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This version of the catalog was published in February of 2019 and takes precedence over any previously printed or online catalog. The University Catalog is not intended to nor does it contain all regulations that relate to students. Students are held individually responsible for meeting all requirements as determined by Tulane University. Failure to read and comply with policies, regulations, and procedures will not exempt a student from being governed by and accountable to them.

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


**Catalog Production Information**

The 2019-2020 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.
Mission Statement

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

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

History

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

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

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

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

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

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

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

As early as the 1890s, Tulane offered free lectures and classes to the New Orleans community. This commitment to community service was reaffirmed in 1942 with the founding of University College, now
the School of Professional Advancement, which offers educational opportunities for working adults.

After World War II, Tulane's Graduate School and the professional programs continued to grow. The university was elected to the Association of American Universities, a select group of over 60 universities with "pre-eminence 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, enhancing the ties between public service and academics.

Accreditation

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

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School of Social Work

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Brian M. Johnson
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Ed.D., Drexel University

John Nonnamaker
Associate Vice President for Student Affairs
Ph.D., Fordham University

Scott Tims
Assistant Vice President, Campus Health
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. 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.

Grade Grievance Procedure

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

Address Changes

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

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.

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., Code of Academic Conduct (https://college.tulane.edu/code-of-academic-conduct), Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct)) 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/code-of-academic-conduct). When a violation of the Code of Academic Conduct is suspected, it is the duty of every member of the academic community who has evidence to take action. Students should take steps to uphold the Code of Academic Conduct by reporting any suspected offense to the instructor or the
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.

 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.

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://tulane.app.box.com/s/f5dtbwd5rtf1xg4liojq8stnmkqrjsw).

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):

- The assignment of credit-hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.
- For courses in lecture format, one credit-hour represents the subject content that can be delivered in one academic hour (50 min) of contact time each week for the full duration of one academic semester, typically fifteen weeks along. For undergraduate courses, one credit-hour also includes associated work that can be completed by a typical student in 1-2 hours of effort outside the classroom. For graduate and professional courses taught in lecture format, 2-3 hours of outside work is expected for each academic hour of contact time as well.
- 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.

General Policies
Tulane University is an Affirmative Action/Equal Employment Opportunity institution. Consequently, its policy of nondiscrimination includes recruitment, employment, admission, retention, and promotion of the most qualified students, faculty, and staff regardless of an individual’s race, sex, color, religion, marital/ethnic origin, citizenship, marital status, sexual orientation, handicap, or veteran status. Tulane University does not discriminate in its provision of services and benefits or in its treatment of students, patients, and employees. Inquiries regarding this policy may be referred to the Office of Institutional Equity (https://equity.tulane.edu).

Tulane University is committed to a policy of compliance with Federal laws and regulations concerning nondiscrimination on the basis of race, sex, color, national/ethnic origin, religion, age handicap, or veteran status in educational or institutional programs and activities. Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the other similar legislation prohibit such discrimination.

Tulane University has implemented grievance procedures for faculty, staff, and students concerning cases of alleged discrimination, including those of alleged sexual harassment. It is the policy of the University that harassment on the basis of sex among employees constitutes an impermissible employment practice, which is subject to disciplinary action and shall not be tolerated. Complaints or confidential inquiries may be referred to the Office of Human Resources (https://hr.tulane.edu) or the Office of Institutional Equity (https://equity.tulane.edu).

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

Reporting the Complaint: It is not necessary to first confront the harasser prior to instituting a complaint under this policy. However, it is appropriate to promptly report a complaint so that a full and complete investigation is possible. Any person designated to receive complaints from students, employees, or faculty must notify the Office of Institutional Equity within twenty-four (24) hours of receiving a harassment complaint.

Complaints by students: A student who believes she or he has been harassed or is being harassed may report the alleged harassing behavior to any of the following individuals or agencies:...
• Dean of the Newcomb-Tulane College, Dean of the school, or
  Dean of Students (or person designated by same) with which
  complaining student is affiliated.
• Vice President for Student Affairs (or person designated by same),
  504-865-5180
• Associate Dean for Student Affairs, Tulane University Health
  Sciences Center, 504-988-5668
• Office of Institutional Equity, 504-862-8083 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 Institutional Equity for additional information
  about Tulane University’s Equal Opportunity and Harassment

Tulane University complies with the provision of the Family Education
Rights and Privacy Act of 1974 (FERPA), which was enacted to
protect the privacy of education records, to establish the right of
students to inspect and review their education records, and to
provide guidelines for the correction of inaccurate or misleading data.
Students have the right to file complaints with the U.S. Department of
Education Family Policy Compliance Office (ferpa.complaints@ed.gov)
concerning alleged failures by the institution to comply with the
Act. Information concerning the rights and protection under the
Act, the types and locations of education records maintained, and
the procedure to be used by the institution for compliance with the
provisions of the Act can be obtained from the following offices:
Vice President for Student Affairs/Dean of Student Services (https://
studentaffairs.tulane.edu/contact-us/contact-us) and Registrar’s Office
(https://registrar.tulane.edu/contact-us). Tulane University’s FERPA
policy may be found here (https://registrar.tulane.edu/privacy-policies-
forms). Grievances or confidential inquiries concerning the Act may be
referred to the Office of Institutional Equity (https://equity.tulane.edu).

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.
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

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

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

Academic Policies

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.

The Graduate Council

The Graduate Council (http://tulane.edu/ogps/graduate-council.cfm) establishes and maintains university-wide procedures, rules and standards for the Master of Arts (M.A.), Master of Fine Arts (M.F.A.), Master of Liberal Arts (M.L.A.), Master of Science (M.S.), Master of Professional Studies (M.P.S.), and Doctor of Philosophy (Ph.D.) degree programs. The council approves new degree programs and major curriculum changes in existing programs, performs periodic program reviews, and advises the Senior Vice President for Academic Affairs and Provost on graduate education issues. The voting membership of Graduate Council consists of the Provost, who serves as its chair, and twelve elected faculty members—each elected by a vote of the graduate faculty of their respective schools. More details on the council's membership and functions are available at: h (http://tulane.edu/ogps/graduate-council.cfm)https://ogps.tulane.edu/graduate-council.

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)

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 prescribed academic conduct, as set forth in the Unified Code of Graduate Student Academic Conduct. (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Unified-Code-of-GS-Academic-Conduct-06-18-13.pdf) The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of University or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the dean of the respective school.

Code of Student Conduct

The University requires of all of its students behavior compatible with its high standards of scholarship and conduct. By accepting admission to Tulane University, a student accepts its regulations, including the Code of Student Conduct, and acknowledges the right of the University to take conduct action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. The Vice President for Student Affairs is responsible for formulating appropriate procedures and, as set forth in the Code of Student Conduct (http://tulane.edu/studentaffairs/conduct/code.cfm), regulations concerning student behavior and for the resolution of conduct cases.

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

Tuition and Fees

Tuition and fees rate schedules are established at the university level; however, some fees, such as dissertator fees, are established by the individual schools or programs. Students who have assistantships are often granted tuition waivers, but fees are the responsibility of the student. Consult the graduate adviser of the appropriate school for more information on tuition and fees.
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.

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.

- PhD Program Review Schedule (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_PhD-Program-Review-Schedule-Updated-1-14-15.pdf)
- PhD Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-PhD-Degree-Requirements-Updated-9-3-2013.pdf)
- Master’s Degree Minimum Degree Requirements (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Minimum-Master’s-Requirements-FINAL.pdf)
- Guidelines and Policies for Graduate Assistants (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FINALIZED%20GUIDELINES%20AND%20POLICIES%20FOR%20GRADUATE%20ASSISTANTS.pdf)
  - Unified Code of Graduate Student Academic Conduct Honor Board Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Form.pdf)
  - Request to Waive a Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Request-to-Waive-a-Hearing.pdf)
  - Honor Board Script (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Script.pdf)
  - Honor Board Training Examples (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Training-Examples.pptx)
- Childbirth Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Childbirth%20leave%20policy%20final.pdf)
- Childbirth Leave Policy FAQ (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FAQs%20Childbirth%20leave%20policy.pdf)
- Planned Educational Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/PELP%20final.pdf)
- Professional Codes of Academic Conduct and Professionalism:

Graduate Student Health Insurance Subsidy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Policy_Graduate-Student-Health-Care-Subsidy-4.pdf)

Master’s Programs Requirements

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

Admission to Degree Programs

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

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

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

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

Master’s Degree Minimum Degree Requirements

Minimum Credit Hour Requirements

The minimum credit hour requirement for a non-professional Master’s degree is 30 credit hours; however, some programs may require additional hours of coursework. Those programs that require 24 credit hours of coursework and a thesis for the Master’s degree are in compliance with this policy.

Continuous Registration Requirements

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

A student who has not completed the minimum coursework requirements for the degree must enroll for a minimum of three hours per semester (exclusive of Summer Session). Some schools may require registration for a higher number of credit hours or may charge a continuous registration fee.

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

**Full-Time Status**

Full-time status consists of registration for at least nine hours of graduate credit per semester, or a combination of coursework and equivalent academic activities such as teaching or research. To hold a Tulane-sponsored fellowship, scholarship, or assistantship, a student must be in full-time status. Off-campus employment may disqualify a student from receiving a Tulane-sponsored fellowship, scholarship, or assistantship.

**Part-Time Status**

Part-time status consists of registration for less than nine hours of graduate credit per semester. In such cases, the department or the program committee can provide no certification that the student is engaged in a full-time academic program.

**Transfer Credit**

Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane must be approved by the department or program concerned, or by the dean of the appropriate school. In general, a maximum of 15 semester hours of transfer credit may be accepted toward a Master's degree. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs.

