, politics, non-profit work, and social movements - all highlighting decision making in New Orleans following Hurricane Katrina. In most class periods, you will be asked to "inhabit" the case and take up the dilemma of its protagonist. I may assign class members roles to prepare and play in the class discussion spontaneously or in advance. None of the cases have right answers, although we may have an epilogue that tells what actually happened (the historical outcome). You are asked to wrestle with the problem as if it were your own and bring your experience and classroom learning from Tulane University and elsewhere to bear on the questions. The Harvard Business School originated and developed the phenomenon of the teaching case to simulate business experience in novices, to create a concrete vehicle for applying abstract theories to real-world situations, and to engender engaged classroom discussion while fostering critical thinking skills as students were forced to wrestle with actual business dilemmas that had no easy answer. It is no accident that professional schools were drawn to case teaching—Law, for obvious reasons—but also schools of public affairs and public health whose missions are to utilize the best thinking of the disciplines to prepare students for careers as practitioners. Cases marry learning about real world policy and organizational problems with critical thinking, abstract reasoning, and theorizing valued in all academic disciplines. In particular, this course will offer you a chance to get to know New Orleans as a resilient city with monumental challenges left to tackle.

TIDE 1019 Crime and Criminal Justice of New Orleans (1)
This course is an exploration of crime and the criminal justice system in New Orleans. With New Orleans as its case, this course will examine why people commit and the conditions that foster crime, policing, the courts, jail/prison, and local movements and organizations seeking to create different criminal justice institutions and practices. It will examine the criminal justice system critically, considering questions of race, class and power as these structure how the CJ system operates as a whole. It will examine the New Orleans police department, the District Attorney and Orleans Public Defenders, the Sheriff and city jail, and advocacy groups such as the Orleans Prison Reform Movement. It will involve field trips to some of these locations, or representatives from the New Orleans CJ system visiting class or for online discussion should physical meetings be hindered.

TIDE 1020 Cities & Urban Environmt (1)
Focusing on selections from the seminal work “The Death and Life of Great American Cities” by Jane Jacobs, we will explore and discuss its relevance to the city of New Orleans. We will also look directly at what is currently happening in the city of New Orleans via field studies, guest presentations and movies. Selected neighborhoods of New Orleans will be explored as vehicles for looking at the social, political, and economic life of cities. By focusing on particular and local examples we will, in effect, also address urban issues that are both more general and global. You will be invited to learn ‘how to see’ (observe) the many aspects of the city, be introduced to tools for the analysis of city form and city behavior, and be asked to draw conclusions from what you read for this class as well as your experiences.

TIDE 1023 Reproductive Politics in NOLA (1)
From sex education for middle and high schoolers to nutrition assistance for impoverished new parents, the phrase “reproductive politics” encompasses far more than debates over abortion and contraception. This one-credit first-year course explores American studies scholar Laura Briggs’ claim that “all politics [are] reproductive politics,” with a particular focus on the political and legal realities of reproductive life in the city of New Orleans.

TIDE 1026 Superheroes: Race, Gender, and Orientation (1)
This course examines the construction of race, gender, and orientation in several popular cultural ideological mediums. We will examine the construction and representation of race and gender in the superhero genre. We will discuss the intersection between the ideas of gaze and perspective. We will examine the representation of race and gender in the superhero cinematic genre. We will examine the intersections and relationships between race, gender, and economic class. We will theorize the economic impact of race and gender in the superhero film genre. We will consider the construction of the idea of the exceptional as it relates to the representation of race and gender in the superhero film genre. We will also include consideration of race, gender and orientation in a larger and more broad television audience.

TIDE 1027 Social Media Cuts Both Ways (1)
Over the several years, widespread concern about the effects of social media on democracy has led to an explosion in research from different disciplines and corners of academia. In the class, students will look at issues like information and disinformation, online hate speech and free speech, political advertising and messaging, and personal privacy rights and assess both sides of the topic for good or bad engagement.

TIDE 1028 Masculinities, Femininities & Sexualities on Campus & Beyond (1)
This course will introduce students to social science academic studies and critically engaged scholarship that explore how men's and women's shifting social roles around sex, gender, and sexuality binaries intimately shape young people's sense of self in emerging adulthood. College, particularly a residential college experience, can be very destabilizing as gendered constructions of young adulthood, typically rooted in the media and popular culture, shape how young men and women explore their identities and sexualities within the context of campus cultures. These cultures are not inevitable or natural,but their impacts are very real and reverberate through young people's lives. Some examples include:the pressure to fit into normative binary identities and organizations, strict gendered appearance standards, hooking up, drinking, partying, and having fun, picking a college major and a career path, starting and ending friendships and romantic relationships, and learning what it means to belong the social category "man" or "woman" in our contemporary world. By exposing the often-invisible web of culture, hegemony, and power that shape our feelings, our identities, our opportunities, and our constraints,we can better locate ourselves within their impacts and to forge more conscientious and engaged relationships with ourselves, with our environment,and with others.

TIDE 1030 Music & Culture of Nola (1)
The Music and Culture of New Orleans introduces the newcomer to New Orleans to the diversity of culture in the city and region. The 11-week course explores the music, literature, art, dance, architecture, and food that are unique to Southern Louisiana so that during your student years here you can fully enjoy them. This TIDES course includes general lectures by experts in the various aspects of the culture of New Orleans. Interspersed and alternating are small sections where these experts converse directly with the freshmen, helping each individual explore the city. Students are directed to the most important music venues in the city, as well as to the best Creole and Cajun restaurants. In addition to the class meetings, each student is expected to join in at least two field trips to witness the culture first hand.

TIDE 1031 Ideology&Belief Everday Life (1)
The course looks at the main beliefs and ideologies prevalent in our culture. Ideas like the entrepreneurial self, celebrity, pleasure-seeking, economic man, techno-optimism,God, nation, race, and family. These ideas are constantly hammered into us by the media,our friends, family and institutions, motivational speakers, business gurus, films, but also in the actions we take in our everyday lives and even more deeply in the experience of who we are.We will look at the origin of these ideas, their often-adverse societal effects and why they sometimes make us feel dis-empowered,anxious, and depressed. The course thus attempts to do two things at the same time.First teach students to critically think about their society and culture, and second help them achieve more personal freedom and well-being.

TIDE 1032 Jazz and New Orleans (1)
Jazz is often called "America's Classical Music." It is the only global art form invented by Americans, as created and developed by African-Americans in New Orleans. Jazz began life as "emancipation music," according to clarinetist Sidney Bechet. This class will draw a straight line from the New Orleans jazz of Bechet and Louis Armstrong to the contemporary brass-band funk of Rebirth,Trombone Shorty, and the Soul Rebels.

TIDE 1033 Taylor Your Tulane (1)
Taylor Your Tulane is a 1-credit TIDES course that applies human-centered design (design thinking) mindsets and tools to support first-year students in designing a fulfilling college experience. Students in this course will build an understanding of how they can be designers in their own lives and prototype different "investments" in the college experience by building a diversified college portfolio that includes their education, and relationships and experiences on campus and in New Orleans. Topics include the purpose of college, major selection, educational way finding, and interest exploration outside of the classroom, all applied through an introduction to Design Thinking (the course is offered through the Taylor Center for Social Innovation and Design Thinking). This seminar class incorporates small group discussion, in-class activities, field exercises, personal reflection, and individual coaching.

TIDE 1034 NoLa - The Lay of the Land (1)
This course explores the geography of New Orleans and coastal Louisiana, with a focus on forces that created and threaten the river delta on which the city sits. The course examines the levee system, climate change, sea level rise, industrial impacts to coastal wetlands, along with measures to promote a resilient city in the face of environmental and other threats. The course will also explore these issues in the context of social equity and environmental justice. Students will hear from a coastal specialist, learn about the city's resiliency efforts, visit areas of the city that experienced the most devastation following hurricane Katrina, and tour a levee adjacent to a cypress swamp.

TIDE 1035 Introduction to Yoga (1)
Yoga is a practice that offers many tools for living skillfully. This class will arm first year students with tools to help ground, calm, and focus them. The best part is that these lessons come from sweating, moving, going upside down, chanting, breathing, talking, listening, and having fun. The Sanskrit work Kula means a community, and we will create a Kula in our class, as well as connect with the New Orleans yoga community. This course is for anyone who loves yoga, or is just interested in learning more about it.

TIDE 1036 Sexuality, Knowledge Production, and Education (1)
The goal of this course is to introduce students to the various ways that the pursuit of knowledge is carried out within and across scholarly disciplines. Grounded in an interdisciplinary exploration of sexuality, knowledge production, and education, students will learn about the purpose and processes of academic research; examine various forms of academic research to appreciate the similarities and differences in questions and methods of scholarship; and study the organization of knowledge and the role of the scholarly communities. In so doing, students will analyze research across disciplines relating to human sexuality, as well as the effects and implications of research on policy and practice related sexuality education. This course meets once a week through the entire semester.

TIDE 1038 Beyond Orgo:Becoming a Good Dr (1)
Gen Chem, Bio, Orgo, Physics, the MCAT:every premed student knows the prerequisites for medical school. But becoming a good doctor takes much more than lab time and formulas. It requires critical thinking,teamwork, communication skills, resilience,adaptability, emotional intelligence, cultural competence, a capacity for improvement, a desire to serve others, and a strong moral compass. In this course, you will examine the human-centered skills necessary to become the good doctors our world needs. Through readings, guest lectures, reflections, and collaborative projects, you will evaluate your personal strengths and weaknesses, identify helpful role models and resources, and discover the ways you can develop these essential skills at Tulane and beyond.

TIDE 1039 Design for Pollinators (1)
In this course, students will learn the basic principles of beekeeping and work in groups to design and construct beehives for honeybees and other pollinators. These designs will be released as open access designs for anyone to use. Course discussions will cover the basics of pollination and ecological hive management, hive designs around the world according to community needs and local plenty vs material scarcity, hive designs tailored to specific pollinators, and principles of open access and inclusive design. We will work in Tulane's MakerSpace.

TIDE 1040 Religion Media Politics & Food (1)
From the influence of the religious right to the impact of gay marriage on the social fabric, religion is moving front and center in our culture. But so is food. Religion and food are often thought as distinct, separate. But in fact religion, cuisine, sexual orientation, the media, and way of life issues strongly impact politics. In this class we will discuss the relationships of these factors on present-day consciousness. This will be a student-centered class, so come ready to share your thoughts.

TIDE 1043 LGBTQ+ New Orleans (1)
This seminar explores LGBTQ+ life in New Orleans from an interdisciplinary perspective. It focuses on the LGBTQ+ history of the city, narratives of personal experiences, cultural representations and expressions, and current research on discrimination and on social and health programs.

TIDE 1044 Gender & Sports Through an Intersectional Lens (1)
The US sports industry is a highly gendered social institution with a long history of reproducing gender inequality. This course invites students to reconsider sports and the idea of athleticism through the lens of intersectional feminism. Over twelve weeks, we will look at sports from several different angles: as proof that gender is a social construct, and that men and women are more alike than different; as an important site where cultural understandings of masculinity and femininity are constantly being redefined; as a source of case studies for examining social problems like sexual violence and the wage gap; and as a medium for exploring our campus, our health and well-being, and the city of New Orleans.

TIDE 1046 Think Like Leonardo da Vinci (1)
This course introduces you to college study and research through emulation of the Renaissance genius Leonardo da Vinci (1452-1519). To coincide with the 500th anniversary of his death, you will be invited to keep notebooks just like he did. We will examine Leonardo's artworks as a way to investigate Renaissance ideas of nature, its transformative potential, and the natural and built environment. Each week you will you be tasked with a theme to explore that relates to one of his fields of interest. After viewing his drawings and writings (in English!), you too will investigate subjects that interested Leonardo and his peers—such as botany, anatomy, machine design, and flight—and learn to articulate in your notebooks your own insights and approaches to studying these topics. You'll have ample opportunity to get to know New Orleans through prompts that invite you to study in New Orleans like Leonardo might have done: you'll be invited to visit the New Orleans Museum of Art, the Pharmacy Museum, and Audubon Park. Weekly discussions will discuss the artist's approaches and your own. For your notebooks, you will not be assessed on artistic merit, but rather for the depth of your engagement with the assignment.

TIDE 1047 Exploring Creole New Orleans: Three Centuries of Creole Culture in the Crescent City (1)
New Orleans is a city celebrated for its vibrant and diverse cultural heritage, and inextricably intertwined with its 300-year history is the concept of "Creole." This course offers an interdisciplinary journey into the multilayered world of Creole politics, culture, and artistic expression in the Crescent City, exploring the complexities of Creole identity, its rich culinary traditions, distinctive architecture, aspects of Creole languages, and the importance of Creole music. Readings, discussions, guest speakers, and field trips will encourage students to gain a deeper appreciation of the city's Creole heritage and foster critical thinking about historical events and their impacts on the city's different social and ethnic groups.

TIDE 1048 AI Unleashed: Mastering ChatGPT for Success (1)
This course empowers students to ethically harness ChatGPT, an AI-driven conversational agent, to supercharge their skills in research, creativity, writing, time management, critical thinking, and career exploration. By blending human ingenuity with AI-sourced information and efficiency, students will become early adopters of AI technology and responsible AI citizens.

TIDE 1049 Challenging American Cultural Myths (1)
This seminar is meant to develop students' critical thinking skills by revisiting and challenging commonly accepted American cultural myths, such as the myths of justice, of education and empowerment, of progress on the tech frontier, of individual opportunity, of gender, and of race. Students will acquire the methods to read written texts, analyze visual documents, and write critically through discussions around thought-provoking issues.

TIDE 1051 German Heritage in the Crescent City (1)
This seminar will introduce students to various aspects of German culture in New Orleans. We will explore how German immigrants helped shape the cultural, social, and political structure of the Crescent City.Today, New Orleans is primarily known for its French and Spanish influence, but in the years before the American Civil War, the German population of New Orleans made up the largest German colony south of the Mason-Dixon line.German settlers dominated the local beer industry, supplied New Orleans with food harvested in the outlying parishes, and were an integral part of the local cultural scene. With the advent of World War I, Anti-German sentiment in Louisiana grew, and by the end of the war all expression of German culture was prohibited by law. Gradually, the German language disappeared,and German traditions were forgotten. However, if we dig a little deeper, we will find ample evidence of a once vibrant German culture, remnants of which survive to the present day.Students will have the opportunity to enjoy traditional German food, go on field trips to German sites,and meet with people from the German community.A variety of readings (excerpts from books and short articles), documentaries, as well as guest lectures will be part of the class. Knowledge of German is not required.

TIDE 1052 Climate Changes Solutions (1)
The course is a global examination of human adaptations, resilience, technologies, and indigenous/traditional culture responses to climate change challenges. We will learn about climate science, climate change challenges, and societal and community responses to these challenges.

TIDE 1053 Horrific Monsters (1)
This course will engage in a critical and historical exploration and analysis of the horror genre in film. In due course we will discuss the origins of horror as a film genre; the definitive characteristics of horror, both formally and narratively; horror's intersections with major critical and social themes and issues; the monster as the definitive characteristic of horror films; and the various ways in which the monster is imagined.

TIDE 1054 Navigating American College Culture (1)
This seminar explores American college culture from an intercultural perspective. Students will acquire the tools to cope not only with the specificities of American college culture and expectations, but also with issues related to interpersonal relations and the diversity of identities and cultures in the US.