**Tenure for Degree Students**

Tenure is the maximum period of time normally permitted for the completion of all requirements for a degree, and it is determined on the basis of consecutive academic years from the date of registration for graduate study at Tulane or at another institution. Tenure for the Master’s degree is five years. Tenure is not affected by residence status. Under certain circumstances, upon the recommendation of the chairperson of a student’s department or program committee, the dean may extend tenure, but a student whose period of graduate study is unduly prolonged or interrupted may be required to perform additional work. Tenure regulations are applicable to all degree students, regardless of date of first registration.

**Dual Degree Programs**

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

**Thesis Requirements**

If a thesis is required for the master’s degree, the subject of the thesis must be in the field of major study and must have the approval of the professor by whom the thesis is to be directed. The finished thesis must have the approval of the thesis committee.

Students are required to submit their completed theses to the University’s Theses and Dissertations Archive (http://library.tulane.edu/dissertations_and_theses/). Schools may require students to submit a paper copy of their thesis.

**Thesis Committees**

Master’s thesis committees must consist of at least three faculty members, the majority of whom are Tulane faculty. Exceptions to this stipulation may be made by the appropriate school’s dean.

**4+1 Master’s Programs**

In some programs, undergraduate students have the option of obtaining a master’s degree with one additional year of study beyond the bachelor’s degree (4+1). Program requirements vary, but most 4+1 degrees do not require a thesis, in which case 30 credit hours of additional coursework beyond the bachelor’s level are required. Those programs that offer a thesis-based 4+1 option require 24 credit hours of coursework beyond the bachelor’s level. In some cases, a modified undergraduate curriculum is required to complete the 4+1 program; e.g., enrollment during the senior year in 6000-level courses that can be applied to both the bachelor’s and master’s degrees. Because this may be the case, interested students are advised to consult with their program’s graduate advisor prior to their junior year to obtain specific instructions for participation in the 4+1 program. Tuition for the fifth year of the 4+1 program is set by the appropriate school or program.

**Additional Requirements**

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

**Registration Policies and Procedures**

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

**Change of Courses**

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

**Change of Departmental Program**

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

Grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
<td>A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.</td>
</tr>
<tr>
<td>C</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D-</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete - This grade will automatically become F unless the work is made up within 30 days after the beginning of the following semester, excluding Summer School. This grade is not to be used as an automatic extension but only for unavoidable delays caused by illness or other emergencies.</td>
</tr>
<tr>
<td>R</td>
<td>Research - In those cases where research or experimentation, or both, cannot be completed within the 30-day limit following the end of the semester, this grade will be given to indicate this circumstance. This grade carries a different meaning from that of IP which is given at the end of the first semester of a two-semester course.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress - Satisfactory progress at the end of the first semester of a year-long course; grades are assigned upon completion of the course.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

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

Medical Excuses

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

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

Required Withdrawal and Denial of Enrollment

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

- Work below the standard specified by the college in which the student is enrolled.
- 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
Program committee concerned, of adequate preparation for the present evidence, to the satisfaction of the department or the ability to pursue advanced study successfully. Applicants must if their academic records and personal attributes indicate the or programs, but in general, only applicants who have earned an Specific admission standards are set by the individual schools or orientation, disability, or veteran status.

**Admission to Degree Programs**

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.

**Ph.D. Program Requirements**

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

**Minimum Credit Hour Requirements**

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

**Continuous Registration Requirement**

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

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

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

**Residency**

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

**Full-Time Registration Status**

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

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

**Part-Time Registration Status**

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

**Transfer Credit**

Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane must be approved by the department or program concerned and by the dean of the appropriate school. In general, a maximum of 24 semester hours of transfer credit may be accepted toward the PhD. Some programs may allow fewer transfer credits.

**Tenure for Degree Students**

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

**Dual Degree Programs**

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

**Dissertation Committees**

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

**Admission to Candidacy**

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

**The Prospectus**

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

**The Dissertation**

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

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

**Additional Requirements**

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

**Registration Policies and Procedures**

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

**Change of Courses**

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

**Change of Departmental Program**

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

**Grades**

Grades are reported as follows:

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<td>U</td>
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</table>

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

### Medical Excuses

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

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

### Required Withdrawal and Denial of Enrollment

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

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

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

Resignation from a graduate program must be made in writing to the dean. The student who finds it necessary to withdraw or to resign should report to the dean's office to complete a withdrawal or resignation form.
Conferring of Degrees
All degrees are conferred by Tulane University. Degrees earned at the graduate level are awarded three times a year in December, May, and August. There is one commencement program each year in May. Candidates for degrees are required to complete an application for degree form on or before deadline dates, as stipulated by each school.

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

Graduate Programs

Architecture
Tulane School of Architecture (http://architecture.tulane.edu/home)
Richardson Memorial
New Orleans, LA 70118
tel 504-865-5839
fax 504-862-8798

• Master of Architecture I (http://architecture.tulane.edu/programs/degrees/m-arch-1-graduate) (MArch)
• Master of Science in Architectural Research and Design (http://architecture.tulane.edu/programs/degrees/ms-arc) (MS ARC)
• Master of Preservation Studies (http://architecture.tulane.edu/programs/degrees/mps-master-preservation-studies) (MPS)
• Master of Sustainable Real Estate Development (http://architecture.tulane.edu/programs/degrees/msred-master-sustainable-real-estate-development) (MSRED)

Business
A.B. Freeman School of Business (http://www.freeman.tulane.edu)
Goldring/Woldenberg Business Complex
7 McAlister Drive
Tulane University
New Orleans, LA 70118
tel 504-865-5410
fax 504-865-5410

• Business Administration (http://mba.tulane.edu)
• Full-time MBA (https://freeman.tulane.edu/programs/graduate/full-time-mba)
• Professional MBA (http://www.freeman.tulane.edu/programs/pmba/default.php)
• Executive MBA (https://freeman.tulane.edu/programs/graduate/executive-mba-program)
• Accounting (http://www.freeman.tulane.edu/programs/macct/default.php) (MACCT)
• Finance (http://www.freeman.tulane.edu/programs/mfin) (PhD, MFin)
• Master of Management (https://freeman.tulane.edu/programs/graduate/master-management) (MM)
• Master of Management in Energy (https://freeman.tulane.edu/programs/graduate/master-management-energy) (MME)
• Master of Business Analytics (https://freeman.tulane.edu/programs/graduate/master-business-analytics) (MANA)

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

• Applied Mathematics (http://tulane.edu/sse/math/academics/graduate) (MS)
• Bioinnovation (http://tulane.edu/bioinnovation-IGERT) (PhD)
• Biomedical Engineering (http://tulane.edu/sse/bme/academics/graduate) (PhD, MS)
• Cell & Molecular Biology (http://tulane.edu/sse/cell/academics/graduate) (PhD, MS)
• Chemical & Biomolecular Engineering (http://tulane.edu/sse/cbe/academics/graduate) (PhD, MS)
• Chemistry (http://tulane.edu/sse/chem/academics/graduate) (PhD)
• Computational Science (http://tulane.edu/sse/ccc/masters) (MS)
• Earth & Environmental Sciences (http://tulane.edu/sse/eens/academics/graduate) (PhD, MS)
• Ecology & Evolutionary Biology (http://tulane.edu/sse/eebio/academics/graduate) (PhD, MS)
• Interdisciplinary PhD Program (http://tulane.edu/sse/academics/graduate/interdisciplinary-phd.cfm) (PhD)
• Mathematics (http://tulane.edu/sse/math/academics/graduate) (PhD, MS)
• Neuroscience (http://tulane.edu/sse/neuro/academics/graduate/graduate.cfm) (PhD, MS)
• Physics (http://tulane.edu/sse/pep/academics/graduate) (PhD, MS)
• Psychology (http://tulane.edu/sse/psyc/academics/graduate/phd-programs) (PhD, MS)
• Statistics (http://tulane.edu/sse/math/academics/graduate) (MS)

Liberal Arts
School of Liberal Arts (http://www.liberalarts.tulane.edu)
104 Newcomb Hall
New Orleans, LA 70118
tel 504-865-5225
fax 504-865-5224
liberalarts@tulane.edu

• Anthropology (http://www.tulane.edu/%7Eanthro) (PhD, MA)
• Art History (https://liberalarts.tulane.edu/departments/art/academics/graduate/art-history/degrees-programs) (MA)
• Art Studio (https://liberalarts.tulane.edu/departments/art/academics/graduate/studio-art) (MFA)
• City, Culture & Community (http://tulane.edu/ccc) (PhD)
• Computational Linguistics (https://liberalarts.tulane.edu/programs/linguistics) (MA)
• Classical Studies (http://www.tulane.edu/%7Eclassics) (MA)
• Economic Analysis & Policy (https://liberalarts.tulane.edu/departments/economics/academics/graduate/phd) (PhD)
• Economics (https://liberalarts.tulane.edu/departments/economics/academics/graduate/masters) (MA)
• English (https://liberalarts.tulane.edu/departments/english/academics/graduate/programs) (MA)
• French (https://liberalarts.tulane.edu/departments/french-italian/academics/graduate/french-ma) (MA)
• French Studies (https://liberalarts.tulane.edu/departments/french-italian/academics/graduate/french-phd) (PhD)
• History (http://history.tulane.edu) (PhD, MA)
• Latin American Studies (http://stonecenter.tulane.edu/pages/detail/7/Academic-Programs) (PhD, MA)
• Latin American Studies & Art History (http://stonecenter.tulane.edu/pages/detail/29/Graduate-Ph.D.-Program) (PhD)
• Linguistics (http://tulane.edu/liberal-arts/linguistics) (PhD, MA)
• Music (Composition, Musicology, Music Science & Technology) (https://liberalarts.tulane.edu/departments/music/academics/graduate/programs) (MA)
• Music (Performance) (https://liberalarts.tulane.edu/departments/music/academics/graduate/programs) (MFA)
• Musical Theatre (https://liberalarts.tulane.edu/departments/music/academics/graduate/programs) (MFA)
• Philosophy (http://www.tulane.edu/%7EPhil) (PhD, MA)
• Political Development (https://liberalarts.tulane.edu/departments/political-science/academics/graduate) (PhD)
• Spanish & Portuguese (https://liberalarts.tulane.edu/departments/spanish-portuguese/academics/graduate) (MA, PhD)
• Theatre (Design & Technical Production) (https://liberalarts.tulane.edu/departments/theatre-dance/programs/graduate) (MFA)

Professional Advancement
School of Professional Advancement (http://www.scs.tulane.edu)
125 Gibson Hall
New Orleans, LA 70118
504-865-5555
askscs@tulane.edu

• Liberal Arts (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-liberal-arts) (MLA)
• Cybersecurity Management (https://discover.sopa.tulane.edu/ms-cybersecurity-management-online) (MPS)
• Emergency Management (https://sopa.tulane.edu/content/master-professional-studies-emergency-management) (MPS)
• Health & Wellness Management (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-health-wellness-management) (MPS)
• Homeland Security (https://sopa.tulane.edu/degrees-programs/masters-degrees/master-professional-studies-homeland-security-studies) (MPS)
• Information Technology Management (https://discover.sopa.tulane.edu/ms-information-technology-management-online) (MPS)
• Security Management (https://sopa.tulane.edu/content/master-professional-studies-security-management) (MPS)

Law
School of Law (http://www.law.tulane.edu)
Weinmann Hall, 6329 Freret Street
New Orleans, LA 70118
tel 504-865-5939
fax 504-865-6748

• Juris Doctor (https://law.tulane.edu/academics/jd) (JD)
• Admiralty (https://law.tulane.edu/academics/llm) (LLM)
• Energy & Environmental Law (https://law.tulane.edu/academics/llm) (LLM)
• International & Comparative Law (https://law.tulane.edu/academics/llm) (LLM)
• American Law (https://law.tulane.edu/academics/llm) (LLM)
• Doctor of Juridical Science (https://law.tulane.edu/academics/sjd) (SJD)

Medicine
School of Medicine
1131 S. Robertson Street
New Orleans, LA 70112
tel 504-988-5462
fax 504-988-2945

• Doctor of Medicine (https://medicine.tulane.edu/education/md-program) (MD)

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

• Residency & Fellowship Programs (https://medicine.tulane.edu/education/graduate-medical-education)

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

• Biomedical Sciences (https://medicine.tulane.edu/education/biomedical-sciences-graduate-program/academic-programs/phd-programs/phd-program) (PhD)
• Structural & Cellular Biology (https://medicine.tulane.edu/departments/structural-cellular-biology/academic-programs) (MS in Anatomy, Anatomy Research, or Clinical Anatomy)
• Biochemistry & Molecular Biology (https://medicine.tulane.edu/departments/biochemistry-molecular-biology/academic-programs/masters-1-year) (MS)
• Medical Genetics & Genomics (https://medicine.tulane.edu/centers-institutes/hayward-genetics-center/masters-medical-genetics-genomics) (MS)
Tulane University

- Microbiology & Immunology (https://medicine.tulane.edu/departments/microbiology-immunology/academic-programs/masters) (MS)
- Pathology (https://medicine.tulane.edu/departments/pathology-laboratory-medicine/academic-programs/masters-programs) (MS)
- Pharmacology (https://medicine.tulane.edu/departments/pharmacology/academic-programs/masters-program) (MS)
- Physiology (https://medicine.tulane.edu/departments/physiology/academic-programs/masters-program) (MS)

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

- Aging Studies (https://medicine.tulane.edu/centers-institutes/tulane-center-aging/aging-studies-interdisciplinary-phd-program/application) (PhD)

Public Health & Tropical Medicine
School of Public Health & Tropical Medicine (http://www.sph.tulane.edu)
1440 Canal St., Ste 2400
New Orleans, LA 70112
tel 504-988-5388
fax 504-988-0907

- Global Biostatistics and Data Science (https://sph.tulane.edu/gbds/home)
  - Master of Science in Biostatistics (MS)
  - Master of Science in Public Health in Biostatistics (MSPH)
  - Doctor of Philosophy in Biostatistics & Bioinformatics (PhD)
  - BSPH/MSPH
  - MD/MSPH
- Epidemiology (https://sph.tulane.edu/epid/home)
  - Master of Public Health in Epidemiology (MPH)
  - Master of Science in Epidemiology (MS)
  - Master of Science in Clinical Investigation (MS)
  - Doctor of Philosophy in Epidemiology (PhD)
  - BSPH/MPH
  - MD/MPH
- Global Community Health & Behavioral Sciences (https://sph.tulane.edu/gchb/programs)
  - Master of Public Health in Community Health Sciences (MPH)
  - Master of Public Health in Health Education and Communication (MPH)
  - Master of Public Health in Maternal & Child Health (MPH)
  - Master of Public Health in Nutrition (MPH)
  - Master of Public Health in International Health (MPH)
  - Doctor of Public Health in Community Health Sciences (DrPH)
  - Doctor of Philosophy in Global Community Health & Behavioral Sciences (PhD)
  - Registered Dietician (RD)
  - BSPH/MPH

- MD/MPH
- MSW/MPH

Global Environmental Health Sciences (https://sph.tulane.edu/gehs/programs)
  - Master of Science in Public Health in Global Environmental Health Sciences (MSPH)
  - Master of Science in Public Health in Industrial Hygiene (MSPH)
  - Master of Public Health in Disaster Management (MPH)
  - Master of Public Health in Occupational & Environmental Health (MPH)
  - Master of Public Health in Occupational & Environmental Health & Safety Management (MPH)
  - Doctor of Philosophy in Global Environmental Health Sciences (PhD)
  - BSPH/MPH
  - MD/MPH

- Health Policy and Management (https://sph.tulane.edu/ghmp/home)
  - Master of Public Health in Health Systems Management (MPH)
  - Master of Public Health in Health Policy (MPH)
  - Master of Health Administration in Health Systems Management & Policy (MHA)
  - Doctor of Philosophy in Global Health Systems & Development (PhD)
  - BSPH/MPH
  - MD/MPH
  - MBA/MHA
  - JD/MHA

- Tropical Medicine (https://sph.tulane.edu/trmd/home)
  - Master of Science in Tropical Medicine (MS)
  - Master of Public Health & Tropical Medicine (MPH&TM)
  - Diploma in Clinical Tropical Medicine & Traveler’s Health (Certificate)
  - Doctor of Philosophy in Tropical Medicine (PhD)
  - BSPH/MPH&TM
  - MD/MPH&TM

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

- City, Culture & Community (http://tulane.edu/ccc) (PhD)
- Disaster Resilience Leadership Academy (https://tssw.tulane.edu/drla) (MS, MS/MSW, Certificate)
- Social Work (https://tssw.tulane.edu/degree-programs) (DSW, MSW, Online MSW (https://socialwork.tulane.edu))
Overview

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

Administrative Office
Dean: Patrick Bordnick, PhD, MPH, LCSW
Associate Dean: Joan Blakely, PhD
Phone: (800) 631-8234
Website: tssw.tulane.edu

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:
1. Trains future leaders clinically to impact communities locally, nationally, and globally in ways that enhance the well-being, capacity and resilience of individuals, families, groups, organizations and communities;
2. Helps future leaders to realize the value of human diversity and engage in inclusive, anti-oppressive practice in order to promote social and economic justice;
3. Prepares future leaders to engage in culturally responsive, evidenced informed practice and community engagement using a local/global perspective relationship centered framework that enables them to contribute to the transformation of individuals, families, and communities; and
4. Promotes social mobility, system navigation, and increased access to resources by building upon the diverse, culturally rich, inspiring, and environment of New Orleans.

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 6,000 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.

Academic Policies

Academic Policies
The integrity and reputation of the Tulane School of Social Work depends on the honesty of the entire academic community in all of its endeavors.

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

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

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

The School's faculty, administration, and staff are also responsible for adhering to and upholding the Code of Academic Conduct. Faculty, administration, and staff also have the responsibility to become thoroughly familiar with the Code and to conduct themselves at all times in a manner consistent with its principles. As in the case of students, lack of familiarity either with the code or with the application of its principles does not constitute an excuse for non-compliance.

All parties shall protect the integrity of academic materials including testing materials, software, and copyrighted documents.
You need to complete a total of 21 credit hours. This certificate can be taken by non-social work students.

**Graduate**

**Master of Social Work**
The full-time MSW program requires around 15 credit hours per semester over 16 consecutive months for a total of 60 credit hours. Each student completes 15-credit hours of field practicum, which equates to three semesters of 316 hours of actual field work each semester.

**Master of Science in Disaster Resilience Leadership**
To earn this degree from the School of Social Work, 36 credits must be earned. The 36 credits will consist of 21 credits DRLA Core + 9 credits from DRLA electives + 6 credits from any other electives.