TIDE 1056 Ancient Magic, Modern Witchcraft (1)
For the inhabitants of the ancient world, magic and witchcraft were part of everyday life. In modern-era New Orleans, magical practitioners have also found a home and a place in the local culture. This course will explore magical literature, rituals, and beliefs in two ways: first as they existed in ancient Near Eastern civilizations (such as Mesopotamia and biblical Israel), and how these beliefs continue into modern America (especially locally in NOLA). Students will learn the skills necessary to succeed at a rigorous university (such as close reading, academic writing, and class participation) while exploring topics such as demonology, illness, prayer, exorcism,and witchcraft.

TIDE 1057 Ancient Greece in New Orleans (1)
This course will take you through a journey that explores how the culture of Ancient Greece has been incorporated and displayed in New Orleans. Working as a group, we will discover how Ancient Greek culture has permeated the fabric of the city, from architectural choices to Mardi Gras krewes. Through this unusual and engaging journey, we will build a new appreciation for the composite world that is New Orleans, where ancient and modern blends, and where different cultures, including ancient ones, become a distinctive identity. All the while learning the skills necessary for a successful college experience.

TIDE 1058 Comedy! (Or 19 Ways to Analyze a Joke Until It Isn't Funny Anymore) (1)
This 1-credit course fulfills the First-Year Seminar requirement as a Tulane Interdisciplinary Experience Seminar (TIDES). In this course we will discuss how to deconstruct standard comic format, read and discuss five different comic theories, look at 19(+) different comic structures to create a final project.

TIDE 1059 Fundamentals of Traditional Martial Arts Training (1)
This dynamic course offers students a comprehensive introduction to the world of Traditional Martial Arts with a focus on Taekwondo, Krav Maga, Boxing, and general fitness. Designed to accommodate all levels of experience, from beginners to seasoned practitioners, the course provides an in-depth exploration of each discipline's historical roots, philosophical underpinnings, and cultural significance. Students will learn the foundational movements of traditional martial arts. Instruction will emphasize the artistry of martial forms, the tactics of sportive engagement, and the practicalities of self-defense, all while improving overall physical fitness. Classes are conducted in a safe, non-contact setting to ensure a learning environment that is both challenging and supportive. Through collaborative assignments, students will engage in group activities that encourage peer learning and teamwork, fostering an environment of mutual respect and camaraderie. The curriculum is designed to challenge students' perceptions and encourage growth in both martial arts proficiency and personal development. Through written and oral assignments, students will reflect on their experiences and articulate their understanding of the material covered. As an added value to this course, students who fulfill the requirements will have the opportunity to be awarded international rank recognition by a global traditional martial arts association. This distinction not only celebrates the skills acquired but also connects students to the larger martial arts community worldwide.

TIDE 1060 NOLA Global at the Local (1)
Open only to Altman Scholars, this TIDES experience plays an important role in the 4-year curriculum of the Altman Program in International Studies and Business. The students that make up each Altman "cohort" will take one class together each semester that they are on campus during their studies. Altman TIDES will kick off these courses during the Fall of their Freshman year. With an eye towards producing exceptional global citizens, Altman TIDES introduces students to the rich cultural fabric of New Orleans by examining past and present contributions made by peoples of different ethnicity and race. The cultures of French, Spanish, Italian, Creole, African, Latino, Jewish and Vietnamese residents, both past and present, have shaped New Orleans into the vibrant city that it is today. Specifically, we will discuss each group's impact on New Orleans' history, culture, economy and business and the challenges each faced in the process of social and cultural integration. Along the way, students will be exposed to some of the finest food representative of each group that makes New Orleans one of the greatest cities in the world – and an interesting place to directly study international influences at a local level. For Altman Scholars Only.

TIDE 1061 Learning Through Discovery (1)
Welcome! As a member of the Tulane community, you are part of a diverse and developed scientific community. In this course we'll work on developing ways of learning and basic scientific skills that will aid you if you are interested in getting research experience and help you in succeeding in your coursework. This course is designed to teach you new thinking and learning skills, and to apply those skills to develop and run an iterative hypothesis-driven experiment. You will experience the collaborative nature of science by working in groups and receiving feedback on your work from your peers.

TIDE 1062 Calm the Wave: Being in NOLA (1)
The transition to university life can present challenges, as you juggle less structure, more demands, new roles, and increased pressures. The purpose of this TIDES course is to help you develop social and emotional skills; benefitting you in academic and work contexts, interpersonal relationships, and overall well-being. Explore the tranquil side of New Orleans and discover your best self through mindfulness and self awareness activities.This course is designed to help students develop strengths and assets that promote their social and emotional well-being as they transition to a higher education setting in New Orleans. Such settings typically present students with less structure, more demands, new roles, and increased pressures which may contribute to struggles with stress and adjustment difficulties. The purpose of this course is to help students develop social and emotional skills; benefiting them in academic and work contexts, interpersonal relationships, and overall well-being. Students will explore tranquil locations throughout the city of New Orleans. Along the way, they will be introduced to social and emotional competencies that can help promote their personal and interpersonal awareness and competence which will help students navigate new and challenging academic, social, and emotional terrain. These competencies include: self-awareness; self-management; social awareness; relationship skills; and responsible decision making.

TIDE 1063 Tell Me More About It: Paths to Improving Mental Health (1)
Using readings, discussions, interactive group interviews and field trips, students will learn about different career pathways to engaging others in improving mental health. Students will meet different professionals in the city, hear about their paths, learn about their theoretical orientation, and reflect on the experiences they will pursue while at Tulane relevant to this career choice.

TIDE 1064 What is a Book? (1)
This 1-credit Tides course introduces you to research through a historical and experiential engagement with the myriad forms and aspects of one of the oldest and most ubiquitous communication and information technologies: the book. Rather than consume books for their content (text), in this course, our concern will be with the whole book (from cover to binding, to page design and marks left on margins) as a material object. From scroll to codex, to e-book, and from manuscript tradition to print, we will learn the books' anatomy and how to read and interpret those physical features as evidence. In the process, students will gain a deeper appreciation for the book as an object as they explore the book form alongside its text. Each week we will explore the history of book making processes including letterpress printing, book binding, papermaking, and various 20th c printing and duplicating technologies. We will learn about appreciating books as objects through lectures, discussions, and hands on experiments with bookmaking. The class will culminate with each student creating their own book object. In addition, we will enjoy visits with local printers and book makers and virtual visits from book artists and book historians. The course is ideal for students considering majors in art history, art, English, history, archeology, media studies, science, or any subject that requires reading or using books.

TIDE 1066 Media and Narrative in Modern U.S. Presidential Campaigns (1)
This course explores the development of the modern United States presidential campaign, with an emphasis on mass media. Considering the development of new communications technologies, how has the presidential campaign changed over the last six decades? How has it remained the same? The class will consider the creation of narrative across radio, television and social media outlets.Various forms of mass communication, including radio, television, and social media networks, will be considered as channels for political campaign development. The development of emerging technologies and media landscapes will be contextualized.

TIDE 1067 Nazism Fascism & the Alt-Right (1)
This course is inspired by current events, including the rise of alt-right, populist, and authoritarian parties and governments across the globe. Its aim is to use the tools of media analysis and social and literary theory in order to deepen our understanding of where and how these movements arose, how neo-fascism appeals to voters in different places and contexts, and, crucially, how leaders have harnessed popular sentiments to their own end. Readings and discussions are based on contemporary media as well as classical historical sources.Important themes in the course will include roots and causes of fascism, fascism as imperialism and racism, fascist attitudes toward gender and class, theories of totalitarianism, the psychology of fascism.

TIDE 1068 The Pluto & Charon System (1)
This TIDES course explores the Pluto-Charon system, the public's perception of Pluto, its history, and its science. Students will learn about the search for 'Planet 9', the discovery of Pluto and objects beyond, as well as the recent exploration of the Pluto-Charon system and Ultima Thule by the NASA New Horizon's mission. In addition, students will explore and discuss the elusive questions: What is a planet? Is Pluto a planet? The course will include one field trip to Gretna Observatory one evening during the semester. This course is 1 credit hour.

TIDE 1070 Nola Musuems & Communiti (1)
Get to know New Orleans through an exploration of its museums, from art museums to contemporary galleries to house museums and beyond. Students will seek to understand how museums in New Orleans serve diverse communities in the city. To understand museum practice more generally, we will also explore past and current methods in museum curation and education, ethical issues museums face, and how museums respond in times of war and natural disasters. Ideal for students considering majors in art history or history.

TIDE 1071 Running and Imagination (1)
This course explores running as an activity of the embodied imagination--through reading, discussion, and running. When we run, our minds work with and against the body's limitations. Those limitations can be viewed as obstacles to be overcome, but also as constructive forms of resistance that give meaning to our activities. To run a certain distance at a certain pace gives shape to the activity just like paragraphs shape prose or form and meter shapes poetry. Running can also be a way of exploring difference and resisting social constraints; it can also be used an expression of those constraints. Class meetings will alternate between discussions of texts—fiction and non-fiction—that explore the relationship between the physical activity of running and human imagination and identity, and clinics and practice sessions on various aspects of running as a physical activity for health and competition. We will occasionally run together, at whatever pace suits the members of the class. Students in this class should be interested in running and willing to run. But being a fast or accomplished runner is not a requirement!

TIDE 1072 Object(ive) Data: Collections, Databases and Museums (1)
Museums and galleries can inspire awe with the objects and materials they put on display. From the histories of their making, through their preservation over time, objects in museum collections tell stories and reflect larger legacies of movements and change. It is the role of museum staff to extrapolate themes and concepts from their collections, collating information and different interpretations which are recorded in museum databases. Databases allows museums to document objects, but what more can their data do? Can data help museums reevaluate the significance of their objects and collections as a whole? Does the data alone tell a story? And does it come with its own limitations and biases? In this TIDES course, students will have the opportunity to investigate the benefits, challenges, and constraints of managing museum's collection data. Following a brief grounding in the history of museum collections from both an art historical and a collections management perspective, students will progress through weekly conversations and site visits that illuminate the practicalities, perks, and pitfalls that can emerge at the intersections of historical materials and data analysis. Alongside these components, students in this course will gain "hands on" access to a selection of objects from the Newcomb Art Museum (NAM) as they work to research and draft thematic object checklists as a capstone to our course that can potentially be published as a resource for others on campus.

TIDE 1073 Artists Respond: NOLA Through Visual Culture (1)
Art is a conversation that takes place over time and space. It is a response to events past and present, and an invitation to discuss how we shape our future. Art creates community, but it also reflects the communities it is created out of. This course will provide an understanding of New Orleans through the lens of Visual and Performing Arts. The course will introduce students to the rich cultural heritage of New Orleans while gaining insight to how history, environment, politics, socioeconomic conditions, and diversity has shaped life in the city, and how the art of the city responds to help define its culture. Through numerous artists, artworks, cultural traditions, and temporary exhibitions, students will learn how art can provide a reflection on where we've been, alternatives to where we are, and opportunities for ways forward as a city or a community.

TIDE 1074 Foodways in Asian American New Orleans (1)
You already know that New Orleans is famous for its food, but how much do you know about its Asian American foodways? The seminar employs food and foodways as an analytical framework to explore issues of identity, migration, imperialism, race, gender, and sexuality. Through a diverse range of texts including short stories, films, documentaries, menus, cookbooks, and blogs, we will consider what food reveals about cultures, relations, and identity in Asian diasporas with a focus on locales and traditions in New Orleans. Along the way, you will have the opportunity to reflect on your own relationship to food as a first-year student at Tulane University.

TIDE 1076 Visualizing Justice: Urban Environments, Climate Challenges, and Just Sustainable Futures (1)
This course combines practical skill building, active learning, and engagement activities to support local communities around issues of environmental and urban justice, climate challenges, and sustainable futures for New Orleans and the surrounding Gulf Coast. While examining the fields of data literacy and interpretation, artificial intelligence (AI) and algorithmic bias, and the ethical considerations about how data is collected, interpreted, and used for policy decision making and community engagement (data justice fields). The substantive emphasis of the course will be on the use of data for advocacy and support of communities involving urban justice (e.g., inequality, policing, carceral rights, poverty, housing, etc.), environmental justice, (e.g., polluted neighborhoods, indoor and outdoor air pollution, water and soil pollution, etc.), all in an effort to move New Orleans and surrounding communities from their climate challenges to just sustainable futures. The course will also explore community empowerment through the instruction of techniques of data advocacy, citizen science, political activism, etc.

TIDE 1077 When Empire Does Not Atone: The Case of Russia (1)
The seminar will introduce students to the imperial legacy context of Russia's aggression against its neighbors that culminated in an all-out invasion of Ukraine attempted in February 2022 and now transformed into the largest-scale war on Europe since WWII. -The mainstream media discourse about the motives for the ongoing atrocities evolves between the (Kremlin's) narrative about NATO's expansion, ethnic rights for self-determination, and the war as a tool to perpetuate the usurpation of power by Putin's "elite" in Russia and its neighbors. This discourse overlooks the role of failure to fully admit and qualify the crimes that the Soviet Union (and the Russian Empire before it) committed against the people that inhabited the lands it captured and controlled during its reign. There were several attempts to rectify the imperial legacy and to atone for them. Yet all of them eventually failed. One manifestation of the latest failure is the obstruction of access to swaths of state archives even at peaks of the brief democratization of Russia during the 1990s. The implications of that failure are profound. They yield fertile grounds for distorted beliefs about "historical justice" across the world and facilitate the effectiveness of a fascist-style propaganda in nowadays Russia.

TIDE 1078 Donald Trump's America (1)
This seminar will introduce students to the state of American politics and society surrounding the presidency of Donald Trump. It is not designed to be solely a look at his election in 2016 and his administration; instead, it is a broad exploration of the factors that lead to his election and the resulting "state of the union." Through readings and discussion of current events, we will explore the history of our current state of public opinion, issues regarding polarization, race relations, and gender dynamics, and the prospects for forming a "united" country in the midst of a divisive era.

TIDE 1079 Haiti and New Orleans (1)
Haiti is inexorably tied to New Orleans through historic and contemporary through lines beginning with the only successful rebellion by enslaved people in the Americans that eventually led to independence of Haiti and to this small island nation becoming the first free Black country in the entire world in 1804. As a result of the defeat of the French army in St. Domingue, Napoleon yielded the French territory to the U.S. government in the form of the Louisiana Purchase. Throughout the late 1700's and early 1800's, the revolution's impact was felt throughout the U.S. South and by 1809, 10,000 Haitians arrived in New Orleans, doubling the population. There are parallels between New Orleans and Haiti in the areas of architecture, cuisine, cultural celebrations, and music that emerge to even the casual observer. Even though a majority of Haitian settlers from the early 20th century in the New Orleans Ninth Ward area were displaced by events surrounding Hurricane Katrina, immigrant communities of Haitians, particularly on the West Bank of New Orleans have grown due to the contemporary political and natural disasters within the island country. This first-year seminar course will examine the fascinating history and contemporary landscape of the connective tissue between Haiti and New Orleans through a range of readings, reflections, class discussions, as well as through experiential elements including field trips.

TIDE 1081 The History and Rituals of Voodoo in New Orleans (1)
This 1-credit course fulfills the First-Year Seminar requirement as a Tulane Interdisciplinary Experience Seminar (TIDES). In this course we will discuss the history, culture, misconceptions, pop allure, rituals and rites of Voodoo (Vodou) in New Orleans.