**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.**

**Disaster Resilience**

**Mailing Address**
Disaster Resilience Leadership Academy
Tulane University #8906
127 Elk Place
New Orleans, La 70112
1-800-631-8234 (https://catalog.tulane.edu/social-work/disaster-resilience/tel:+18006318234)
drlainfo@wave.tulane.edu

**Administrative Office**
Director: Reggie Ferreira, PhD
Program Manager: Tona Zwanziger, MS, LMSW
Phone: (504) 247-1453
Website: tssw.tulane.edu

**Program Description**
The Disaster Resilience Leadership Academy (DRLA) is dedicated to the systematic strengthening of global humanitarian leadership, a process that integrates education, research, and application – to achieve increased resilience in communities and individuals impacted by natural and manmade disasters. Such leadership is guided by the ethics of the Triple Bottom Line: Equity, Environment, and Economy.
The Disaster Resilience Leadership Academy is part of the Tulane School of Social Work. The DRLA’s mission of strengthening leadership in communities to address root causes of vulnerability, such as chronic poverty and social inequality, is supported by the School of Social Work’s dedication to teaching students about human diversity and the importance of promoting social and environmental justice.

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

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

DRLA has rolling enrollment. 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 prepares them for careers in:

- emergency preparedness
- disaster management
- monitoring and evaluation
- nonprofit leadership
- grass-root development
- disaster risk and recovery

**Programs**

**Certificate**
- Disaster and Collective Trauma Certificate (p. 21)
- Disaster Resilience Leadership Studies Certificate (p. 21)

**Graduate**
- Disaster Resilience Leadership Studies, MS (p. 21)

**Disaster and Collective Trauma Certificate**

**Overview**

Disaster can strike unexpectedly, dramatically affecting households and families. Tulane University’s Disaster and Community Trauma Certificate prepares aspiring social workers to treat the psychological consequences of these types of crises. As one of the few disaster and collective trauma programs in the U.S., Tulane’s Disaster and Collective Trauma Certificate teaches students the skills required to make a substantial change in their own communities, assisting individuals with overcoming the trauma associated with surviving disasters large and small. Students who choose to pursue the Disaster and Collective Trauma Certificate tailor their education. The context of disaster and collective trauma uses an anti-oppressive lens with the coal of enhancing the well being of diverse individuals, families, and communities.

**Requirements**

In addition to the course requirements listed below, the following requirements must be satisfied:

- FEMA Certification in Introduction to Incident Command Systems.
- Attendance at DaCT meetings.
- Four disaster/collective trauma specialized trainings.
- Focused field placement.
- Students take specialized courses in crisis intervention, clinical treatment approaches
- Must be a Tulane MSW student in good standing.

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<thead>
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<th>Credits</th>
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<td>SOWK 7075</td>
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<td><strong>Total Credit Hours</strong></td>
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**Disaster Resilience Leadership Studies Certificate**

The Certificate in Disaster Resilience Leadership focuses on the 5 core academic competency courses: Human and Social Factors, Disaster Economics, Disaster Operations and Policy, Environment and Infrastructure, and Leadership.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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<td>DRLS 6010</td>
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<td>Disaster Operations</td>
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<td>Leadership Analytics</td>
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<td>DRLS 6040</td>
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<tr>
<td>DRLS 7000</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6110</td>
<td>Rsh and Eval Crisis - Disaster</td>
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</tr>
<tr>
<td>DRLS 6032</td>
<td>Quantitative Analysis in D. R.</td>
<td>3</td>
</tr>
<tr>
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<td><strong>Total Credit Hours</strong></td>
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**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 manmade disasters. Such leadership is guided by the ethics of the Triple Bottom Line: Equity, Environment, and Economy.

The program aims to advance the field of disaster resilience leadership by training and nurturing current and future leaders with various time formats, as well as promoting research and stimulating global innovation in the disaster resilience and humanitarian assistance community.

Requirements

Master of Science

<table>
<thead>
<tr>
<th>Course ID</th>
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Dual

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<td>DRLA Core</td>
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<td>DRLA Electives</td>
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Certificate

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<tbody>
<tr>
<td>DRLA Core</td>
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<tr>
<td>Total Credit Hours</td>
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</tbody>
</table>

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

DRLA Core Competency Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRLS 6010</td>
<td>Human and Social Factors</td>
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<td>DRLS 6110</td>
<td>Rsh and Eval Crisis - Disaster</td>
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<tr>
<td>DRLS 6032</td>
<td>Quantitative Analysis in D. R.</td>
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DRLA Electives

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DRLS 6015</td>
<td>Disaster Displace &amp; Resilience</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6016</td>
<td>Vulnerable Populations</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6017</td>
<td>Gender and Disaster Risk Red</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6021</td>
<td>Disaster &amp; Human Assist SOP</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6031</td>
<td>Crisis Informatics &amp; Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6035</td>
<td>Leadership Amidst Crisis</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6042</td>
<td>Integrating Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>DRLS 6050</td>
<td>Public Leadership Practice</td>
<td>3</td>
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<tr>
<td>DRLS 6060</td>
<td>Disasters and Social Justice</td>
<td>2</td>
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</table>

Social Work

Programs

Graduate Certificate

- Family Practice Certificate (p. 22)
- Mental Health, Addiction, and the Family Certificate (p. 23)

Graduate

- Social Work, DSW (p. 23)
- Social Work, MSW (p. 24)

Family Practice Certificate

The Certificate in Family Practice centers around the evidence that healing is the most robust in a relational context. This certificate is unique to Tulane University School of Social Work. Our program is a rigorous combination of coursework, certificate related field placements, and our signature Journal Club/Community meetings component. The Journal Club/Community meetings component is designed to give the student opportunities to network and discuss certificate related topics.

The Certificate is affiliated and funded by the Porter Cason Institute (PCI). PCI is the result of a large private contribution from a Tulane MSW alumnus for the purpose of training. Funds from PCI allow us to augment training with lectures from local and national experts as well as provide advanced training of professionals in our community.

The culture of this certificate is developing creativity and courage in both your time at Tulane and in your career. Social work is both an art and a science. We teach the science and provide a place for you to come to understand and develop your own unique art within ethical and evidence based interventions. Throughout your career you will hone your understanding of the science, art and creativity required of an exceptional social worker. We view it as one of our primary objectives to give you the courage to be comfortable in uncomfortable moments and to give space for truth and healing that may emerge as you develop this comfort.

ADVANTAGE OF THE CERTIFICATE IN MENTAL HEALTH, ADDICTION, AND THE FOCUS AND REQUIREMENTS FOR THE CERTIFICATE

- Opportunities for mentorship by national experts
- Opportunities for work on community projects
- Try on your “Clinical Self” and your “Community Self”
- A laboratory for Courage and Creativity
- Mental Health, Addiction, and the Family are ALWAYS part of any Social Work career... it is inescapable!
Mental Health, Addiction, and the Family Certificate

Overview

The Certificate in Mental Health, Addiction and the Family centers around the evidence that healing is the most robust in a relational context. This certificate is unique to Tulane University School of Social Work. Our program is a rigorous combination of coursework, certificate related field placements, and our signature Journal Club/Community meetings component. The Journal Club/Community meetings component is designed to give the student opportunities to network and discuss certificate related topics.

The Certificate is affiliated and funded by the Porter Cason Institute (PCI). PCI is the result of a large private contribution from a Tulane MSW alumnus for the purpose of training. Funds from PCI allow us to augment training with lectures from local and national experts as well as provide advanced training of professionals in our community.

The culture of this certificate centers around developing creativity and courage in both your time at Tulane and in your career. Social work is both an art and a science. We teach the science and provide a place for you to come to understand and develop your own unique art within ethical and evidence based interventions. Throughout your career you will hone your understanding of the science, art and creativity required of an exceptional social worker. We view it as one of our primary objectives to give you the courage to be comfortable in uncomfortable moments and to give space for truth and healing that may emerge as you develop this comfort.

Requirements

In addition to the course requirements below, students must complete the following:

• Core MSW curriculum papers: One (1) major & one (1) minor assignment to include certificate related material.
• Attend each semester's Journal Club meeting or if an online student- One community meeting or educational opportunity related to the certificate (approved ahead of time) with a 1 page reflection each semester.
• Certificate related field placement with one certificate related objective included in field work plan.
• Portfolio of all your certificate related work turned in 2 weeks prior to graduation.

Course ID Title Credits
Chose two of the required 3 electives 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 7010</td>
<td>Family Trauma</td>
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</tr>
<tr>
<td>SOWK 7300</td>
<td>Clinical Work w/ Child/Ad</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7345</td>
<td>Psychopathology and the DSM</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7360</td>
<td>Contempr Pract w/ Couples &amp; Fam</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7365</td>
<td>Clinical Practice in Addiction</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7370</td>
<td>Intro to Behavior Pharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

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@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

Program of Study

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.
Core Coursework

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.

Program of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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<td><strong>Year 1</strong></td>
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<tr>
<td>Fall</td>
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<tr>
<td>SOWK 9951</td>
<td>Research Methods, Dev &amp; Implem</td>
<td>4</td>
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<tr>
<td>SOWK 9961</td>
<td>SW Theory, Prac Models &amp; Meth</td>
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<td>SOWK 9994</td>
<td>Adv Clinical Proj Seminar I</td>
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<td>Spring</td>
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<tr>
<td>SOWK 9971</td>
<td>Hist Approaches to Soc Welfare</td>
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<td>SOWK 9941</td>
<td>Intro to Quant. Methods Rsh</td>
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<td>SOWK 9942</td>
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<td>Credit Hours</td>
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</tr>
</tbody>
</table>

Total Credit Hours 56

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

Immersion

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

Advanced Practice Project

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

Program Faculty

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

Social Work, MSW

The 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.

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 Study Program

The full-time MSW program requires 15 credit hours per semester over 14-16 consecutive months for a total of 60 credit hours. Each student completes 15-credit hours of field practicum, which equates to three semesters of 330 hours of actual field work each semester.