TIDE 1082 Crescent City Conundrum – How do we build a healthy New Orleans? (1)
Health is influenced by factors beyond one's genetics. The social determinants of health - where we are born, raised, work, and play - contribute to our overall health. Inequities in these determinants lead to inequities in health. In this TIDES course we will look at New Orleans through the lens of social determinants of health and the health care institutions that have served the people in this community. We will explore the history of New Orleans to understand the social, economic, and racial disparities that impact our residents' health and wellbeing today. Finally, we will look to the future and see what's on the agenda for improving the health of New Orleanians.

TIDE 1083 Cultural Heritage, Social Change: The Activist Archivist (1)
Activist Archivst, noun. Meaning 1: An archivist who strives to document the underdocumented aspects of society and to support political and social causes through that work. Meaning 2: An archivist who seeks to move the archives profession, archives workplaces, and society in general toward social justice Howard Zinn coined the term "activist archivist" in his seminal 1970 address to the Society of American Archivists, in which he challenged cultural heritage professionals to disrupt the status quo and confront social injustices through their work. This class introduces students to the fundamentals of archives and cultural heritage information management, with special attention to the role record-keeping plays in both reifying and dismantling systems of power and how activism can take the form of memory work. Students will develop knowledge of major theories and practices of cultural heritage information management by interacting with primary source materials during visits to the various and eclectic archives of Tulane University and New Orleans. They will apply a critical, investigative lens with consideration for how collective and individual memory is produced and preserved, and whose stories get told. Students will also engage with alternative, activist forms of memory-keeping, including zines, oral histories, craftwork, tarot and oracle decks, and other art forms, through class visits with local memory workers and field trips to explore New Orleans memory work that blurs the lines of art/archives/activism. The class will culminate with a group project: the creation of a zine, a scrapbook, or a documentary product of your group's own design, as a tangible record of your semester experience. This class is ideal for students interested in anthropology, history, studio art, or those considering future work in Public History or the GLAM (galleries, libraries, archives, museums) sector.

TIDE 1084 New Orleans in Film and Literature (1)

TIDE 1086 Engineering New Orleans (1)
In this course, students will explore engineering projects local to the New Orleans area. From the St. Louis Cathedral to the Superdome, the Crescent City Connection to the Causeway, the Lapeyre Shrimp Peeler to Mardi Gras Megafloats, Oil & Gas to Wind & Solar Energy, NASA Rockets to Nerves-On-A-Chip, New Orleans has a wide array of engineering interests. These projects, advancements, and industries will be introduced and put into perspective with discussions of their technology, histories, economic impacts, and cultural influence. The topics will be brought to life by local guest speakers and trips to one or more of the following: NASA Michoud, Mardi Gras World, the Superdome, and the French Quarter.

TIDE 1087 Science,Technology, and Society (1)
Those interested in and pursuing STEM fields have often felt like they were exempt from the conversation on society. They have often been excluded from discussions regarding the ethical implications of the progress that they pay a key role in. In this class, we will use various lenses to view the technical advancements in big data, science and engineering, including those that you may be working on in the coming four years. We will examine the global, societal, economic, and environmental implications of subjects such as ethics of big data, AI, social media, digital media, large scale engineering projects, scientific research , medicine and big pharma, and more, focusing on examples found in the NOLA area. The topics will be brought to life by local guest speakers from local organizations such as Glass Half Full or Green Light NOLA as well as trips to one or more of the following: NASA Michoud, Mardi Gras World, the Superdome, and a Flood Abatement Pumping Station.

TIDE 1088 The Artful Leader (1)
The course will focus on exploring questions on leadership from non-theoretical lens by emphasizing manifestations of leadership in different forms of art (poetry, fiction, painting, sculpture, film, etc.). Using the medium of art, the students will be able to access and distill their own observations about leadership throughout time, which we will then compare to contemporary theories from the fields of organizational psychology and leadership studies.

TIDE 1089 New Orleans Through a Paranormal Lens (1)
New Orleans is a city rich in history, culture, and spirits. Some of that history and culture has been responsible for events associated with hauntings and other paranormal/supernatural occurrences (and vice versa). Using the haunted history of the city as a touchstone or lens, we will explore the non-paranormal history and cultural make-up of New Orleans from before its founding to modern times.

TIDE 1090 Who Dat, Fan Up & Geaux (1)
Founded in 1718, the city of New Orleans has a long and rich history with sports. From the rise of social class-driven sports such as rowing and billiards to the New Orleans Saints' heroic revival of the city post-Hurricane Katrina, sports has been as integral to the area as food, music, and Mardi Gras. Sports have made an enduring impact on the social world in which we all live. It is a taken for granted aspect of our everyday lives – whether that entails watching "Sportscenter" or noticing that every single major newspaper contains a "Sports" section that is as long if not longer than any other section. Yet there is more to sport than just what we see on a daily basis. In this course, we will explore general sports-related topics and examine actual case studies related to New Orleans' sports scene. More than simply 'talking sports,' students will study issues from political, economic and social viewpoints and also gain an understanding of the rich sports heritage found here in New Orleans. Readings and discussions, field trips, and guest speakers will aid students to understand both historical accounts and modern-day subjects associated with sports such as governmental involvement, public financing, and community development. Students will participate in a mandatory service learning component with TBD. Their after-school programs promote development in boys and girls through activities that build character, cultivate new skills, and create a sense of belonging – in this case a place where kids can express themselves, play together and get fit. By participating in activities with NFL Youth Education Town students will deepen their understanding of the political, economic, and social ramifications of sports on a local level by making correlations to sports and its impacts on the city's youth, infrastructure, civic pride, crime reduction efforts, poverty eradication, and other areas, and gain an awareness of their role as a citizen in the city of New Orleans.

TIDE 1091 Representing Minorities in Spanish Cinema (1)
"-Borja, where are you from? -I am Spanish -Oh great, which country?" (question that your professor has been asked many a time). What is being Spanish? There is a misconception in the US about what this word means. Spanish refers to a person born and raised in Spain, so, what is Spain? Spain is a predominantly white country situated in the south of Europe who has enjoyed an ethnic, racial, gender, and religious diversity since very early in history. Therefore, the aim of this course is to study the representation of ethnic, racial, gender, and religious minorities through Spanish cinema in the late 20th century and the early 21st century. Despite advances in integration in the last twenty years, the underlying racism, xenophobia, homophobia, and transphobia from certain sectors of society is still palpable in different areas of this society. We will address questions of diversity, inclusion, discrimination and (lack of) opportunity. In the last section of this class, we will also examine the representation of Spanish people in US American cinema, sometimes taking them as exotic or even having white Spanish actors playing roles from people in Latin America. By the end of the course, students will have a space to compare the situation in Spain with their own country and seeing the parallels in diversity and discrimination between the two countries, probably, reaching the conclusion, that the situation is not that different. Similarly, we will also delve into the idea that a Spanish person automatically becomes a minority in the US imaginary due to their Hispanic origins and the fact they speak Spanish.

TIDE 1092 Latinx in Hollywood (1)
For over a hundred years, cinema has played a key role in shaping your social imaginaries and in creating types and stereotypes. Different national cinemas have their own lists of typical characters that speak eloquently of the economic, political, and cultural structures of their societies. Mainstream American cinema, arguably, exceeds the constraints of a national cinema and has become your conscience of the global subject, but it still formulates ideas and builds subjectivities that are deeply ingrained in your American imagination. Among these constructions is the portrayal of 'Latin America' and, more specifically, 'Latin Americans.' In this course, you will explore, analyze, and question the constructions devised by mainstream Hollywood films around Latin America and its characters. From studio recreations of South American cities in classic films (Gilda, Charles Vidor, 1946) or the US-Mexico border (Touch of Evil, Orson Welles, 1958) to solemn reflections on colonial history (The Mission, Roland Joffé, 1986) to enchanted versions of Mexican traditions (Coco, Disney-Pixar, 2017), American cinema has consistently imagined Latin America. In discussing six films and key critical readings, you will identify, describe, and critique this process. You will also reflect on its connections to current debates in the US.

TIDE 1093 Afro-Brazilian Resistance:Contesting Racism and Discrimination through Popular Culture (1)
This course examines the racial history of Brazil and how it compares and contrasts with other regions in the Americas. Students will engage in weekly discussions about topics in Afro-Brazilian popular culture and will analyze the political resistance inherent in so many of these art forms. In addition to readings and films depicting the Afro-Brazilian experience, students will be collaborating with a local organization as part of their tier one service commitment. Our partner - Capoeira New Orleans - creates educational programming for New Orleans residents to practice and learn more about the Afro-Brazilian martial art capoeira.

TIDE 1094 Leading w/ Empathy: Cultivating Relationships, Building Community, and Navigating Conflict at Tulane (1)
This course offers an introduction to the foundations of empathy and the role it plays in relationships and addressing conflict. Topics covered will include the primacy of empathy in addressing conflict, community building, active listening, and techniques to hold conversations among people in conflict or that disagree with each other. Students will gain an understanding of the role that inclusion and equity play in developing empathy and will learn, through personal reflection, guest lecture, and in-person experience, the skills and techniques necessary to manifest empathy in their own lives, relationships, and conflicts as well as various resources within the Tulane and Greater New Orleans community available for support when they run into problems within these areas.

TIDE 1096 Latin American Dance Cultures (1)
This course examines issues of Latin American race, class, gender, nationality and global belonging through dance cultures. Students will learn how chosen dances, songs and rhythms are conveyors of cultural tenets, regional variations, and national trends.Since culture is made visible to us through its representations, students will learn to read and analyze Latin America through ethnographic texts about performance. Over the semester, students will learn through both theory and practice the techniques and philosophies of dance in selected Latin American performance circles. We will analyze Latin American festivals, stage/commercial performance and everyday cultural performance. As part of student training in ethnographic participant observation, students will also learn the basic steps of these studied dances and contextualize their work within the cultures of Latin American dance communities in New Orleans. In doing so, students will learn to think critically about the relation between text, ethnography and the body by paying attention to the demands that performance places on us as participants, spectators, scholars and commentators where we may be/act, see/hear, feel/sense, and think/evaluate within a world different from our own and understand its implications in governance, policy, and practice.No dance experience required!!!

TIDE 1097 Drugs in Music and Literature: Morocco, Spain, and New Orleans (1)
"Drugs in Music and Literature: Morocco, Spain, and New Orleans" explores the historical and contemporary significance of cannabis as a countercultural and political resistance symbol, particularly within the realm of music, across diverse regions. Students analyze the cultural, social, and political contexts surrounding cannabis use, considering race, religious practices, and the influence of Islam and Sufi rituals. The seminar delves into the evolution and transculturation of musical genres such as Flamenco, Rock & Roll, Sufi- Trance Rock, and Jazz, examining how these genres have been shaped by the intersection of cannabis culture, race, hippie values, and religious traditions. Assessment is based on class participation, written assignments, and a final presentation or creative project, fostering critical thinking and interdisciplinary perspectives. This seminar aligns with the TIDES' goals of promoting active learning, intellectual challenges, and social co-curricular activities, providing students with a transformative interdisciplinary learning experience.

TIDE 1098 "We Didn't Start the Fire" - Examining how Memory, History, and our Current Experiences Interact (1)
In a global connected world where what happens on the other side of the planet is live streamed in real time, the experience of being a person living today can feel overwhelming. It can be argued that this is the worst time in human history. Is the world worse today than at any other time? What does our knowledge of memory and perception contribute to the understanding of the contemporary global context? In Billy Joel's song, "We Didn't Start the Fire" over 100 cultural, social, political, and economic events which took place between 1948 and 1989 are highlighted. A recent remake by Fall Out Boy updates Joel's song using events since 1989. The suggestion in these songs is that human history has been plagued with catastrophes and heralded with triumphs. In this course, students will identify the historical references in both songs comparing them to our current context. Students will study the scientific literature on memory and how memories impact people's current view of the state of our world. The course will culminate in students creating a survey to learn more about how people perceive the historical and current world contexts, and how these ideas interact with each other. Survey results will be analyzed to share findings and develop conclusions. Throughout the course, students will have the opportunity to shape their own learning experience and development of critical thinking skills by contributing to each class session content, course materials, questions to discuss, and practicing research skills. This co-creation of the course between the professor and students is uniquely suited to the TIDES program and supports its objectives and outcomes.

TIDE 1101 Environmental & Climate Diplomacy (1)
Diplomacy is defined as "the profession, activity, or skill of managing international relations, typically by a country's representatives abroad." This course will consider our role as members of a global society, and as guardians of a complex solid Earth-oceans-atmospheres system, and introduce concepts of circular economy, nature-based solutions, climate mitigation and adaptation, as well as the alphabet soup of global organizations, and U.S. diplomacy.

TIDE 1102 Talking New Orleans (1)
Do you know how to pronounce New Orleans the right way? Do you make groceries or wrench your dishes in the zink? You'll learn to talk like an insider in this class that looks at the history, development, and current diversity of New Orleans English! We'll start by taking an overview of the New Orleans (and by extension Louisiana's) linguistic history, starting with the indigenous people who occupied the place called Bulbancha at the time of European arrival. We'll then examine the arrival of Europeans and Africans: the languages they brought with them and the new one(s) they created here. You'll get hands-on experience collecting and analyzing linguistic data as you explore modern New Orleans, talking to locals, attending festivals and participating in the exciting culture this city has to offer. By the end of the semester, you'll be able to say what it really means to sound New Orleans!

TIDE 1103 The Art of Management (1)
Management is the coordination and administration of tasks to achieve a goal. The functions of management are planning, organizing, leading, and controlling. In the Art of Management, we will review and discuss these four functions using text, case studies, and simulations. We will explore companies that are run well and those who messed up along the way. Learning from the mess ups has the best growth opportunities.

TIDE 1105 Cultural Nutrition & Wellness (1)
Welcome! As a member of the Tulane community, you are also now a part of the larger New Orleans community. In a city with such rich history, there is a vast divide of health and wellness options among the diverse cultural groups. Whether we are talking about access to nutritionally complete foods or more esoteric resources, such as mindfulness training, there is a long-standing disparity in our community. This course is designed to introduce students to overall health and wellness needs and availability among various communities in and around New Orleans.

TIDE 1113 Mindfulness: Self & Emotion (1)
This class introduces different mindfulness techniques, application of mindfulness practices in understanding destructive emotions and cultivating positive emotions. Mindfulness techniques cover intentional cultivation of non-judgmental, non-reactive, present-moment awareness, bare attention and concentration. Concentration and mindfulness exercises will be practically studied and evaluated. Students will enhance their experience of awareness, clarity, and empathy. Students will also learn coping skills for emotional regulation, distress tolerance, depression, anxiety, stress, and insomnia. Students will be required to participate in daily mindfulness practices: self-awareness, identification of destructive emotions, logical and mindful responses, and compassionate living. The course will critically analyze mindfulness-based research articles and introduce to how to integrate different mindfulness techniques in research applications. Information will be based on recent scientific research and ancient Tibetan contemplative practices.

TIDE 1117 N. O. Performance Culture (1)
There will be two primary goals in this course. The first will involve introducing students to New Orleans's history, culture, and literature. The second will entail an interdisciplinary introduction to a wide array of influences with the effort of showing how New Orleans's turbulent history of changing possession, immigration, and migration have contributed to a "performance" of various versions of "New Orleansness." The course will focus specifically on the presence of French, Spanish, African, and a brief overview of the various immigrant communities in the city's history and the various ways in which these groups have performed their own version of New Orleans for the city itself, the United States, and the world. In addition, the students will use the maps found in Unfathomable City: A New Orleans Atlas to look at how maps are constructions of authenticity.

TIDE 1125 New Orleans as a D&D Campaign (1)
The central conceit of this course is that all participants build characters for, and participate in, a Dungeons and Dragons (styled) adventure that is based around collaborative storytelling, problem solving, the building and development of critical analytic skills, and the discovery of identity. This course will employ the city of New Orleans – and the Tulane Campus – as the "world" in which these new adventures discover themselves. The students will begin this course by building "character sheets" based on who and what they are (Identity location markers) and what they bring to the adventure. This part of the class will encourage students to articulate their own strengths and – areas of themselves upon which they are working. We will partner with The Office of Multicultural Affairs to engage these students in a discussion of identification (self-identification and how we identify others). The students will be sent on an adventure during which they will have to learn to use the resources available to them in the Tulane University Library System. The students will be asked to go through Audubon Park (and Audubon Zoo) to find creatures and treasures. The students will be asked to go to the French Quarter and have specific foods that are specific to New Orleans Culture and listen to music that was created here in New Orleans. The students will be asked to take pictures and sample sounds as "proof" that they have completed their quests. The students will be asked to "scribe" and reflect upon their adventures. The students are going to be asked to consider the relationship between "game" and "real-life" when we talk to local New Orleans Health and wellness programs (CrescentCare). This course will be rooted in the concepts of discovery, and gaming, and responsibility for choosing one's own adventure. We will also read at least on "fantasy" novel and discuss the nature of the narrative itself. We will discuss how the idea of women and female characters function in the book. We'll talk about how the book depicts the idea of the protagonists, as well as, the "traditional" trope of male as default in much of fantasy fiction – and what that means. We will discuss how the novel utilizes and incorporates the concept of "race."

TIDE 1145 Committed to Cultural Diversit (1)
In 2016, Tulane University President Mike Fitts established the Race Commission composed of students, staff, faculty, and board members to address issues related to campus diversity. Join this TIDES course as an early step in becoming a student leader committed to this and other diversity initiatives at Tulane. You will learn about the array of programs offered by the Office of Multicultural Affairs. Activities will include academic and social events that bring together TIDES students and members of various student organizations involved in promoting intercultural exchange and understanding. We invite you to become a part of this group of change-makers.

TIDE 1165 Blurring Lines Tulane & NOLA (1)
Congratulations - you're officially a Tulane student! As part of the Green Wave, you'll be living both on the St. Charles campus and in a city whose future is as exciting and complicated as its past. In, "In" or "Of" New Orleans, students will have multiple opportunities to blur the lines between Tulane University and New Orleans, Louisiana while considering their own social identities as a member of these two communities. Through readings, guest speakers, as well as explorations of current events, festivals, and cuisine, this course will make clear what it means to be "in" AND "of" New Orleans.

TIDE 1185 Innov in Chemical Engineering (1)
This course will introduce students to the modern approaches chemical engineers employ to solve real-world problems. Topics will emphasize engineering design and innovation. Students will learn through relevant readings, discussions, and guest lectures from leaders in the field. Fieldtrips to the NASA Michoud, Assembly Facility, Aquarium of the Americans, a local brewery, and the Tulane Maker Space will expose students to real-world applications.

TIDE 1190 Introduction to Yoga (1)

TIDE 1210 Art Meets Physics (1)
Art (in its broadest sense, including visual arts, literature, and various types of performance) is meeting science all around us. These interactions go well beyond the use of science as raw material by artists. The advancements in science lead to dramatic changes in our perception of the world clearly reflected in artists' creations. Just as religious and mythological sources had influenced art before and during the Renaissance, artists are now being moved by the need to capture the complexities and mysteries of the physical universe. In many ways, science and art are profoundly similar. The best of each rises up from the depths of human creativity, in both the arts and science there's the need for inspiration and hard work, the willingness to experiment and be brave, and the conviction that you are searching for or creating work that says something meaningful about the world or nature. In this course, we will discuss the mutual influence of arts and science (particularly physics) using examples from different art forms and historic periods. The course includes trips to New Orleans Museum of Arts and Laser Interferometer Gravitational Wave Observatory (LIGO-Livingston).

TIDE 1224 The Art of the Modern Archive: From Making Memories to Self-Fashioning (1)
What is an archive, and how do we make them?From the selfies we take or the ticket stubs we treasure to the cultural institutions we visit, we are surrounded by different means of documenting our past and present for the future. This TIDES course investigates the concept of the archive through a wide array of archival networks available from personal, local, and even global perspectives. Following a brief grounding in the history of collecting artifacts/art as a means to fashion the self or formulate an identity, we will focus on how subsequent archival spaces are created –from the intimate to the expansive, from the tangible to the ephemeral/digital –and the issues at stake when developing the narrative that an archive relays. We will question the voices both resonant and silent in archival practice through guided reading and discussion as well as through visiting speakers and corresponding visits to local institutions to make connections across campus and across the city of New Orleans. Students will be encouraged to consider their own voice in this documentary process as they develop their own personal archive in a capstone project woven through the course.

TIDE 1225 Women in STEM (1)
This course covers the challenges facing women pursuing degrees and careers in STEM. Many of these challenges are institutionalized barriers that still exist, creating a system in which it is harder for women to thrive in comparison with their male peers. Other minority groups in STEM face many of the same challenges as women, and the additional and different barriers for other underrepresented groups will also be discussed. The course will cover strategies for success in STEM and becoming an ally and advocate for other traditionally marginalized groups in STEM. One credit hour.

TIDE 1230 Latin American Infusion (1)

TIDE 1235 Memory and Public Space (1)
In this course, we will come to a better understanding of the articulation of public space in its relationship to history and memory. We will first discuss a number of paradigmatic cases in the battle for the public expression of national, regional, or group trauma in the form of monuments, memorials, or sites of commemoration: the Holocaust memorial in Berlin, the Vietnam memorial in DC, the “Parque de la memoria” in Buenos Aires, and the alternative ways of remembering the totalitarian period in Indonesia. Next, we will focus on these negotiations in the recent history of New Orleans: the marks of Katrina in the city today, the ways New Orleans chooses to remember it, and the controversy about the removal of confederate monuments in the city.

TIDE 1240 Sex/Drugs/Rock'nRoll & Disease (1)
Over the course of the next year students will develop an understanding of why young adults engage in high-risk health behaviors. During the first semester attention will focus on the social processes thought to underlie young adults' uptake of behavior patterns which expose them to unnecessary health risks. Among the wide range of high risk behaviors to be covered over the course of the year will be drinking, drugging, smoking, eating, speeding, unsafe sex, and other risky choices. Participants will develop an understanding of how one's family, friends and peers come to shape high-risk health behavior patterns. New Orleans provides an excellent vantage point from which to scientifically explore a culture in which exhibiting high risk health behavior patterns is almost normative. Students will work up epidemiological comparisons between their hometowns and New Orleans based on a wide range of available Internet databases. Students do no direct observations or participation in any high-risk behavior patterns as part of the course.

TIDE 1245 Sports Med: The Team Approach (1)
The TIDES course Sports Medicine, The Team Approach is a one credit course. This course will explore current topics of sports medicine and how the topics influence practice within the field. Through the guidance of a team physician, students will gain perspective on how sports medicine professionals care for athletes of all ages, with an additional emphasis on collegiate athletes. Students will learn through relevant readings, discussions, and guest lectures fromleaders in the field. Fieldtrips to the Professional Athlete Care Team Clinic, Tulane Institute of Sports Medicine, Tulane Athletic Facilities, and an inside look into a sports game will expose students to the interactions of healthcare professionals involved in the continuum of care for athletes.

TIDE 1250 Visual Arts New Orleans (1)
This TIDES class was put together by a team of university art professionals with the intention of introducing students to the breadth of the visual arts scene in contemporary New Orleans. The course includes field trips to and visits from artists, curators, critics, collectors, private gallery owners, and public museum professionals, offering a behind-the-scenes look at the vibrant cultural life of the city. Ideally students will come away from the class with an appreciation of the richness of the visual arts in New Orleans, the ability to discuss and write about the visual arts, and some insights into the nuts-and-bolts activities of the individuals and institutions the define the visual arts in New Orleans.

TIDE 1251 Medieval Women Writers and Subversive Literature: Radical Women Past and Present (1)
This course explores the connections between gender and literary expression with a focus on medieval women writers from late antiquity to the fifteenth century. We will examine the social, cultural, and literary patterns linking the lives of medieval women writers with their works. Medieval women writers tend to express different attitudes and concerns than those associated with medieval European literature and culture, nevertheless, their attitudes and concerns parallel ideologies expressed by modern women writers. The course aims to introduce medieval women writers by juxtaposing their medieval texts with modern texts written by contemporary women that express similar themes in a more contemporary setting. Some of these themes are art and freedom, importance of community building miracles, prophecies, and body politics. We will discuss the ways these themes have changed from medieval times to the present and the ways in which women continue to face similar struggles. The medieval women writers include:Marie de France, Hildegard of Bingen, and Catherine of Siena; the modern women include the visionary girls in Garabandal and Ana Castillo. Ana Castillo, in particular uses the stories of medieval women writers and rewrites them for a contemporary US Latina audience.

TIDE 1255 Creative Writing and New Orleans Literature (1)
Explore New Orleans through sampling its literature while developing your creative writing skills. We will read selections from various genres of New Orleans literature as well as works about the craft of writing, and spend time inside and outside of class on our own creative writing pursuits. We’ll discuss where writers lived and wrote in the French Quarter, attend readings together, and learn about the craft of writing from New Orleans authors. These activities, along with hearing each other’s pieces read aloud, will help us discover how literature can illuminate a city. Discover the literary imagination of New Orleans, and begin to experience your time at Tulane as “a little piece of eternity dropped into your hands” (Tennessee Williams).

TIDE 1265 Indian Tribes on the Bayou (1)
Want to explore the wilds of Louisiana outside of New Orleans? Try some alligator meat, shrimp caught fresh from the sea or, in general, explore another side of Louisiana's rich cultural heritage- then this class is for you! The far-reaching impact of Native American Tribes of the lower Mississippi Valley on shaping Louisiana history is among the least explored subjects among the otherwise well-documented rich history of Louisiana. Recent and ongoing research shows that without the "Petit Nations"", as some of the Tribes were called, the history of this region would have been quite different. This course offers students the rare opportunity to participate in on-going, important research that entails working directly with Tribal members. In addition, students will have the opportunity to take a trip conducted by Tribal members down the bayous as they give a tour of their ancestral lands as well as explore other areas of Louisiana outside of New Orleans while also tasting some of the food native to Louisiana. An experience not to be missed!

TIDE 1275 Hullabaloo Excell at Tulane (1)
"A Helluva Hullabaloo: Learning How to #BeExcellent at Tulane" introduces students to developing life skills that will be useful not only in college, but also will help prepare them for the "real-world." The broad-reaching goal of this TIDES course is to offer students the opportunity to gain valuable skills and lessons that can be used to succeed during their career at Tulane.

TIDE 1285 Crafting & Comm in New Orleans (1)
Ever wondered about the distinction between arts and crafts, why crafting is popular, or how many beads are in a Mardi Gras Indian costume? Whether you do crafts, buy them, use needle and thread, hammer and nails, or scissors and glue, you are involved in crafting. We'll learn about crafting as a hobby and a profession and look at local craft culture in New Orleans. We'll explore assorted craft practices and communities, through creative workshops, guest speakers, and fieldtrips to local craft centers or markets. No experience necessary – but if you've ever wanted to learn a craft, this is your opportunity!

TIDE 1295 Inside the Ivory Tower (1)

TIDE 1305 Different Pictures-New Orleans (1)
This TIDES course we will address the question, "What constitutes the heart and soul of New Orleans?" The most common answers are, great restaurants, Mardi Gras, Jazz Fest, French Quarter Festival, Voodoo, Ghosts, the Blue Dog, and of course, the Saints. Throughout the semester, we will study and discuss the city's cultural fabric from a folkloric, historical, artistic, literary, and cinematographic point of view. Students will assess the different facets and components that build our great city and contribute to its unique culture through the analysis of assigned text and film material, the participation in class discussions, team presentations, and field trips, as well as in the format of a reflective final paper.

TIDE 1315 Making New Orleans (1)

TIDE 1317 Sports as a Leadership Model (1)
This course uses a sports lens to introduce Tulane students to what character traits have made sports figures, coaches, teams, and organizations successful as well as aided in turning sports from recreational fun to a multi-billion-dollar global industry juggernaut. This class will introduce students to several different valuable life skills and lessons to aid them in them in their academic endeavors and professional journey. The goal of this class is to see what transferable skills those in the world of sports use in their respective venues to help them become success stories and pass those qualities along to you to aid you in achieving success in life during and after Tulane.

TIDE 1325 Organizing Society (1)
This course will explore how various societies, past and present, have been organized. From small tribal societies that practice communism to large industrial societies that foment capitalism, the mechanisms by which society is organized are intentional and deliberate. Anthropological, sociological, political, economic, and historical perspectives will be considered throughout the course. Special attention will be given to how inequality manifests itself within societies. This course will require students to select the societies we will study and to actively participate in researching these societies. The course will culminate in student groups designing a society according to goals and outcomes they set by applying the knowledge they have gained over the course of the semester.

TIDE 1335 Art On and From the Margins: Questions of Race, Class, and Gender (1)
This course investigates practices in New Orleans art that interrogate dominant systems of representation. It examines how artists in New Orleans rely on and devise strategies that confront, appropriate, subvert, and queer the meanings, aims, and experiences of conventional art practices. These may include shifts in the content of a work and its audience to methods by which it is produces, its formal properties, and its reception. The focus of the class will include analyses of practices of documentation, re-appropriation, abstraction, mining the archive, and camp (among others). Directly connected to questions of marginalization of certain artistic voice and art practices are—of course—inquiries into whether attempts to dislodge and reconfigure dominant systems results merely in the consumption of those works and their integration into larger system or whether they have the potential to destabilize those systems. The class will include a number of talks by New Orleans artists, visits to New Orleans museums and other art spaces.

TIDE 1345 Politics of the Past: Monuments and Social Conflict from the Ancient World to Modern New Orleans (1)
This course addresses the impact of monuments, historical and archaeological sites, and cultural heritage management on local communities and the ethical and political dimensions of ongoing conservation, museum, and research projects. Recent protests over cultural heritage sites in places like Mexico, Turkey, and Jerusalem, the dramatic destruction of monuments at the hands of ISIS in Syria, and our own domestic debates about the Confederate monuments that dot many American cities have shown the potential for monuments to be at the center of complex political, ethnic, and religious controversies or to even become a sites of conflict and violence. The course will explore the use and abuse of material culture as a means of underpinning modern claims of nation and statehood and cultural superiority. At the same time, debates over monuments and historical sites provide a unique opportunity to give a voice to groups that fall outside of traditional historical sources, and it can provide a powerful means of opening dialogue about the past. Throughout the course, we will discuss the roles and responsibilities of governments, international organizations, museums, auction houses and galleries, private collectors, and tourism in the exploitation, preservation, and presentation of monuments and material culture. Students will put the historical perspectives of the course into practice by a series of field trips to public and private museums and historical sites in and around New Orleans, and they will address how our own contemporary debates might be informed by wider attention to historical and global issues of cultural heritage management.