Sample Full Time Curriculum

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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<td>Year 1</td>
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<tr>
<td>Fall</td>
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</tr>
<tr>
<td>SOWK 7210</td>
<td>Theories of Human Behavior 1</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7410</td>
<td>Research for Evidence-Based Pr</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7310</td>
<td>Intro to Direct Social Work Pr</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7140</td>
<td>Intro to Orgs &amp; Community Pr</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 7130</td>
<td>Diversity &amp; Social Justice</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 7320</td>
<td>SW Prac with Inds Fams &amp;Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 7230</td>
<td>Community Org-Policy Advocacy</td>
<td>3</td>
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<tr>
<td>SOWK 7220</td>
<td>Theories of Human Behavior 2</td>
<td>2</td>
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<tr>
<td>SOWK 7420</td>
<td>Program Evaluation</td>
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<tr>
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<tr>
<td>SOWK 7430</td>
<td>Data Analysis and Interp</td>
<td>3</td>
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<tr>
<td>SOWK 7530</td>
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MSW Curriculum: Part-Time Study Program

Our part-time program requires 60 credit hours. Students can complete the program in two options:

- Eight semesters (32 months with 6 part-time field placements)
- or four part-time semesters and two full-time semesters (24 months with 2 part-time and 2 full-time field placements).

Note: Starting Fall I, you are required to have at least one weekday each week available for field placement*.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<tr>
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<tr>
<td>Spring</td>
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<td>Diversity &amp; Social Justice</td>
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<tr>
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<td>Intro to Direct Social Work Pr</td>
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<td>Theories of Human Behavior 2</td>
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</table>

**For More Information**

Contact the School at 504-865-5314 or via email at msw@tulane.edu.
COURSE DESCRIPTIONS

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• C (p. 27)
• D (p. 28)
• E (p. 28)
• F (p. 28)
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• P (p. 30)
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• V
• W (p. 31)
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• Y (p. 31)
• Z

#

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

A

• Accounting (ACCN) (https://catalog.tulane.edu/courses/accn)
• Accounting (BSAC) (https://catalog.tulane.edu/courses/bsac)
• Admiralty Law (ADMR) (https://catalog.tulane.edu/courses/admr)
• Africana Studies (AFRS) (https://catalog.tulane.edu/courses/afra)
• Aging Studies (AGST) (https://catalog.tulane.edu/courses/agst)
• American Studies (AMST) (https://catalog.tulane.edu/courses/amst)
• Anatomy - Graduate (ANAT) (https://catalog.tulane.edu/courses/anat)
• Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth)
• Anthropology (PAAN) (https://catalog.tulane.edu/courses/paan)
• Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc)
• Arch - Design (DESG) (https://catalog.tulane.edu/courses/desg)
• Arch - Preservation Studies (PRST) (https://catalog.tulane.edu/courses/prst)
• Architecture (ARCH) (https://catalog.tulane.edu/courses/arch)
• Architecture (PAAR) (https://catalog.tulane.edu/courses/paar)
• Art History (ARHS) (https://catalog.tulane.edu/courses/arhs)
• Art History (PAAH) (https://catalog.tulane.edu/courses/paah)
• Art Studio (ARST) (https://catalog.tulane.edu/courses/arst)
• Asian Studies (ASTA) (https://catalog.tulane.edu/courses/asta)
• Astronomy (ASTR) (https://catalog.tulane.edu/courses/astr)

B

• Biochemistry & Molecular Biol (GBCH) (https://catalog.tulane.edu/courses/gbch)
• Bioinformatics (BINF) (https://catalog.tulane.edu/courses/binf)
• Biology (PABI) (https://catalog.tulane.edu/courses/pabi)
• Biomedical Engineering (BMEN) (https://catalog.tulane.edu/courses/bmen)
• Biomedical Sciences (BMSP) (https://catalog.tulane.edu/courses/bmsp)
• Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios)
• Business & Leadership Studies (BSLS) (https://catalog.tulane.edu/courses/bsls)
• Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn)
• Business Law (BSBL) (https://catalog.tulane.edu/courses/bsbl)
• Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm)

C

• Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/cdma)
• Career Development (CRDV) (https://catalog.tulane.edu/courses/crdv)
• Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/cell)
• Chemical Engineering (CENG) (https://catalog.tulane.edu/courses/ceng)
• Chemistry (CHEM) (https://catalog.tulane.edu/courses/chem)
• Chinese Language (ASTC) (https://catalog.tulane.edu/courses/astc)
• City, Culture, and Community (CCCC) (https://catalog.tulane.edu/courses/cccc)
• Classics (CLAS) (https://catalog.tulane.edu/courses/clas)
• Clinical Research (MSCR) (https://catalog.tulane.edu/courses/mscr)
• Colloquia (COLQ) (https://catalog.tulane.edu/courses/colq)
• Communication (COMM) (https://catalog.tulane.edu/courses/comm)
• Community Health Sciences (CHSC) (https://catalog.tulane.edu/courses/chsc)
• Computational Science (COSC) (https://catalog.tulane.edu/courses/cosc)
• Computer Science (CMPS) (https://catalog.tulane.edu/courses/cmps)
• Computer Sys & Technologies (CPST) (https://catalog.tulane.edu/courses/cpst)
• Cybersecurity Management (CSMT) (https://catalog.tulane.edu/courses/csmt)

D
• Dance (DANC) (https://catalog.tulane.edu/courses/danc)
• Dance - Applied (DANA) (https://catalog.tulane.edu/courses/dana)
• Digital Design (DDSN) (https://catalog.tulane.edu/courses/ddsn)
• Digital Media Production (DMPR) (https://catalog.tulane.edu/courses/dmpr)
• Disaster Resilience Leader Sci (DRLS) (p. 31)

E
• Earth & Environmental Sciences (EENS) (https://catalog.tulane.edu/courses/eens)
• Ecology & Evolutionary Biology (EBIO) (https://catalog.tulane.edu/courses/ebio)
• Economic Analysis (ECAN) (https://catalog.tulane.edu/courses/ecan)
• Economics (BSEC) (https://catalog.tulane.edu/courses/bsec)
• Economics (ECON) (https://catalog.tulane.edu/courses/econ)
• Education (EDUC) (https://catalog.tulane.edu/courses/educ)
• Education - Lib Arts (EDLA) (https://catalog.tulane.edu/courses/edla)
• EMBA (EMBA) (https://catalog.tulane.edu/courses/emba)
• Emergency Management (EMMT) (https://catalog.tulane.edu/courses/emmt)
• Energy (ENRG) (https://catalog.tulane.edu/courses/engr)
• Environmental Conservation (ENCON) (https://catalog.tulane.edu/courses/econ)
• Environmental Health Sciences (ENHS) (https://catalog.tulane.edu/courses/enhs)
• Environmental Studies (EVST) (https://catalog.tulane.edu/courses/evst)
• Epidemiology (EPIP) (https://catalog.tulane.edu/courses/epid)
• Exec Health Systems Mgmt (ESCD) (https://catalog.tulane.edu/courses/escd)
• Exec Medical Management (EMMM) (https://catalog.tulane.edu/courses/emmm)

F
• Film Studies (FMST) (https://catalog.tulane.edu/courses/fmst)
• Finance (BSFN) (https://catalog.tulane.edu/courses/bsfn)
• Finance (EFIN) (https://catalog.tulane.edu/courses/efin)
• Finance (FINE) (https://catalog.tulane.edu/courses/fine)
• Fine Art - Interdisciplinary (FNAR) (https://catalog.tulane.edu/courses/fnar)

G
• Foreign Language (FRLN) (https://catalog.tulane.edu/courses/frln)
• French (FREN) (https://catalog.tulane.edu/courses/fren)

H
• Haitian Creole (HACR) (https://catalog.tulane.edu/courses/hacr)
• Health Communication/Education (HCED) (https://catalog.tulane.edu/courses/hced)
• Health Policy and Management (HPAM) (https://catalog.tulane.edu/courses/hpam)
• Health Systems Management (HSMG) (https://catalog.tulane.edu/courses/hsmg)
• Hebrew (HBRW) (https://catalog.tulane.edu/courses/hbrw)
• History (HIST) (https://catalog.tulane.edu/courses/hist)
• History (PAHS) (https://catalog.tulane.edu/courses/pahs)
• History-Africa (HISB) (https://catalog.tulane.edu/courses/hisb)
• History-Ancient & Med Europe (HISA) (https://catalog.tulane.edu/courses/hisa)
• History-Asia (HISC) (https://catalog.tulane.edu/courses/hisc)
• History-Latin Amer & Caribbean (HISL) (https://catalog.tulane.edu/courses/hisl)
• History-Middle East & N Africa (HISM) (https://catalog.tulane.edu/courses/hism)
• History-Modern Europe (HISE) (https://catalog.tulane.edu/courses/hise)
• History-United States (HISU) (https://catalog.tulane.edu/courses/hisu)
• Homeland Security (HMLS) (https://catalog.tulane.edu/courses/hmls)
• Human Genetics (HMGN) (https://catalog.tulane.edu/courses/hmgn)
• Human Resources Development (HRDV) (https://catalog.tulane.edu/courses/hrdv)
- Humanities - Interdisciplinary (HUMA) (https://catalog.tulane.edu/courses/huma)
- Immunology (IMMU) (https://catalog.tulane.edu/courses/immu)
- Individual Study (ISTU) (https://catalog.tulane.edu/courses/istu)
- Information Systems (INFO) (https://catalog.tulane.edu/courses/info)
- Interdiscip Newcomb-Tulane Col (INTU) (https://catalog.tulane.edu/courses/intu)
- Interdiscip Studies - Graduate (INTD) (https://catalog.tulane.edu/courses/intd)
- International Business (INBS) (https://catalog.tulane.edu/courses/inbs)
- International Health (INHL) (https://catalog.tulane.edu/courses/inhl)
- Internship (INTR) (https://catalog.tulane.edu/courses/intr)
- Intl Development (INTD) (https://catalog.tulane.edu/courses/ind)
- Italian (ITAL) (https://catalog.tulane.edu/courses/ital)
- Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst)
- Journalism (JOUR) (https://catalog.tulane.edu/courses/jour)
- Kinesiology (KINE) (https://catalog.tulane.edu/courses/kine)
- Labor and Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl)
- Latin (LATN) (https://catalog.tulane.edu/courses/latin)
- Latin American Studies (LAST) (https://catalog.tulane.edu/courses/last)
- Law Clinical Courses (CLIN) (https://catalog.tulane.edu/courses/clin)
- Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law)
- Law MINI Courses (MINI) (https://catalog.tulane.edu/courses/mini)
- Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls)
- Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws)
- Law Summer Program in England (LENG) (https://catalog.tulane.edu/courses/leng)
- Law Summer Program in France (LFRN) (https://catalog.tulane.edu/courses/lfrn)
- Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/lger)
- Law Summer Program in Greece (LGRC) (https://catalog.tulane.edu/courses/lgrc)
- Law Summer Program in Italy (LITL) (https://catalog.tulane.edu/courses/litl)
- Law Undergraduate Courses (LAWU) (https://catalog.tulane.edu/courses/lawu)
- Law Upperclass Electives (2) (2LAW) (https://catalog.tulane.edu/courses/2law)
- Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law)
- Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law)
- Legal Studies in Business (LGST) (https://catalog.tulane.edu/courses/lgst)
- Linguistics (LING) (https://catalog.tulane.edu/courses/ling)
- Literature (LITR) (https://catalog.tulane.edu/courses/litr)
- Louisiana Studies (LOUS) (https://catalog.tulane.edu/courses/lous)
- Management (BSMT) (https://catalog.tulane.edu/courses/bsmt)
- Management (MGMT) (https://catalog.tulane.edu/courses/mgmt)
- Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom)
- Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc)
- Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers)
- Marketing (BSMK) (https://catalog.tulane.edu/courses/bsmk)
- Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg)
- Master of Liberal Arts Courses (MLAR) (https://catalog.tulane.edu/courses/mlar)
- Materials Phys. & Engineering (MPEN) (https://catalog.tulane.edu/courses/mpen)
- Maternal And Child Health (MCHL) (https://catalog.tulane.edu/courses/mchl)
- Mathematics (MATH) (https://catalog.tulane.edu/courses/math)
- MD - Anesthesiology (ANES) (https://catalog.tulane.edu/courses/anesthesiology)
- MD - Biochemistry (BIOC) (https://catalog.tulane.edu/courses/bioc)
- MD - Brain & Behavior (BBBH) (https://catalog.tulane.edu/courses/bbbh)
- MD - Clinical Diagnosis (CLDG) (https://catalog.tulane.edu/courses/cldg)
- MD - Dermatology (DERM) (https://catalog.tulane.edu/courses/derm)
- MD - Emergency Medicine (EMER) (https://catalog.tulane.edu/courses/emem)
- MD - Family Medicine (FAMY) (https://catalog.tulane.edu/courses/famy)
- MD - Foundations Medicine I (FIM1) (https://catalog.tulane.edu/courses/fim1)
Disaster Resilience Leader Sci (DRLS)

DRLS 6010 Human and Social Factors (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Disaster Operations is an advanced professional level examination of modern emergency management concepts, national and international trends, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of the history of emergency management, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Case studies will be examined and discussed to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

DRLS 6021 Disaster & Human Assist SOP (3 Credit Hours)
DRLS 6022 Catastrophic Crises (1-3 Credit Hours)
This course will review events so dramatic and catastrophic that they leave evidence in the geologic record and can threaten life on Earth. Included will be violent volcanic eruptions, mega-earthquakes and the tsunami arising from them, rapid climatic changes and associated storms, and impacts from asteroids and comets.

DRLS 6023 Emerging Trends Res & Recovery (1 Credit Hour)
This course will review the most recent trends in resilience and recovery efforts as it relates to natural disasters and catastrophic events.

DRLS 6024 Facilitating Change Non-Profit (1 Credit Hour)
DRLS 6030 Leadership Analytics (3 Credit Hours)
DRLS 6031 Crisis Informatics & Analytics (3 Credit Hours)
DRLS 6032 Quantitative Analysis in D. R. (3 Credit Hours)
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 6033 Quantitative Analysis D.R. Lab (1 Credit Hour)
DRLS 6035 Leadership Amidst Crisis (3 Credit Hours)
DRLS 6040 Environment and Infrastructure (3 Credit Hours)
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 Credit Hours)
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.

DRLS 6050 Public Leadership Practice (3 Credit Hours)
This course offers a critical and reflective exploration of public leadership practices at play in communities that social researchers and practitioners encounter, and how to enhance and support these as co-leaders working with people rather than experts prescribing to, or analyzing, people. Working with communities can present critical challenges that can have an impact on leadership resilience. This course examines the interactions of academic, organizational, and community leaders through a critical and reflective exploration of public leadership practices at play in communities that social researchers and practitioners encounter, and how to enhance and support these as co-leaders working with people rather than experts prescribing to, or analyzing, people. The course combines academic, professional, and applied perspectives to create a critical lens through which students can become better prepared to enter AND ENGAGE WITH THE community IN PARTNERSHIP TO STRENGTHEN RESILIENCE. Students will connect theory to practice through a combination of academic readings, applied training sessions, and community-based participation and observation.

DRLS 6051 Special Topics (1 Credit Hour)
Topics will vary.
DRLS 6070 Disasters and Social Justice (2 Credit Hours)
"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 identities that affect one’s ability to prepare, respond or recover from disasters. We will look at what role issues of race, ethnicity, gender/gender identity, class, age, dis/ability, sexual orientation and other social categories play in disaster resilience and management. The overall objective of this course is to gain a holistic understanding of the unnatural phenomenon of environmental disasters, including the social construction of disasters, environmental justice, disaster capitalism, normalization of deviance, Black Swan theory, individual blame logic and contaminated communities. Case studies - of local, national and international disasters - will be used to illustrate the principles involved. The course will combine theory with practical approaches to the issue, drawing on resources from different disciplines with a particular focus on the fields of sociology, social work, environmental and social justice, disaster management, community psychology, health, cross-cultural studies and urban planning."

DRLS 6070 Program Dev & Grant Management (3 Credit Hours)
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 Credit Hours)
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 6120 Support Children in Adversity (3 Credit Hours)
DRLS 6220 Wellbeing Measurement (3 Credit Hours)
DRLS 6310 Leadership Eval & Consulting (3 Credit Hours)
DRLS 6320 Gender Sensitive Programming (3 Credit Hours)
DRLS 6330 Program Development & Grants (3-4 Credit Hours)
DRLS 6710 Summer Inst: Special Topics (3 Credit Hours)
"Washington DC: Why does the response to some disasters succeed while others fail? What disaster recovery practices result in rebuilding a more resilient community? What are the attributes of an effective disaster operations capability? What are the legal and statutory challenges encountered in response and recovery operations? How is disaster policy developed and implemented? How do I get a job with organizations working in domestic or humanitarian disasters?

This course will seek to answer these and other questions concerning disaster operations and policy development in the United States and around the world through a series of panel discussions with disaster policy makers and managers from government agencies, domestic and international NGOs, voluntary organizations, donors, and the business community. Taking full advantage of being in Washington, DC, panelists from FEMA/DHS, the American Red Cross, the US Chamber of Commerce, the United Nations, the Department of Health and Human Services, Save the Children, National Voluntary Organizations Active in Disasters (NVOAD), Resilience AmeriCorps, the World Bank, contractors, and others will be invited to discuss how they develop the policies and programs that drive their disaster response, recovery and resiliency efforts and job opportunities with their organizations. Potential Panel Topics: Voluntary agencies; INGOs; Local emergency management agencies; FEMA and other Federal agencies; State emergency management agencies; Federal humanitarian agencies; United Nations agencies; Public Health agencies; Donors and International Financial Institutions."

DRLS 6720 Summer Inst: Special Topics (3 Credit Hours)
Topics will vary.

DRLS 6730 Summer Inst: Special Topics (1-3 Credit Hours)
Topics will vary.

DRLS 6740 Summer Inst: Special Topics (3 Credit Hours)
Topics will vary.

DRLS 6910 Special Topics (1-3 Credit Hours)
DRLS 6911 Special Topics (1-3 Credit Hours)
DRLS 6940 Transfer Credit (1-12 Credit Hours)
DRLS 7000 Leadership (3 Credit Hours)
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.
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 affected 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.

Independent Study courses give 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 faculty advisor to be approved by the program directors prior to registration.

Social Work (SOWK)

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.

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 designed 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.

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, and group leadership activities, and other assignments student learn about undergraduate students' experiences with trauma, along with an examination of their own experiences and those of others in their life. They are more prepared to engage in personal reflection about how their life experiences may affect social work practice. Students will develop an understanding of how differing theoretical frameworks can empower and/or oppress diverse populations exposed to trauma. They will also learn to communicate this understanding in a professional and ethical way with fellow graduate students, the instructor, and those undergraduate students in the discussion group they lead. Collectively and together with other courses, students will be more competent assessment, intervention, and evaluation in social work practice.