TIDE 1355 Art, Place, and Community in New Orleans (1)
This 1-credit TIDES course introduces students to college study, discussion, and research through the topic of art, public space, and community in New Orleans. We will look at histories of placemaking, the role of monuments in public space, and art that has emerged out of engagement with local communities. In the course Art, Place, & Community in New Orleans, students will learn about historical and contemporary New Orleans through its art in public spaces, historical monuments and community-based art. We will think about the history of art in public spaces of New Orleans, grapple with debates about the legacy of historical monuments; and ask how art plays a role in the history and future of New Orleans, as a geographical place and as a constellation of communities. This TIDES Course is ideal for students considering majors or minors in art history, history, or urban studies.

TIDE 1365 @InstaNola: Curating Your Digital Self (1)
@InstaNola: Curating Your Digital Self is a one credit TIDES course that looks at our relationship to social media, both real and projected, set to a New Orleans backdrop. The term "curation" has migrated from the physical world of art to the digital domain as we increasingly apply it in the context of our online activities. The images, songs, stories, locations, and people we interact with online shape the way we want the world to view us. But what happens if our digital self and physical self don't align? We will look at our own relationships to social media, hear from local social media influencers, and visit some of New Orleans' most 'grammed spots all towards the question: How do we see the world, and how do we want others to see us?

TIDE 1375 Gateway to the Americas: The Roots & Routes of Latinx New Orleans (1)
For much of the twentieth century an enormous, iron sign spanned Canal Street celebrating New Orleans as the "Gateway to the Americas." In recent years politicians have labored to swing this gate shut, imploring America to build a wall instead. Yet this open gate has made New Orleans the unique culture it is today. This TIDE approaches current immigration debates from a local perspective, examining New Orleans and Tulane University as vibrant sites of intercultural intellectual, economic and social collaboration and exchange with Latin America and more specifically, Central America. Readings and activities will complicate the rhetoric of "invasion"—which reduces immigration to one-way street—by acknowledging the multidirectional movement of people, goods, ideas and cultures to and from New Orleans and Tulane across the twentieth and twenty-first centuries. Toward this, we will examing policy, literature, art, film and food as they are affected by and effect the formation of culture and identity. You, as a student, are part of this and we will engage your American origins as well, toward developing an empathetic understanding of the immigrant experience and the responsibilities of citizenship. Finally, we will explore how students can be more involved in struggles for social justice and human rights at Tulane and beyond: A) Discussing the skills and experience needed for careers in advocacy, activism, social work, education, immigration law, public health and other professions related to the Latinx community that your education here can provide; and B) Examining opportunities for volunteer work, service learning and internships with organizations that serve New Orleans' Latinx and immigrant communities while you are here. Toward these objectives, we will engages many voices across the New Orleans and Tulane communities, inviting activists, artists, and professionals into the classroom and venturing out of the classroom to experience people, places and life in New Orleans beyond our campus.

TIDE 1385 Cultivating Connection (1)
This one-credit course synthesizes theatre acting techniques and yoga to help students cultivate more presence and connection in their daily lives. The focus will be on calming the nervous system, developing adaptability, and learning to accurately read behavior and emotions in oneself and others.

TIDE 1390 Silver Screen Shakespeare (1)

TIDE 1405 New Orleans on Stage and Screen (1)
We will explore how the legend of New Orleans was created and reinforced by popular representation in theatre and film works from the 19th century through today. Students will investigate various signifiers of New Orleans through time, watching their rise (and sometimes fall) through performance pieces. We will explore home-grown myth-making as well as visions provided by outsiders, and also get out into the city itself, seeing what truth might lie within the narrative reductions of New Orleans that occupied audiences for the last two centuries.

TIDE 1415 FEMtech: Gender and Technology Design (1)
Since the industrial era, analog, digital, and medical products have been produced with the claim that certain technologies make women's lives easier. This course examines the role that FEMtech plays in women's lives and the role that product design plays in shaping discourse around women's relationship with technology. Students will also explore the recent rise of the FEMtech app technology, a projected $120 billion-dollar industry. Students will have the opportunity to learn about the technology and start-up industries from technology leaders in New Orleans. Students will use feminist technology design strategies to design and pitch a FEMtech product.

TIDE 1425 The Archaeology of Mardi Gras (1)
From Indiana Jones to Lara Croft to the guy in the "Ancient Aliens" meme, archaeologists are standard in pop-culture. But what do they actually do? In this course, we will explore the practice of archaeology through the lens of the "greatest free show on earth:" Mardi Gras in New Orleans. Archaeology is the study of humans through our material culture, the stuff we leave behind, and Mardi Gras brings plenty of stuff for us to examine. Working together each week, the class will complete readings, field trips, and hands-on projects, learning how to investigate Mardi Gras as an archaeological phenomenon. By the end of the semester, you will know more about New Orleans and its central tradition, and I promise, you will never look at a strand of beads the same way again.

TIDE 1430 Writing In New Orleans (1)
A student adopts and inhabits a new city, becoming native. Keep a journal of New Orleans. Write it down! Take moments, ideas to reflect the experience among peers living in the Crescent City. Write letters, poems, and lyrics, discussed during workshops in class and on excursions in the city. Become thoughtful...listen, read, write, converse through language. A journal may recollect moments in tranquility (Wordsworth) or may take the form of day-to-day experience (Bosworth). During particular classes the student will be asked to write while on a streetcar, in Audubon Park, and on the levee by the Mississippi river. Students will keep a journal, participate in a writer's workshop, give a class presentation, and write a research paper. Participation is a must. There are no examinations.

TIDE 1435 Ecology, Equality and Migration an Interdisciplinary Perspective Contemporary European Politics (1)
The interdisciplinary course will examine three main political problems in Europe today; the environmental crisis, social inequality and migration from the Middle East. Prof. Ofengenden will begin with examining the ways of life and accepted thinking that these three problems undermine and challenge including consumerism, individualism, traditionalism, economic rationality, developmentalism, growth, globalization and nationalism. Prof. Ofengenden will survey the history of early challenges to accepted thinking including the challenges to exploitation and privatization of land argued by the thinkers of the Enlightenment (e.g. Rousseau) as well as early critics of industrialism. Prof. Ofengenden will use both literature and thought to show illuminate these critics. Prof. Ofengenden will then move to 20th and 21th European contributions to environmental thought and economic inequality as well as political movement and artistic expressions of both of these trends. These will include Martin Heidegger, Theodore Adorno, Arne Naess, Serge Moscovici, Bruno Latour, Thomas Piketty, Jacques Rancière, David Harvey. Finally this part of the course will look at two contemporary political protest movements the Yellow Vests in France and Extinction rebellion in the UK. It will look into how these movement were formed and the way they have transformed in the discourse around income inequality and environmental crisis in France and the UK. The second part of the course lead Prof. Nicosia by will look at the issue of immigration to Europe. After a first survey on the immigration phenomenon starting from the year 2010 through, course will pass to analyze social and political tensions caused by anxiety and phobias towards the Other, and the way it reshapes geographical spaces and cultural patterns of the hosting countries, with particular attention to the notions of borders (in the cities and the neighborhoods), citizenry (what and how to define a citizen at the margin), new ethics' parameters (e.g. religion, welfare etc...), and ultimately the ideas of nation, nationality and nationalism. The second part of the course will be dedicated on the voices of the migrants and their representation through the new artistic phenomena related to migration in the Mediterranean countries (Italy, Greece), with particular attention to literature, video, (photography, video installations), cinema, as well as music creations.

TIDE 1445 Arts Around New Orleans (This Ain't Your Momma's Art) (1)
This course is designed for those interested in exploring the immensely diverse arts scene in New Orleans. The purpose of the course is to introduce students to a variety of art forms. The course includes amazing field trips as well as guest artists in the classroom. Through readings, classroom discussions, meetings with local artists, reflective writing, and creating your own art project, you will gain a great appreciation for the arts scene in the great city of New Orleans! How does one give voice to creativity? Join us to find out!

TIDE 1455 Sports and Culture in Spain: A Sociological Approach (1)
The syllabus of this course has been programmed from a sociological approach to sport, so that the students can gain an overall view of Spanish culture, of the Spanish way of life, throughout the analysis of geographical, historical, cultural and literary factors in the make-up of the nation in the present-day, and in its diverse manifestations. Additionally, it will examine various aspects of the relationship between sport and Spanish society. The importance of sports goes beyond its obvious political significance. Indeed, sociologists and anthropologists have recently studied the interaction between sports and social and cultural dimensions. Nowadays, there is no doubt about the integrative and unifying strength which sports exhibit. It is a phenomenon that carries out an enormous social impact, interests the majority of the population and is practiced by a large part of the population. The course begins with a consideration of general theoretical questions on the idiosyncrasy of every culture by comparing U.S. and Spanish cultural trends and stereotypes. After that, it will examine the different cultures within Spain: Castilian, Catalan, Basque and Galician; focusing mainly on language, nationality, and political implications. Following the midterm, we will focus on the analysis of specific sports such as soccer, traditional sports of Spain, basque pelota, the controversial bullfighting and all their different social and political implications.

TIDE 1465 Crafting Your Story (1)
Compelling storytelling lies at the heart of success across fields. From a business person pitching a new product to a research scientist vying for a competitive grant, the ability to tell a captivating story gives you an advantage. Storytelling skills serve you when interviewing for internships or jobs, networking, or even just making new friends in college. Whether your ultimate goal is a TED Talk with a million views or just a kickass toast at your best friend's wedding one day, this class will give you concrete tools to improve your public speaking and storytelling skills. In this experiential class, we will create a supportive environment where you will discover your personal communication style and how to leverage your strengths to gain more confidence in your ability to tell a great story.

TIDE 1475 For the Love of New Orleans: Entering Community Through Service (1)
Many students have been drawn to Tulane for its heavily touted commitment to community, but what does this mean and look like in actuality and from the perspective of the New Orleans community? This course introduces students to concepts around community engagement at an individual level and at Tulane, the components of ethical service, the dynamics of entering a community that may be new to you, and an introduction to a specific community within New Orleans via service with a partner organization that will engage with the course throughout the semester.

TIDE 1485 Surveillance, Data, & Society (1)
This seminar examines the historical and contemporary relationships between race, gender, class, and sexuality and modern surveillance practices. Students will be introduced to the interdisciplinary theories of surveillance and data studies such as discipline, control, capitalism, privacy, and counter-surveillance. Students will examine and discuss materials related to enslavement, policing and prisons, reality television, workplace surveillance, domestic violence, reproductive rights, (social) media, travel, big data, and machine learning. Seminar discussions will include cases where patriarchal power and racialized systems were used to promote perceptions of security, fear, exposure, and control. As praxis, students will design and produce a data project that uses strategies such as data collection, management, analysis, and/or visualization. All data skills will be taught in this course and all technical skill-levels are welcome.

TIDE 1500 Irish In New Orleans (1)
This course introduces students to an unfamiliar part of New Orleans' history that is as defining to the city's character as her more familiar Spanish and French past: Irish New Orleans. For many different reasons, Irish immigrants were drawn to Antebellum New Orleans, and they came to this city by the tens of thousands. Contrary to still prevailing prejudice, the newly arriving Irish immediately set about creating their own communities,several of which we will explore in this course.Strong familial ties denoted these neighborhoods as did their Catholic faith and the extraordinarily beautiful churches these immigrants built to serve their spiritual needs.Life was not easy in New Orleans: frequent epidemics killed people by the tens of thousands. However, the Irish immigrants successfully carved out lives for themselves that gave the city a permanent Irish flavor which, to this day, is still defined by Irish customs and traditions and inseparable from the colorful, multi-faceted spirit of New Orleans.

TIDE 1515 Voices of the future: Student & Youth Activism (1)
This course explores youth activism from the "angry decades" (60s &70s) to "age of rage" (present) and emphasizes South Louisiana as a hub for youth activism. From Ruby Bridges' and the "McDonough Three's" roles in the integration of New Orleans schools in 1960 to Louisiana youth playing critical roles in the current push for climate justice, youth activists illuminate themselves as political actors who seek to create an equitable world. Beyond discussions of Louisiana youth, this course invites students to learn about the ways student activists from colleges all over the United States emerged as change agents and shifted the state of higher education. With the influx of youth activists and social movements comes the development of distinct fields of inquiry through which scholars analyze youth activists' experiences and motivations. As the course centers youth voices, we will analyze speeches and written work (e.g., statements, petitions, credos) of activists and place their ideas in conversation with youth and movement studies scholarship, popular texts, and media about the ways youth insert themselves in social justice efforts. While investigating the ways students participate in and construct movements, we will also examine how they influence policy change. As we learn, we will consider our roles in resistance work on local, national, and global levels and how putting our knowledge into practice can help create the world(s) we imagine.

TIDE 1525 Kindness in Action: Emotionally Intelligent Leadership (1)
Over the course of the academic semester, this course focuses on developing an interdisciplinary understanding of the theories and practices of emotional intelligence as it applies to your transition and success as a first-year student at Tulane. As a TIDES member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, social, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, and episodes of Apple TV's Ted Lasso, you will gain a greater appreciation for the issues that affect all of us as human beings in relationship with each other. This course is designed around the three central themes of emotionally intelligent leadership: self, others, context. Each theme will be addressed individually but the course will also examine the interdependence between the three. Course sessions will be dynamic and include a variety of experiential learning, group participation, guest speakers, and activities designed to stimulate thinking and build our capacity and efficacy for affecting change in our own lives and within our community.

TIDE 1535 Delta Clay - Environment & Art (1)
New Orleans sits at the edge of the continent on layers of alluvial clays and sand, on a delta barely 5000 years old. The low elevation and shifting nature of the ground has influenced the growth and construction of the city, and provided a resource of clay for building and ceramic art. This class will explore the ground under our feet, examining the makeup of the geology of our city, the river that formed it and some of the ways geography and geology has influenced the growth and character of its neighborhoods. As climate change magnifies the forces that shaped the delta, the natural processes of flooding, erosion and subsidence are accelerating with serious consequences for the New Orleans and South Louisiana. Our environmental exploration will take us out to find and dig local clay, prospecting at the Studio in the Woods and the Carrolton river bank at the "Fly", experiencing the land in a direct way. The clay we dig will be refined in the ceramics studio and used it to make vessels and other botanical forms inspired by the historic enterprise of Newcomb Pottery. Founded within the Newcomb Art Department in 1896, the Newcomb Pottery enterprise utilized local clays and employed talented women graduates from the Art department, developing unique and beautifully crafted forms that emphasized designs drawn from indigenous plants. Special tours of the Newcomb Art Museum's collection of the historic pottery will provide models for our own works, made from the clays we dig and fired in the modern kilns of the Newcomb Art Department.

TIDE 1545 Law & Order (1)
In Henry VI, Shakespeare wrote, "The first thing we do, let's kill all the lawyers;" however, "all the lawyers" have avoided being killed since that line was written. Why? From the largest corporate mergers to simple adoptions, and from public policy to the enactment of criminal laws, the need for lawyers is increasing because the law is a central part of our daily lives and the bedrock of a free society. Although the press might occasionally indicate otherwise, lawyers are members of a profession and they get respect, but is being a lawyer really like the popular portrayals on television shows such as Law and Order or in a John Grisham novel? This class will help you explore how one becomes a lawyer and what it is like to be a lawyer.

TIDE 1615 Positive Psychology and Successful Leadership (1)
This course will introduce students to research, theories, and practices central to the field of applied positive psychology and the emerging subfield of positive leadership for the purposes of (a) increasing personal and interpersonal well-being and (b) developing positive leadership skills which can be applied within university, business, organizational, civic, and government spheres. Positive psychology is a relatively new field which asks questions such as: What can scientific research tell us about practices and perspectives that lead to a happier life? What can psychology do to help ordinary people to thrive and flourish? Which practices lead to greater well-being, fulfillment, and life satisfaction? Positive psychology engages such questions by utilizing scientific research methods to identify practices which lead to greater well-being (including positive emotions, engagement, relationships, meaning, and accomplishment). Positive psychologists maintain that (1) flourishing requires more than curing pathology; (2) flourishing requires tapping human strengths and positive capacities; and (3) scientific research methods can help us to identify and refine strategies for flourishing. Topics in positive psychology include positive emotions, hedonic misprediction and adaptation, character strengths, purpose, gratitude, kindness, meditation, nurturing social relationships, exercise, and more. Positive leadership studies focus on evidence-based approaches to successful leadership and draw on research at the intersection of positive psychology, leadership studies and organizational studies. Topics in positive leadership studies include approaches to well-being, strengths, leadership styles, problem solving (appreciative inquiry vs. pathologizing inquiry), meaning, intrinsic vs. extrinsic value, effective communication, and cultivating and maintaining positive relationships. This course will provide students with a theoretical and practical introduction to applied positive psychology with a focus on positive leadership. Students will engage in experiential homework in which they will apply strategies for enhancing their own well-being -- and for positively impacting their own leadership initiatives. This course will also expose students to local wellness resources at Tulane and will include a walking tour of the French Quarter exploring New Orleans architecture, history, culture, and cuisine.

TIDE 1680 Hot Topics in Sports Law (1)
This course will explore the authority of commissioners as well as the rights and responsibilities of athletes and others in professional sports leagues and college sports. Students will explore disciplinary measures relating to on and off-field misconduct, performance enhancing and recreational drug use, and speech, as well as the impact of sports gambling, discrimination, and other issues with an emphasis on current events. Students will learn about the source and scope of a commissioner's power, player rights when faced with disciplinary action, league collective bargaining agreement rules, and the types of punishments available. Students will be asked to think critically about the scope of a commissioner's power in specific cases, to consider desired outcomes from multiple perspectives, and to discuss the propriety of various rules governing player, coach, owner, and fan conduct. Students will gain a basic understanding of the application of law to professional and college sports industries. Students will also learn the essential tenets of negotiation applied in a sports setting and engage in a mock negotiation.

TIDE 1700 Myth&Real Nola Food/Drnk (1)
As the concept of local foodways becomes entrenched in the growing "foodie" culture of the United States, local food and local dishes become an ever more important marker of place. Whether justified or not, Creole and Cajun food and, of course, the ubiquitous Cocktail, are perceived by many as synonymous with New Orleans. In this course, we will explore the myths and realities of these three key concepts as they apply to food and drink in New Orleans.

TIDE 1713 Storytelling with Data – How Healthy Are We? (1)
Storytelling through data visualization can dramatically enhance our ability to think about the meaning within data. The connection between vision and cognition is powerful. In this course we will explore the fundamentals of discovering and presenting the story that lies within the data that we wish to tell. We will do this in the context of health care and public health in the United States. Along the way we will explore some common data sets about health care and public health, and we will learn to recognize the strengths and shortcomings of current data visualizations we see in academic settings and the mainstream and social media.

TIDE 1742 Shakespeare in New Orleans (1)

TIDE 1810 Non-Profits & Katrina (1)

TIDE 1880 Martial Arts For Perform (1)

TIDE 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1893 Service learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1894 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1896 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1897 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1898 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1899 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

TIDE 1911 Ocean Health/Human Health (1)
The United Nations designated this decade (2021-2030) as the Decade of Ocean Science for Sustainable Development to highlight the needs and mechanisms to reverse the decline in ocean health. This course will focus on the most pressing issues that intersect ocean health, human health, and local/global economics. We will explore, discuss, and debate the science and policies behind what led us to our current situation and what can possibly be done as the international community moves forward.

TIDE 1915 Sicilian Jazz:Ital Cult NOLA (1)
The Italian Culture in New Orleans" will focus on different facets and components of the Italians in the Crescent city. Special consideration will be given to the discussion of the following topics: New Orleans and the culture of the Italian emigrants, traditions, cuisine, music, fiction and movie rendering of the Italian emigration.

TIDE 1925 Natural History of Louisiana (1)

TIDE 1950 Salsa! (1)

TIDE 1970 Songwriting For Audience (1)

TIDE 1975 Visual Pleasure & Photography in NOLA (1)
The class is about visual pleasure and aesthetic beauty. What makes a picture or painting beautiful? We will examine this question through several disciplines including philosophy, art history and experiential artistic practice. We will consult short readings of the classics answer to this question (e.g. Plato, Kant, Schiller, Delacroix, Hegel, Marx, Heidegger, Freud, Vygotsky, Foucault, Gombrich, Susanne Langer, John Berger, Elaine Scarry, Boris Groys, Clement Greenberg, Laura Malvie) At the same time we will also look at several distinct periods and ask what was beauty at these specific times. I have chosen four such times. The first period is the Northern Renaissance (e.g. Van Eyck, Bosch, Du#rer, Bruegel) the second the Baroque (e.g. Velázquez, Rembrandt), the third the impressionists (e.g. Manet, Degas, Cassatt, Monet, Renoir, Toulouse-Lautrec) the expressionists (Franz Marc, Ernst Ludwig Kirchner) and fourth 20th century art photography. We will examine various concerns that we have with the beautiful. For example, the concern that the love of beauty is at best an evasion from the problems of social reality, at worst a way of legitimizing the status of the rich and powerful. That it is merely a marker of social class (e.g. Bourdieu). That beauty is frivolous, decadent, distracting, and unserious. That there is nothing to describe or to share or give account to this most subjective experience. We will attempt to answer this question by looking to both the experience as well as production of beauty as a kind of temporary emancipation from a life-world experience, a lifeworld that is limited by material conditions and social factors. We will also look at beauty as a transformative decentering of the self. We will examine deeply Kant's idea that true beauty is the free play of imagination and understanding in the mind of the audience and therefore can include any theme of topic.

TIDE 1981 Frames Films & Femmes Fatales (1)
This course is a critical survey of cinematic works by and about women, with examples drawn from different modes of cinematic expression (mainstream fiction films as well as alternative film and video [including documentaries, experimental, & narrative]) and from different historical periods (from the 1930s to the present). The course deploys feminist approaches to film criticism and applies these approaches to cinematic representations of women. Films illustrating particular genres, as well as feminist and "women's" films, are discussed and critiqued. We will consider the role of film in our understandings of sex, gender, and sexuality, as well as race, class, and disability. Through discussions and writing, we will work to discern relevant social, political, ideological, and aesthetic concepts in the media we examine. We will look at contemporary Hollywood and independent cinema, US and some international films by both established and emerging filmmakers. Corequisite(s): TIDE 1898.

TIDE 1982 Contemporary Women Writers (1)

TIDE 1983 Us vs. Them (1)
Black vs. White. Citizen vs. Immigrant. Transgender vs. Cisgender. Christian vs. Muslim. Gay vs. Straight. The list goes on. In recent years, the United States has become increasingly polarized. The most interesting and exciting aspects of human diversity are set against one another, in rigid opposing binaries. Through interactive workshops, cultural trips, discussions of texts and films, writing reflections, and guest speakers, this seminar will serve as an incubator for students from diverse backgrounds to develop their understanding of the complexities of cultures, identities, and power dynamics. We will simultaneously explore everyday practices for world building beyond "Us. Vs. Them."

TIDE 1984 Identity, Power & Comm Engage (1)

TIDE 1985 Women Leading New Orleans (1)
From non-profit organizations to government, from social movements to Mardi Gras, from restaurants to boardrooms, women have led New Orleans. Using an intersectional feminist lens, this course will explore how the personal, the organizational, and the institutional intersect to shape how women practice leadership. Students will be introduced to theories and research that address gender and leadership while focusing on historical and contemporary examples of women practicing leadership in New Orleans. The course will begin with a brief introduction to a sociological perspective on gender and intersectionality - foundational concepts of the course - and move into discussions of how and why women lead, as well as barriers they encounter to leadership. Guest speakers, field trips, and writing assignments will ask students to think broadly, but also analytically, about what leadership means, as well as about how identities and institutions shape the experience of leadership.

Tropical Medicine (TRMD)

TRMD 6010 Biological Basis of Disease (3)
This course provides a foundation of knowledge about the human body in health and disease. It gives an overview of important concepts of the biological mechanisms of disease at the cellular, individual, and societal levels. At the cellular level, the course summarized DNA and cellular function, genomics, immunology, and vaccination. At the individual and societal levels, the course addresses the most important infectious and non-infectious causes of death worldwide, providing background on their pathophysiology, clinical aspects, and patterns of disease occurrence, risk factors, and methods of prevention.

TRMD 6040 Early Introduction to Laboratory Research in Tropical Medicine (0)
This introductory course serves to introduce new students to foundational concepts and methods in laboratory research, including the regulatory and applied aspects of laboratory based research. Assigned to a faculty supervisor and shadowing laboratory personnel during day-to-day laboratory activities, students will gain a firsthand practical experience. Additionally, students will gain the theoretical aspects from various activities, including presentations, article readings, and in-class discussions.

TRMD 6050 Medical Helminthology (3)
Medical Helminthology is the study of worm (helminth) parasites of medical significance to humans. In this course, we will discuss the helminths which cause human disease in terms of geographic distribution, transmission, clinical presentation and pathology, diagnosis, treatment, and control strategies. Emphasis will be placed on the helminths which affect large populations of humans and on those which are emerging pathogens. Clinicians will receive a strong grounding in diagnosis and treatment of diseases due to helminths, and public health professionals will appreciate how to apply and evaluate different methods of prevention and control on a population basis.

TRMD 6060 Medical Entomology (3)
This course is designed to provide the fundamental information necessary for understanding and evaluating both the role of arthropods in transmission of pathogens causing human disease, and the role of arthropods in directly causing human disease. Following a brief overview of the general anatomy, physiology, and classification of arthropods, individual groups of medical importance are considered in detail with regard to the recognition of important species, the epidemiology and pathogenesis of associated diseases, and the principles and methods of vector control.

TRMD 6070 Medical Protozoology and Malaria (3)
The identification of medically important parasites relies heavily upon macroscopic and microscopic examination of clinical specimens. In this course students will learn the basic principles of identifying parasitic helminthes and protozoa in blood, feces, and tissue specimens. Prepared specimens of the major helminth and protozoan pathogens of humans will be provided for macroscopic and microscopic examination. Students will learn the basic operations of the microscope and how to identify and distinguish the various helminthes and protozoa. Samples demonstrating the pathological features of the disease will also be provided. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed. In the laboratory students will learn the basic principles of identifying parasitic protozoa in blood, feces, and tissue specimens. Students will learn the basic operations of the microscope and how to identify and distinguish the various protozoa. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed.

TRMD 6080 Medical Protozoology Lab (1)
This course provides students with training in the use of a microscope and the identification of medically important protozoa in fecal, blood, tissue and other specimens. Laboratory exercises will focus upon the detection and recognition of parasitic protozoa in prepared samples. Students will learn how to distinguish the various protozoa which infect humans and be able to identify protozoa in clinical and histological preparations.

Prerequisite(s): TRMD 6070.

TRMD 6090 Parasitology Laboratory (1)
The identification of medically important parasites relies heavily upon macroscopic and microscopic examination of clinical specimens. In this course students will learn the basic principles of identifying parasitic helminthes and protozoa in blood, feces, and tissue specimens. Prepared specimens of the major helminth and protozoan pathogens of humans will be provided for macroscopic and microscopic examination. Students will learn the basic operations of the microscope and how to identify and distinguish the various helminthes and protozoa. Samples demonstrating the pathological features of the disease will also be provided. The techniques for preparing diagnostic specimens of parasites in blood and feces will be reviewed.

TRMD 6100 Health and Human Rights (1)
This course is designed to provide a forum for discussion of pertinent issues in global health and human rights and to motivate students to become active advocates for their resolution. Students will participate in weekly discussions with local and national experts in public health, clinical medicine, and health sciences research who are also strong advocates for human rights. The speakers will stress the importance of addressing the underlying social, political, and economic factors influencing health. Speakers will give examples from their background and the motivations for their career choices and discuss the skills and strategies necessary to become effective advocates for health and human rights.

TRMD 6170 Immunology (3)
This course is designed for students of public health and the basic biomedical sciences who are interested in a current overview of immunology. This course is a comprehensive introduction to immunity and immunopathogenesis as it relates to health and disease. Following a thorough consideration of cells and tissues of the immune system, attention is given to immune recognition and regulation of immune responses, with special emphasis on the role of cytokines in immunity. Finally, clinical concepts are presented with current knowledge of basic immune mechanisms for each: autoimmunity and autoimmune disease, transplant rejection, immunity to tumors, primary immunodeficiency diseases, and immunity to infectious agents including viruses and parasites, and immunopathogenesis of HIV/AIDS.

TRMD 6200 Impact Evaluation in Global Health (3)
This course introduces students to the basic concepts, principles, and practices for public health programs and interventions. It focuses on impact evaluation at the national and sub-national levels, in addition to community and intervention-based evaluations. Lectures, discussions, and assignments will highlight evaluation strategies for health programs and disease-specific prevention and control interventions in international settings with a focus on diseases and programs in the tropics. The course is intended to 1) introduce students to impact evaluation, 2) provide a solid grounding in study designs relevant in field settings; 3) develop students' skills in designing evaluation plans, and 4) serve as a foundation for more specialized program evaluation classes as well as for courses on data analysis, sampling, epidemiology, and operations research. This course is not intended for those students who already have taken GCHB 6200 or GCHB 6340.

TRMD 6250 Biomedical Research Methods (3)
Students will be able to apply the basic biomedical methods used in public health and tropical medicine research or practice, and summarize the principle and the theoretical basis. They will be able to analyze the strengths and weaknesses of the different methods, and design hypothesis-driven studies to address public health and tropical medicine problems, applying the appropriate methods. Students will also assess scientific papers and critically appraise their relative merit in the field of public health research and practice.

TRMD 6330 Microbial Disease of the Tropics (3)
This required course builds foundational knowledge regarding the important bacterial and mycotic (fungal) pathogens in the tropics. This course forms a part of the foundations of tropical medicine knowledge. Students will learn the etiology, epidemiology, transmission characteristics, pathogenesis, clinical features, diagnosis and management of diseases caused by these pathogens. This course draws on faculty expertise both within Tulane and outside. The course focuses on disease topics not usually covered in depth in the US medical or public health curriculum. Additionally, the content of this course is a required component of the syllabus for the American Society of Tropical Medicine & Hygiene's CTropMed certification examination.

TRMD 6340 Diagnostic Methods in Microbiology (2)
This laboratory course parallels topics presented in TRMD 6330. The course is designed to teach students how to perform basic laboratory tests using simple techniques applicable to developing countries. Most of these will be diagnostic tests for infectious diseases, although some clinically relevant non-diagnostic techniques will also be taught (e.g., complete blood counts). The bulk of the course consists of hands-on laboratory experience conducting laboratory tests with clinical specimens and analyzing prepared teaching specimens. Procedures for organism isolation and identification and rapid diagnostic kits will be covered.

TRMD 6350 Disease Prevention & Control in Developing Countries (2)
This course is designed to prepare students to recognize and contribute effectively to the public health needs of communities in developing countries. It includes four broad content areas: (1)concepts of disease prevention and control with special reference to developing countries, including types of surveillance, monitoring and control strategies, (2) analysis of community needs, and provision of basic preventive services; (3) prevention and control of important endemic diseases such as malaria, tuberculosis, vaccine-preventable diseases; and (4)other topics such as special needs populations, disaster/refugee health programs, sources of information, and local and international organizations and programs. The course will emphasize practical rather than theoretical considerations based on the needs of the practitioner working under relatively resource-poor conditions.