This course explores current thinking about domestic violence and its impact on adult participants, children, and families. Emphasis is placed on understanding theories about what causes domestic violence and effective intervention strategies for eliminating violence in families. Topics include socio-cultural, intrapersonal, and interpersonal explanations for domestic violence, the co-occurrence of domestic violence, the co-occurrence of domestic violence and child abuse, and strategies for effective intervention with batterers, victims, and children.

This course is designed to provide students with an overview of social work intervention services from historical, theoretical, and practice perspectives. Services to children and their families are divided into support services which enhance family life, supplemental services that help struggling families to maintain or regain their functioning, and substitute services that provide for the child on a temporary or permanent basis when the family cannot do so. Each service is considered in terms of need, rationale, provision of service, diverse populations, consumer views of service, and social trends that may affect future provision of the service.
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 2330 Soc Welfr Budh Cult Tib Refug (3 Credit Hours)
This course will introduce students to the fundamentals of communication skills with Tibetan refugees living in India and the conditions under which they live. Their life and culture will be addressed with special attention to the implications for their social and human welfare. This course will include the fundamentals of spoken and classical Tibetan. Students will have the option of participating in a four week trip to north India to work with the Tibetan refugee population in exile in a project co-sponsored by The School of Social Work titled Compassion in Action.

SOWK 2340 Buddhist Culture & Global SW (3 Credit Hours)
This course will introduce the student to Tibetan Buddhist philosophy, Tibetan culture, the historical and current political situation in Tibet, and the social service needs of the Tibetan refugee population living in exile in India. An optional component of the course is a four week journey to India to engage fully with the Tibetan Refugee population. The course will incorporate films, guest speakers, readings, class discussion, student presentations and basic Tibetan meditation practices to provide a comprehensive overview of this rich and varied system and people.

SOWK 2350 Mindfulness & Buddhist Practic (3 Credit Hours)
SOWK 2360 Tibet: Soc Welfare/Chnge (3 Credit Hours)
This course examines the Tibetan refugee life and the struggle to preserve their culture and way of life. We will also analyze the transformation of Tibet in the Western imagination and appropriation of Tibetan culture and their consequences for Tibetan people. How does the Tibetan refugee life affect the democratization of Tibetan society and internationalization of Tibetan issue? In order to answer these questions, we will explore a history of social movements taking place in Tibetan communities and on international platforms. Our study will be rooted in a broad variety of literary genres including historical accounts, autobiographies, and documentary films.
SOWK 2890 Service Learning (1 Credit Hour)

SOWK 2940 Transfer Coursework (3 Credit Hours)

SOWK 3000 Building Community Partnership (3 Credit Hours)
In this course students with previous experience in service learning or community service will have an opportunity to enhance their knowledge of civic engagement and strengthen their leadership skills. There are two major goals of the course. The first goal is to enhance students’ knowledge, strengths and abilities to facilitate university-community partnerships. The second goal is to foster a life-long commitment to civic engagement and democratic leadership. A combination of lecture, guest speakers, discussion group exercises and a community-based project will be used in this course. Students who satisfactorily complete this course will be eligible for future leadership opportunities with the Center for Public Service.

SOWK 3300 Social Welfare Tibetan Refug (3 Credit Hours)
SOWK 3310 Tibetan Refugees - India (3 Credit Hours)
SOWK 3400 Social Engagement (3 Credit Hours)
SOWK 3890 Service Learning: SOWK 3400 (0-1 Credit Hours)
SOWK 3891 Service Learning (0-1 Credit Hours)
Corequisite(s): SOWK 3320.
SOWK 3892 Service Learning: SOWK 3320 (0-1 Credit Hours)
SOWK 3895 Summer SL in India (1 Credit Hour)
SOWK 3899 Service Learning: SOWK 3900 (1 Credit Hour)
Corequisite(s): SOWK 3900.
SOWK 3900 Culturally Engaged Learnng Comm (3 Credit Hours)
Corequisite(s): SOWK 3899.

SOWK 4000 SPP: Emerging Programs & Polic (3 Credit Hours)
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 4130 Legal Skills For Sowk (3 Credit Hours)
The following course was not found in the supplied content but, was listed in program requirements. Please review and provide us, if possible, with the correct information.

SOWK 4910 Independent Study (1-3 Credit Hours)
Independent Study courses gives upper-level undergraduate and 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 faculty advisor to be approved by the program directors prior to registration.

SOWK 4920 Independent Study (1-3 Credit Hours)
SOWK 5380 Junior Year Abroad (1-20 Credit Hours)
SOWK 5390 Junior Year Abroad (1-20 Credit Hours)
SOWK 6670 Social Work (16 Credit Hours)
SOWK 6940 Transfer Coursework (3 Credit Hours)
SOWK 7000 Trauma Foundations (2-3 Credit Hours)
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 7010 Family Trauma (3 Credit Hours)
“Family Trauma is an elective graduate course that explores the roles and reactions of families to trauma in all contexts and how best to help traumatized families. The course is designed to introduce you to the concept and universality of trauma, the commonly observed definitions and theories of trauma, the causes and consequences of trauma, the critical risk and protective factors associated with trauma resilience, and to provide an overview and the best practices for helping traumatized families. The course used an anti-oppressive, trauma-informed psychosocial lens that promotes human development. The overall purpose of the course is to prepare professionals for working with the traumatized by being familiar with the research, theory, and practice of family trauma of promoting recovery and mental health. This course takes an anti-oppressive social work practice approach, tying together the values of social justice with the recognition of power differentials in the interpersonal and professional relationships. In doing so, the course also explores the importance of understanding and helping families who are underserved. This class will utilize a number of instructional techniques including: lectures, case studies, class discussion, and interactive group activities both online and offline.”
SOWK 7026 Leadership in Disaster (3 Credit Hours)
This course will dive into recent disasters (Hurricane Harvey, Hurricane Maria, and others) as the backdrop to explore how theories of leadership ring true or are challenged in practice. Students will be invited to recognize that leaders in the disaster space must be students of people—their needs, motivations, and expectations. Students will have the opportunity to hear from a number of seasoned leaders who will speak to experiences navigating policy, power dynamics and personalities. The course will conclude with the opportunity for students to identify strategies, approaches, traits, and behaviors of leaders to be emulated and to craft those into a personal development roadmap for use in their careers as leaders in the disaster space.

SOWK 7050 Cross Cultural Issues Sw (2 Credit Hours)
SOWK 7060 Advanced Practice III (2 Credit Hours)
SOWK 7070 Psych Aspects of Disastr (2 Credit Hours)
SOWK 7075 Disaster Mental Health Interven (3 Credit Hours)
Disaster Mental Health Interventions is an elective course that explores the role of mental health practitioners in disaster contexts using an anti-oppressive social work practice lens. The course is designed to follow the disaster management cycle, identifying the unique roles and responsibilities of disaster mental health practitioners in meeting the needs of diverse individuals, families, and communities that are impacted by disasters. The course introduces students to six practice methods and the settings in which these methods may be used. In addition, the course discusses how to building resilience, foster post-traumatic growth, and addresses the risk of compassion fatigue in helping following disasters.

SOWK 7080 Crisis/Brief Treatment (2 Credit Hours)
This is an advanced clinical practice course designed to teach second year practice students the theories and techniques of brief treatment and crisis intervention. Students will receive historical, theoretical, and clinical information sufficient to work with individuals, couples, families, groups, and organizations. Ethical, professional, transference, and countertransference issues will be addressed as they relate to brief therapy modalities.

SOWK 7090 Chronic Mental Illness (2 Credit Hours)
SOWK 7100 Social Work & Spirituality (2-3 Credit Hours)
This course provides a framework of knowledge, values, skills and experiences to promote culturally competent, ethical, spiritually-sensitive Social Work practice which takes into account diverse expressions of spirituality. In adopting a holistic perspective to guide practice, spirituality will be viewed as a vital and essential dimension of the bio-psycho-social assessment and treatment planning process.

SOWK 7110 Professional Foundations (1 Credit Hour)
This foundation course provides a developmental overview of the breadth of social work, including its definition, scope, history, ethics and values, required competencies, and the basics of becoming a reflective practitioner. The course focuses on the future development of the individual student as a professional. The course defines relationship-centered practice within a clinical-community context as part of the introduction to the TSSW curriculum.

SOWK 7111 Part Time Prof. Foundations I (0.5 Credit Hours)
This foundation course provides a developmental overview of the breadth of social work, including its definition, scope, history, ethics and values, required competencies, and the basics of becoming a reflective practitioner. The course focuses on the future development of the individual student as a professional. The course defines relationship-centered practice within a clinical-community context as part of the introduction to the TSSW curriculum.

SOWK 7112 Part Time Prof. Foundations II (0.5 Credit Hours)
SOWK 7120 Soc Welfare History & Policy (3 Credit Hours)
The course focuses on both the historical development of American social welfare policy and the practice of policy analysis in relation to contemporary social welfare policies. Issues central to understanding American social welfare policy such as poverty, racism, sexism, globalization, privatization and faith-based policies are addressed in this course.

SOWK 7130 Diversity & Social Justice (2 Credit Hours)
This course addresses concerns about social justice and populations at risk. A clinical-community approach is used to teach foundational concepts, theories, and topics related to human diversity, oppression and social justice. The meta-emotional themes of Connection/Disconnection, Power/Diminishment, Purpose/Invisibility, provide a relationship-centered framework to understand diversity and social justice for social work practice. The course structure consists of small class sections designed to support a psychologically safe environment for students to learn the skills necessary for having ‘tough conversations’ related to diversity and social justice. These discussions - led by two faculty from diverse social groups - center on issues related to age, social class, culture, ethnicity, race, gender, gender orientation, and disabilities. A strengths perspective is used to understand how different social behaviors and policies support and/or oppress individuals, families, groups, and communities. Student Learning Partners are used throughout the course to provide opportunities to understand our unique cultural selves and appreciate difference and diversity in others.