Enrollment limited to students in the Medicine or Pub Hlth Trop Med (GR) departments.

TRMD 6420 Tropical Virology (3)
This course covers the broad area of virology with an emphasis on viruses of public health concern in developing and tropical countries. Both historically problematic and emerging viruses are covered. Topics include the molecular biology, epidemiology, and pathology of selected viruses. Focus is placed on developing an understanding of the molecular aspects of the viral life cycle that give rise to transmission and pathogenic characteristics, especially in the context of the co-evolution of the virus and host. Additional topics include the interactions between the virus and host immune response, as well as viral control and the development of vaccines and anti-viral pharmaceuticals. Students enrolled in the course should come with a basic understanding of communicable disease concepts.

TRMD 6450 Tuberculosis: Global Trends and Interactions with the HIV Epidemic (2)
This course is designed as an overview of tuberculosis and the challenges posed by the dual epidemics of TB and HIV. The course comprises a series of lectures and case studies. Guest faculty are recognized experts in this area and bring extensive experience and case study material to the course. A field activity to supplement in-class learning is offered. This is a visit to the Wetmore Tuberculosis Clinic. The course includes three broad content areas – basic concepts of tuberculosis disease and epidemiology, clinical manifestations and management; challenges posed by the interactions of Tuberculosis and HIV infection and global initiatives to integrate TB and HIV control programs; and issues in tuberculosis control with special reference to multidrug resistance, social aspects, and program strategies. The biological, clinical and programmatic perspectives gained from this course will assist students in interpretation and critique of programs and policies related to tuberculosis control.

TRMD 7000 Tropical Medicine Seminar (1)
Tropical Medicine Seminar is designed as a journal club, with the specific goal of training students to develop skills in critically evaluating and effectively presenting relevant scientific literature. Each student is expected to present at least one article to the class from recent tropical medicine literature, and to attend and actively participate during presentation delivered by other students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 2

TRMD 7020 Infectious Disease Seminar (0-1)
The seminar experience is intended to stimulate a critical reading of the current literature and to ensure that each student learns to present important and potentially controversial data in a rigorous and careful fashion.

Maximum Hours: 99

TRMD 7180 Immunoparasitology (2)
This advanced level course is designed to provide students of public health and the basic biomedical sciences with an update on the role of immunity to parasitic infections and the immunopathogenesis of clinical parasitic diseases. Special emphasis will be placed on current knowledge of mechanisms of immunity to protozoan and helminth infections that cause malaria, trypanosomiasis, leishmaniasis, toxoplasmosis, schistosomiasis and filariasis, some of the most widespread and debilitating diseases in endemic countries of the world. Additional topics include parasitic opportunistic infections of AIDS patients, and updates on protozoan and helminth vaccine development.

TRMD 7300 Mechanisms of Pathogen Intervention (2)
This course provides an advanced foundation of knowledge about the selection and mechanisms of action of different interventions against important viruses, bacteria and unicellular parasites of public health significance. The course describes how drugs, vaccines and other intervention agents reach their cellular targets and how they act in harmony with the host immune system to control or eradicate the pathogen, inside the human or the arthropod hosts.

Prerequisite(s): TRMD 6170.

TRMD 7330 Advanced Topics in Host Pathogens (2)
This course will provide both an overview and an update on the recent advances in the study of host-pathogen interaction at the cellular and molecular levels. The focus will be on pathogen molecules that mediate interactions with host (and vector, if applicable), and the role these interactions play in host recognition and modulation, pathogen survival, virulence, and disease progression. The course will cover topics such as host specificity, immune evasion, pathogenicity and host-pathogen coevolution. Examples from the current literature will illustrate the link between basic science research in infectious diseases and our understanding of broader biological phenomena, as well as mechanisms of pathogenesis.

Prerequisite(s): TRMD 6170, 6070 and 6330.

TRMD 7420 Population-Based Malaria Prevention and Control (3)
This course introduces the principles of prevention and control of malaria infection and disease, as well as population based methods for evaluating the success of control programs or new interventions. This course investigates how culture, society, and the environment influence disease transmission, risk factors, and health status. Students will analyze data and integrate information using a monitoring and evaluation framework to inform prevention and control policy. Topics covered will include vector ecology, malaria epidemiology, malaria control strategies, malaria monitoring and evaluation, issues around cost-effectiveness, and prospects for elimination.

Prerequisite(s): (EPID 6030, SPHL 6860 or 6060).

TRMD 7500 Advanced Tropical Virology (2)
This course covers advanced topics in tropical virology. The focus is on viruses of recent public health concern in developing and tropical countries. Both historically problematic and emerging viruses are covered. Topics from published literature include molecular biology, epidemiology and pathology. Emphasis is placed on extending and deepening the understanding of the molecular aspects of the viral replication that gives rise to transmission and pathogenic characteristics. Additional topics include the interactions between the virus and host immune response, as well as viral control and the development of vaccines and anti-viral pharmaceuticals.

Prerequisite(s): TRMD 6420.

TRMD 7650 One Health Approaches to Disease (3)
One Health is a framework to expand interdisciplinary collaborations and communications for optimal health of people, domestic animals, wildlife, plants and our environment. This course will explore the theory behind One Health, describe methods and tools used in One Health, and develop skills to work with interdisciplinary teams and communication across professions. Using a One Health framework, we will discuss case studies of emergent health issues including emerging diseases, antibiotic resistance, food safety and security, climate change, and disease surveillance. Students will work in teams to produce an analysis of a health issue using a One Health framework.

Prerequisite(s): (SPHL 6020, 6820 or minimum score of PASS in 'SPHL 6020 Exemption') and (SPHL 6060 or 6860) and (SPHL 6070 or 6870) and (SPHL 6080 or 6880).

TRMD 7800 Advanced Medical Entomology (3)
This advanced course applies the most current knowledge in vector biology to the study of arthropods and diseases they transmit. It meets twice a week: a 2hr30´ classroom session (a lecture and in-class activities) followed by a 2h30´ lab session, in which students reinforce classroom learnings with practical experience in performing bioassays; bioinformatic, ecological, behavioral and surveillance experiments; computer and video simulations, and metabolomics. Drawing from current, primary literature and discipline-specific guidelines, students also write and present a research proposal on a topic of interest. Primary and guest instructors, which include vector biologists and biochemists from local, regional and national institutions, reflect diverse identities. This unique structure makes the course well-suited for anyone interested in vector-borne research and disease control.

Prerequisite(s): TRMD 6060*.
* May be taken concurrently.

TRMD 7820 Malaria (2)
This is an advanced course which provides a rigorous approach to both the basic and applied issues related to malaria and malaria control. Areas covered in detail include cell biology and biochemistry of the parasite-red cell integration, antimalarial drug action and resistance mechanisms, parasite genetics and cell biology and the immunologic aspects of malaria, including asexual and sexual stage candidate vaccine antigens. At the conclusion of the semester, students are expected to critically review current malaria control and research strategies and to suggest and defend appropriate alternatives.

TRMD 7960 Clinical Tropical Medicine (3)
Clinical Tropical Medicine is designed to offer an overview of topics of clinical importance in tropical medicine, with an emphasis on a syndromic approach to patient presentation. Through a combination of lectures and clinical case presentations with group discussions the course both introduces key subject matter and will help students apply their knowledge to the clinical sphere. It is expected to complement other course offerings from the Tropical Medicine Department for the MPHTM and Diploma in Tropical Medicine curricula. Participants should have some experience in clinical medicine (usually a terminal degree in medicine, nursing, or veterinary sciences) and should either have experience or be in the process of learning about diseases of the tropics.

TRMD 7990 Special Studies (1-3)
Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

TRMD 8080 Large Dataset Management and Sequencing: Part 1 (3)
TRMD 8080 and 8090 are interdependent courses designed to develop skills in generating hypotheses specific to DNA sequence data, applying protocols for sample collection, analysis of large data sets, use of the MinION instrument and presentation of research findings that demonstrate rigor and reproducibility. TRMD 8080 (fall semester) introduces students to the principles and theoretical bases of novel molecular methods, design studies and hypotheses to be addressed. Students learn to collect sequence data using an accessible sequencing instrument. TRMD 8090 (spring semester), equips students with techniques for evaluating and analyzing large data sets, with attention to rigor and reproducibility. The experience of these courses will be broadly applicable, regardless of the area of public health pursued.

TRMD 8090 Large Dataset Management and Sequencing: Part 2 (3)
TRMD 8080 and 8090 are interdependent courses designed to develop skills in generating hypotheses specific to DNA sequence data, applying protocols for sample collection, analysis of large data sets, use of the MinION instrument and presentation of research findings that demonstrate rigor and reproducibility. TRMD 8080 (fall semester) introduces students to the principles and theoretical bases of novel molecular methods, design studies and hypotheses to be addressed. Students learn to collect sequence data using an accessible sequencing instrument. TRMD 8090 (spring semester), equips students with techniques for evaluating and analyzing large data sets, with attention to rigor and reproducibility. The experience of these courses will be broadly applicable, regardless of the area of public health pursued.

TRMD 8100 Laboratory Rotation (2)
Doctoral students are required to take TRMD 8100 Laboratory Training three times in different DTM faculty laboratories for a total of six credits (2 each). The faculty member will be identified on the student's transcript as the person teaching the course. At the completion of each lab rotation, the advisor will fill out a lab rotation form and assign a pass/fail grade. In addition to a record of grade on the student's transcript, this report will be maintained in the student's file by the department. Before enrolling in the TRMD 8100 course, students are encouraged to meet with various faculty members and discuss the prospect of doing a rotation with them. The rotations will acquaint the student with the different research programs available in the department and assist the student in choosing a permanent dissertation advisor. In addition, by rotating through several laboratories the student will obtain laboratory experience and training in specialized areas. Ideally the laboratory rotations should begin during the first semester and continue through the summer until a permanent advisor is chosen in the second year.

Course Limit: 3

TRMD 8990 Doctoral Independent Study (1-3)
Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

Maximum Hours: 99

TRMD 9980 Master's Thesis Research (0)
MS students engaging in thesis research.

Course Limit: 3

Urban Studies (URST)

URST 1940 Transfer Course Work (0-4)

Maximum Hours: 99

URST 2010 The City I (3)
City I is the first semester of a two-semester-long survey introduction to the multi-disciplinary field of Urban Studies. Three broad substantive themes are explored: (1) History and Morphology of Cities and City Systems; (2) Urban Ecology and Demographics; and (3) Urban Design/ Aesthetics/ Land Use /Planning. Attention is given to historically, geographically, and culturally diverse cases in order to provide a comparative framework and backdrop to contemporary practices.

URST 2020 The City II (3)
City II is the second semester of a two-semester-long survey introduction to the multi-disciplinary field of Urban Studies. Four broad substantive themes are examined: (1) Urban Political Economy; (2) the Social Psychology of Cities; (3) Urban Culture and Expressive Arts; and (4) Urbanism and Urban Issues. Course employs a modular focus and historical-comparative framework, but primary emphasis will be on the contemporary era.

URST 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 2891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 2892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 2910 Special Topics (0-3)

Maximum Hours: 99

URST 2940 Transfer Coursework (0-20)
Transfer Coursework

Maximum Hours: 99

URST 3010 Special Topics (3)
Special topics course, content varies by semester.

Maximum Hours: 99

URST 3100 Urban Geography (3)
Surveys discipline of geography with focus on how various traditions within the discipline analyze cities and other human communities as spatial environments. Students will learn the tools, techniques, and datasets geographers employ to investigate questions pertaining to the shape, form, origins, transformative processes, and interaction of the natural and built environments; how and why phenomena are distributed spatially and through time; the concept and perception of place and how we distinguish places from one another; and how present-day cityscapes reflect these concerns. Lectures will focus on New Orleans but be comparative and students will be required to apply these approaches to other cities and towns.

URST 3400 GIS - Practical Applications (3)
Geographic Information Systems (GIS) are widely used tools in the social, biological, and environmental sciences and in urban planning and design. This course provides a hands-on approach to solve problems and deepen geospatial awareness with a focus on modern urban space. End results are an ability to analyze and present geospatial data, knowledge of fundamentals of GIS, and basic skill in data acquisition and respresentation. Course provides a framework for functional application of GIS with a focus on local contemporary New Orleans data and issues.

URST 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 3940 Transfer Coursework (0-20)
Transfer Coursework

Maximum Hours: 99

URST 4560 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 4567 Internship (1-3)

URST 4570 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 4910 Independent Study (1-3)

URST 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

URST 6010 Special Topics (3)
Advanced level special topics course, content varies by semester.

URST 7100 Urban Georgrphy: NO Case Study (3)

URST 7400 GIS-Prac App the Build Environ (3)

Yoruba (YRBA)

YRBA 1010 Elementary Yoruba I (4)
This course provides an introduction to Standard Yoruba, the dialect form which is understood by speakers of Yoruba worldwide. Students will receive training and practice in speaking, listening, reading, and writing.

YRBA 1020 Elementary Yoruba II (4)
Elementary Yoruba II is a second level introductory course for beginners of Yoruba language. This course is open to students who have taken and passed Yoruba I. In this course students will further develop the four language skills: listening, speaking, reading and writing.

Prerequisite(s): YRBA 1010.

YRBA 4910 Independent Study (3)
Independent Study.

Tulane University

FACULTY

This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

A

Abboud, Elizabeth Rachael
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PhD, Kansas State University

Abdelghani, Abdelghani A
Professor
SCD, Tulane University

Abdelghani, Ramsy
Assistant Professor
MD, Jordan University of Science and Technology

Abdulnour-Nakhoul, Solange
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Abramowitz, Benjamin
Postdoc Fellow

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MA, Jordan University of Science and Technology

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Alghamdi, Norah
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MD, Tulane University

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PhD, Emory University

Amdeberhan, Tewodros
Senior Professor of Practice
PhD, Temple University

Anadkat, Samir N
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MD, Baroda Medical College

Anagnost, Adrian
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PhD, University of Chicago

Anbalagan, Muralidharan
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MFA, Virginia Commonwealth University

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Atkinson, Evan M
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MD, Louisiana State University

Atkinson, Evelyn
Associate Professor
JD, Harvard Law School

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Zwezdaryk, Kevin
Assistant Professor
PhD, Tulane University

FOR MORE INFORMATION

Campus Maps

- **Uptown Campus Map (https://admission.tulane.edu/map/)**
- **Google Map of Tulane (https://www.google.com/maps/place/Tulane+University/@29.940348,-90.120728,17z/data=%213m1%214b1%214m2%213m1%211s0x0:0xa911683e4aff9012/)**

Offices

The following offices serve the entire university; correspondence should be directed to the individual offices: c/o Tulane University, New Orleans, LA 70118.

Accounts Receivable

7029 Freret Street, #1550
New Orleans, LA 70118
Phone: (504) 865-5368
Fax: (504) 862-8758
Website: https://studentaccounts.tulane.edu (https://studentaccounts.tulane.edu/)/

Campus Health & Counseling and Psychiatric Services (CAPS)

Uptown (Main): Building 103, Diboll Complex, First Floor
Downtown: 127 Elk Place (https://www.google.com/maps/place/Tulane+University+Campus+Health+Downtown/@29.9560712,-90.0750073,18.96z/data=!4m13!1m7!3m6!1s0x8620a60a0edeb6e9:0xec7eaee3b3b02698!2sElks+Place,+127+Elk+Pl,+New+Orleans,+LA+70112!3b1!8m2!3d29.955698!4d-90.074389!3m4!1s0x8620a60a093541ed:0xd2c3c67d059a0482!8m2!3d29.9557376!4d-90.0743648/), Room 261 (adjacent to the Saratoga Garage)
Appointments: 504-314-2277
Phone: (504) 314-2277 (314-CAPS)
Website: https://campushealth.tulane.edu/ (https://campushealth.tulane.edu) and https://campushealth.tulane.edu/departments/counseling-center (https://campushealth.tulane.edu/departments/counseling-center/)

Career Services Center

Mussafer Hall
Phone: (504) 865-5798
Website: https://hiretulane.tulane.edu/

Center for Academic Equity

Richardson Building
Website: https://academic-equity.tulane.edu/

Center for Public Service

Alcee Fortier Hall
Phone: (504) 862-8060
Fax: (504)862-8061
Website: https://cps.tulane.edu/

College Advising

100 Mussafer Hall - Building #9
Tulane University
New Orleans, LA 70118
Website: https://advising.tulane.edu/

Financial Aid

Gibson Hall, Suite #130
Phone: (504) 865-5723
Fax: (504) 862-8750
Website: https://financialaid.tulane.edu/

Housing and Residence Life

27 McAlister Drive, Irby House
Phone: (504) 865-5724
Fax: (504) 862-8944
Website: https://housing.tulane.edu/

Intercultural Life

Carolyn Barber Pierre Center for Intercultural Life
Richardson Building #5 Suite 101
Phone: (504) 865-5181
Fax: (504) 865-6769
Website: https://intercultural.tulane.edu/

International Students and Scholars

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Phone: (504) 865-5208
Fax: (504) 865-5209
Website: https://global.tulane.edu

Student Affairs

Lavin-Bernick Center for University Life
Phone: (504) 314-2188
Fax: (504) 865-6772
Website: http://studentaffairs.tulane.edu/

Study Abroad

6901 Willow Street, 2nd Floor
Phone: (504) 865-5339
Fax: (504) 862-8765
Website: https://studyabroad.tulane.edu/

Undergraduate Admission

Gibson Hall 210
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New Orleans, LA 7011
Phone: (504) 865-5731 or 1-800-873-WAVE (9283)
Fax: (504) 862-8715
Website: http://admission.tulane.edu

University Registrar

110 Gibson Hall
Phone: (504) 865-5231
Fax: (504) 865-6760

Website: https://registrar.tulane.edu/

Colleges and Schools

Newcomb-Tulane College

Mollye Demosthenidy, Dean
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Fax: (504) 865-5236
Website: https://college.tulane.edu/

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Fax: (504) 862-8798
Website: http://architecture.tulane.edu/

A. B. Freeman School of Business

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Fax: (504) 865-5491
Website: http://www.freeman.tulane.edu/ (https://freeman.tulane.edu/)

School of Professional Advancement

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Website: https://sopa.tulane.edu/

School of Law

David Meyer, Dean

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Website: http://www.law.tulane.edu/ (https://law.tulane.edu/)

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Website: http://www.liberalarts.tulane.edu/

School of Medicine

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Website: https://sph.tulane.edu

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Tulane University

GLOSSARY

Academic year: The period consisting of fall and spring semesters.

Advanced placement: Exemption or credit awarded to beginning first-year students based on scores on the College Board Advanced Placement [AP] Tests.

Audit: To enroll in a course for no credit.

Capstone experience: A major requirement in certain programs, the capstone experience is designed by the student' s school or major department; the capstone typically applies information, skills and ideas from the major to one significant project.

Code of Academic Conduct: Statement of norms for conduct in academic work. The Code also contains procedures for dealing with alleged academic dishonesty.

Code of Student Conduct: The regulations of behavior that prohibit unsatisfactory or disruptive conduct. Disciplinary action and sanction resides with the Office of Student Affairs.

Course load: The total number of semester hours for which a student is registered in one semester or summer term.

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.

Cross-registration: Courses designated in other local universities with which Tulane participates in a consortium.

Cumulative or overall grade point average: A student's grade point average based on the total number of quality points earned and total number of semester hours attempted.

Curriculum: A program of courses required for a degree in a particular field of study.

Degree Audit: The degree audit is an unofficial survey of progress toward a degree or certificate that reflects courses completed and currently in progress. It is not an official record or substitute for the transcript and is not an official notification of degree or certificate completion. The online degree audit is a valuable tool to track requirements and plan future coursework. The degree audit is based on published catalog requirements, and both completed and in-progress coursework.

Departments: The academic units of the university within colleges or schools; administered by chairs or directors.

Elective: Course chosen by the student, as opposed to a required course. The term "elective", without a qualifier, will be understood to be a free elective, chosen by the student at their option from all the courses offered by the university for degree credit, with due regard for prerequisites and subject to restrictions of the school or college in which the student is enrolled.

Equivalent: When used in a course prerequisite [e.g., "Prereq: SOCI 101 or equivalent"], this term means either credit in a comparable course, or equivalency to be determined by individual department.

Gibson Online: A gateway to online services such as Registration, Grades, Degree Audit, myTulane, etc. (gibson.tulane.edu (http://gibson.tulane.edu/))

Good standing: The typical status of a student who is not on academic probation and is eligible to continue in or return to the university.

Grade-point average (GPA): A measure of scholastic performance; the ratio of quality points earned to semester hours attempted.

Interdivisional transfer [IDT]: The procedure for transfer from one school or college within the university to another.

Joint-degree programs: A program whereby a student may pursue two degree programs simultaneously.

Leave of absence: An interruption in enrollment, approved by the student's Dean, which permits re-enrollment without an application for readmission.

Major: The primary field of study; students will take the majority of their required courses in this area.

Matriculation: The state of being registered for credit and working toward a specific degree.

Minor: The student's field of secondary academic emphasis.

Mutually Exclusive Course: A mutually exclusive course is defined as a course with content that overlaps another course. Students may receive credit for only one course of the mutually exclusive course pair in the degree.

Over/Under load: Stated minimum and maximum course loads for which approval must be obtained from the student's dean.

Pre-professional program: A program of study in preparation for entry into a professional degree program at another institution or another division of the University.

Prerequisites: The preliminary requirement, usually credit in another course, that must be met before a course may be taken.

Priority registration: A specified period of time during a semester when a student may enroll in courses for the following semester.

Privacy act: The privacy (https://registrar.tulane.edu/sites/g/files/rdw891/f/FERPA_Policy_FINAL.pdf) of students' records and affairs is protected under the Family Educational Rights and Privacy Act of 1974 as amended [P.L. 93-380], preventing the distribution of any information other than 'directory information' on a student.

Probation and dismissal: Failure to meet the minimum semester requirements toward graduation for the fall or spring semester will result in being placed on academic probation. Academic deficiencies not corrected in the subsequent semester or in a summer term may be cause for dismissal from the University.

Quality of work: The progress toward the baccalaureate degree measured by credits and quality points at the close of each semester.

Quality point: Numerical value assigned to each letter grade from A to F, when given as the final grade in a course; provides a basis for quantitative determination a grade point average.

Registration: The process by which a [duly admitted] student, upon payment of required tuition and fees, is enrolled in classes.

Registration Waitlist: A list that students can add themselves to when a class they wish to register for is full with no open seats.

- If a student who was already registered in the class drops, that seat is offered to the first student on the waitlist.
- Waitlisting for a class does not guarantee enrollment in the class.
- Not all classes offer waitlists.
- Students can be on the waitlist for a maximum of three unique course numbers at the same time in a semester (and cannot at the same time be registered in any of those three course numbers).

Residency requirement: The period of time students are required to be enrolled for a designated number of courses or credits at Tulane University.

Schools: The academic units of the university that offer the university's academic programs, and are administered by deans. The degree anticipated determines the student' s choice of school or college.

Student schedule: The courses in which a student is enrolled.

S/U option: Satisfactory or unsatisfactory is elected as an irrevocable option (following the announced deadline) for a course in which a letter grade and quality points are not awarded, thereby not affecting the GPA.

TIDES (Tulane InterDisciplinary Experience Seminar): a one-credit seminar required for all first-year students.

Transfer student: A student who terminates enrollment in another university and subsequently enrolls in Tulane University.

Withdrawal: Extensive nonattendance to class(es) requires formal withdrawal from: course(s), section(s), or the college/school, with appropriate approvals including that of the dean.

Tulane University

PROGRAMS

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- Advanced Emergency Management Certificate (Graduate)GraduateCertificate
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- American Law, AMLProfessional (LAW)Graduate Program
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- Architecture, BSAUndergraduate – Newcomb-Tulane CollegeMajor
- Architecture, M.ArchGraduateGraduate Program
- Art History Major, BAUndergraduate – Newcomb-Tulane CollegeMajor
- Art History MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Art History, MAGraduateGraduate Program
- Art Studio, MFAGraduateGraduate Program
- Asian Studies MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Asian Studies MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Behavioral Health, MSGraduateGraduate Program
- Biochemistry and Applied Bioinformatics, MSGraduateGraduate Program
- Biochemistry, MSGraduateGraduate Program
- Bioethics and Medical Humanities, MSGraduateGraduate Program
- Bioinnovation, PhDGraduateGraduate Program
- Biological Chemistry MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Biological Chemistry MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Biomedical Engineering MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Biomedical Engineering MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Biomedical Engineering Minor for Non-Engineering MajorsUndergraduate – Newcomb-Tulane CollegeMinor
- Biomedical Engineering, MSGraduateGraduate Program
- Biomedical Engineering, PhDGraduateGraduate Program
- Biomedical Informatics, MSGraduateGraduate Program
- Biomedical Sciences, PhDGraduateGraduate Program
- Biomedical Sciences, PhD with Pharmacology ConcentrationGraduateMajor
- Biostatistics Certificate (Graduate)GraduateCertificate
- Biostatistics, MSGraduateGraduate Program
- Biostatistics, MSPHGraduateGraduate Program
- Biostatistics, PhDGraduateGraduate Program
- Business Administration, Executive MBAGraduateGraduate Program

- Business Administration, Full-Time MBAGraduateGraduate Program
- Business Administration, Online MBAGraduateGraduate Program
- Business Administration, Professional MBAGraduateGraduate Program
- Business Analytics, MANGraduateGraduate Program
- Business, PhDGraduateGraduate Program
- Cell and Molecular Biology MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Cell and Molecular Biology MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Cell and Molecular Biology, MSGraduateGraduate Program
- Cell and Molecular Biology, PhDGraduateGraduate Program
- Chemical and Biomolecular Engineering, MSGraduateGraduate Program
- Chemical and Biomolecular Engineering, PhDGraduateGraduate Program
- Chemical Engineering MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Chemistry MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Chemistry MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Chemistry, PhDGraduateGraduate Program
- Chinese Language MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Cinema Studies MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Cinema Studies MinorUndergraduate – Newcomb-Tulane CollegeMinor
- City, Culture, and Community, PhDGraduateGraduate Program
- Civil Engineering-Water Resources and Environmental MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Civil Law CertificateProfessional (LAW)Certificate
- Classical Studies Major, BAUndergraduate – Newcomb-Tulane CollegeMajor
- Classical Studies MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Classical Studies, MAGraduateGraduate Program
- Clinical Anatomy, MSGraduateGraduate Program
- Clinical and Translational Research Certificate (Graduate)GraduateCertificate
- Clinical Ethics Graduate CertificateGraduateCertificate
- Clinical Investigation, MSGraduateGraduate Program
- Clinical Investigation, PhDGraduateGraduate Program
- Clinical Research Certificate (Graduate)GraduateCertificate
- Clinical Research Methods, MSGraduateGraduate Program
- Clinical Research, MSGraduateGraduate Program
- Clinical Tropical Medicine Certificate (Graduate)GraduateCertificate
- Cognitive Studies Coordinate MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Communication MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Community Health Sciences, MPHGraduateGraduate Program
- Computational Engineering CertificateUndergraduate – Newcomb-Tulane CollegeCertificate
- Computational Linguistics, MAGraduateGraduate Program
- Computational Science, MSGraduateGraduate Program
- Computer Science CertificateUndergraduate – Newcomb-Tulane CollegeCertificate
- Computer Science Coordinate MajorUndergraduate – Newcomb-Tulane CollegeMajor
- Computer Science, MSGraduateGraduate Program
- Computer Science, PhDGraduateGraduate Program
- Creative Industries Certificate (Graduate)GraduateCertificate
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- Cyber Defense Certificate (Graduate)GraduateCertificate
- Cyber Leadership Certificate (Graduate)GraduateCertificate
- Cyber Technology Certificate (Graduate)GraduateCertificate
- Cybersecurity Management, Master of ScienceGraduateGraduate Program
- Dance, BAUndergraduate – Newcomb-Tulane CollegeMajor
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- Molecular Medicine and Health Sciences, MSGraduateGraduate Program
- Music MinorUndergraduate – Newcomb-Tulane CollegeMinor
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- Native American and Indigenous Studies MinorUndergraduate – Newcomb-Tulane CollegeMinor
- Neuroscience MajorUndergraduate – Newcomb-Tulane CollegeMajor
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- Nonprofit and Strategic Philanthropy Management Certificate (Graduate)GraduateCertificate
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- Nutrition, MSPHGraduateGraduate Program
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- Organizational Behavior and Management Studies, B.S.MajorUndergraduate – School of Professional Advancement
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- Policy Economics, MAGraduateGraduate Program
- Political Economy Major with Concentration in Economics and Public PolicyUndergraduate – Newcomb-Tulane CollegeMajor
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- River-Coastal Science and Engineering, MS (Residential)GraduateGraduate Program
- River-Coastal Science and Engineering, PhDGraduateGraduate Program
- Russian MajorUndergraduate – Newcomb-Tulane CollegeMajor
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- Secondary Education (Grades 6-12) Coordinate MajorUndergraduate – Newcomb-Tulane CollegeMajorUndergraduate – School of Professional Advancement
- Secondary Education, MATGraduateGraduate Program
- Security Management Certificate (Graduate)GraduateCertificate
- Small Business Development CertificateCertificatePost-Baccalaureate
- Small Business Development MinorMinorUndergraduate – School of Professional Advancement
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- Sport Security Certificate (Graduate)GraduateCertificate
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COLLEGES AND SCHOOLS

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Founded in 2006, the Newcomb-Tulane College (http://college.tulane.edu/) (NTC) has administrative oversight of the residential full-time undergraduate student experience and its core curriculum. Newcomb-Tulane College is comprised of the full-time undergraduate programs at the university in architecture, business, liberal arts, public health and tropical medicine, and science and engineering. When an NTC student designates a major, whether that decision is made upon admission or before the end of spring semester of the sophomore year, the student also will be considered a student in the school that houses that major. Thus, students simultaneously will be in the Newcomb-Tulane College and a school. The School of Professional Advancement (https://sopa.tulane.edu/) (SoPA) has administrative oversight of its own undergraduate students and core curriculum. SoPA offers applied learning programs that incorporate both industry-relevant knowledge and a grounding in the liberal arts.

Schools

As the homes of the academic departments and programs, the schools define the requirements for the school-specific curriculum and are responsible for designing majors, minors, and certificates. For graduating students, the schools also certify completion of academic programs and the school core curriculum for the degree. The schools also deliver graduate and professional education and programs.

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