SOWK 7140 Intro to Orgs & Community Prac (2 Credit Hours)
This foundation course addresses community practice as it relates to human service agencies with special attention to non-profit and grassroots organizations. Building upon 2 theoretical approaches to human service organizations/ agencies and their distinct at tributes, the course addresses key practice knowledge, skills, and values that promote, develop, and maintain organizations that effectively meet community and client needs. This course also emphasizes models of community intervention as integral to the social work professional's role in community and addresses challenges working with diverse populations in terms of community engagement, assessment, intervention and evaluation.
SOWK 7210 Theories of Human Behavior 1 (2 Credit Hours)
Kurt Lewin's "nothing so practical as a good theory" paradigm provides the philosophical base for this course. Meta theoretical principles are used to understand theories of human relationship development across the lifespan. These meta theoretical principles - connection and disconnection; power and diminishment; purpose and invisibility - provide an overarching perspective for social workers to function as clinical community social workers with a relationship centered focus. These principles are applied to child and adolescent development and to issues related to diversity, oppression, class and social justice. This is the first semester of a two-semester sequence.

SOWK 7210 Theories of Human Behavior 2 (2 Credit Hours)
In this required second semester course of the two semester sequence, the focus continues to center around Kurt Lewin's "nothing so practical as a good theory" paradigm. (Kurt Lewin, 1944, University of Iowa Studies in Child Welfare) The meta theoretical principles are used to continue to understand theories of human relationship development as they relate to the life span issues of adult development. These principles - connection and disconnection; power and diminishment; purpose and invisibility - also highlight continuing discussions about diversity, oppression, class, social justice and the intersectionality of the "isms" with each other.

SOWK 7220 Community Org-Policy Advocacy (3 Credit Hours)
This methods course addresses community organization which is a form of social work practice that works through collective response to structural inequities. Through organizing - mobilizing people to combine their resources to act strategically on behalf of common interests - social workers aim for social change found through collective human potential. Through policy practice and policy advocacy, a social worker can transform the desires of community into laws and regulations that help achieve the goal of social and economic justice. Policy practice is an integral element of social work as practiced in all settings - at the local, state and national levels, as well as within micro, mezzo, and macro levels of intervention.

SOWK 7230 Immigrants & Refugees (2-3 Credit Hours)
This course is especially designed to familiarize students with prominent theories, major issues, and controversies in immigration policy and social work practice with immigrants and refugees. While immigration has become a crucial concern of American social welfare system, as well as an issue of global urgency, the unsettling situation as immigration controls the fate of growing numbers of asylum seekers, and the adaptation problems of the children of immigrants, has called special attention to social work researchers and practitioners. This course is developed to increase students' knowledge and skills in working with immigrant and refugee population. Students are encouraged to understand immigration issues in comparative and interdisciplinary perspectives, and to seek applications to and implications for diversity. The course is one of the social work selective courses that will meet the needs of students for a variety of career objectives. Combining with social work foundation courses, the course prepares students by teaching them advanced knowledge and skills in working with the population of immigrants and refugees.

SOWK 72220 Theories of Human Behavior 2 (2 Credit Hours)
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.

SOWK 7230 SW Prac with Inds Fams &Groups (3 Credit Hours)
This required methods course is the second of two foundation courses and integrates clinical with community practice. It contains distinct modules for practice particularly with individuals and families, and with small groups. The course continues to emphasize relationship-centered practice as a central premise for intervention, addressing traditional direct service approaches.

SOWK 72300 Adv Clinical-Community Prac (5 Credit Hours)
This advanced course integrates material from Methods I and Methods II and builds on content delivered in Theory, Tools, Professional Foundations and Field. The focus of the course is on the application of advanced relationship-centered clinical-community methods to a variety of complex cases. While students in this course are also taught advanced methods for discrete areas of practice (e.g., advanced case-management, intervention and termination, treatment matching, policy analysis, direct action organizing, locality development), integration of practice skills and professional identity is driven by the use of cases that require students to challenge and "work across" conventional conceptualizations of "micro," "mezzo," and "macro" practice.
SOWK 7340  Psychodynamic Psychotherapy & DSM (2-3 Credit Hours)

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

SOWK 7345  Psychopathology and the DSM (3 Credit Hours)

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

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

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

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

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

Prerequisite(s): SOWK 7370 or 7345.

SOWK 7370  Intro to Behavior Pharmacology (3 Credit Hours)

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

SOWK 7380  Treatment of Anxiety & Depression (2-3 Credit Hours)

The course covers the etiologies, manifestations, nosology, and biopsychosocial interventions with depression and anxiety - the two most common complaints of clients in primary care and mental health service settings. Two general approaches serve as the epistemological foundation in the course: the Strengths Perspective and a coordinated holistic biopsychosocial approach that considers physiological, psychological, social, developmental, familial, cultural and environmental factors in both the assessment of and interventions with anxiety and depression. Students engage in active learning and practical case application of cognitive-behavioral, solution-focused, interdisciplinary case management, and comparative psychotherapy techniques. Accessing and evaluating the research literature using principles of Evidence Based Practice are integrated into examination of outcomes effectiveness of comparative clinical-community treatment approaches.
SOWK 7390 Advanced Family Treatment  (1 Credit Hour)
SOWK 7400 Psychosoc Perspect-Aids  (2 Credit Hours)
SOWK 7410 Research for Evidence-Based Pr  (3 Credit Hours)
This course focuses on the principles and process of Evidence-based Practice (EBP), a methodology for making practice decisions that emphasizes formulating practice questions, locating and evaluating information to answer these questions, applying the knowledge gained to practice situations, and evaluating outcomes. Essential to this approach is the core competency of critical thinking, which will be introduced and developed. Also inherent in EBP is the competency of information literacy, which will be addressed as students are familiarized with information resources vital to social work and learn strategies or accessing them. Additionally, students will work towards the effective use of acquired knowledge with others. Students will learn to utilize some of the written, verbal, and visual tools underlying the core competency of communication skills. They will also begin to explore the competency of team building with particular emphasis placed on working in learning groups.
SOWK 7420 Program Evaluation  (2 Credit Hours)
Program evaluation is designed to continue guiding the student in mastering tools for lifelong inquiry and learning in social work practice. The course facilitates the students' successful entrance and integration into the field placement setting by addressing the key learning issues involved in that process. Program evaluation is useful and relevant to the field agency and a hands-on experience which explicates the interface between methods of inquiry and analysis and directs social work practice.
SOWK 7430 Data Analysis and Interp  (3 Credit Hours)
In this class, students continue to develop skills related to the access, creation, utilization, and dissemination of knowledge for social work practice. The course focuses primarily on the principles, methods, and applications of quantitative and qualitative data analysis used in clinical-community social work research. The course emphasizes the practical application of data analysis knowledge in both assessing the quality of existing research evidence and contributing to knowledge through systematic inquiry on topics of concern to social work practitioners and their clients. The utilization of computer applications for data management and analysis is stressed.
SOWK 7440 Capstone Seminar  (2 Credit Hours)
The Capstone Seminar in relationship-centered, clinical-community practice is designed to be integrative of all the previous foundation and advanced courses. The goal is to produce a graduate who is more grounded in professional identity, and in social work's values and propose. This is accomplished through an inquisitive, dialectic process between students and professors. Fundamental questions will be raised about the nature of social work's mission, the nature of knowledge for social work and the exercise of social work practices.
SOWK 7450 Death, Dying and Grieving  (2-3 Credit Hours)
This course examines End-of-Life issues and how these issues impact the clients, families and social workers. Students will have the opportunity to examine their feelings regarding death, dying, grieving and other losses through class readings and exercises, discussions and field trip(s).
SOWK 7460 Mediation  (2 Credit Hours)
SOWK 7470 Professional Project  (4 Credit Hours)
SOWK 7480 Professional Project  (3 Credit Hours)
SOWK 7490 Intro To Psychopathology  (2 Credit Hours)
SOWK 7510 Internatnl Field Seminar  (0 Credit Hours)
Field placements are in international settings where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
SOWK 7520 Field Practicum & Seminar I  (5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
SOWK 7530 Field Practicum & Seminar II  (5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
SOWK 7540 Field Practicum Seminar III  (5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
SOWK 7550 Adv Comm:Organzng &Advoc  (2 Credit Hours)
SOWK 7560 Gerontological Sowk  (2 Credit Hours)
SOWK 7580 Field Seminar  (0 Credit Hours)
The Integrative Field Seminar is a required course and is taken concurrently with each semester field practicum (Full-time Field Practicum 7520, 7530, 7540 and Part-time Field Practicum 7910-7960). It relates theory to practice and integrates classroom learning with field experiences. This process-oriented seminar is designed to afford students the opportunity to discuss, analyze, and integrate their field placement experiences.
This elective course will advance students' knowledge of a biopsychosocial framework addressing the use and abuse of mood altering substances and other addictive processes. This framework will form the foundation for exploring a variety of models explaining addictive processes. Neuroscience, cognitive, behavioral, psychodynamic, systems and postmodern theories will be utilized as means to identify addictive processes and formulate interventions. Current evidence-based methods will be explored. The impact of various forms of addictions will be addressed on different populations.

**SOWK 7760 Disasters & Displacement (2-3 Credit Hours)**
This course will dive into recent disasters (Hurricane Harvey, Hurricane Maria, and others) as the backdrop to explore how theories of leadership ring true or are challenged in practice. Students will be invited to recognize that leaders in the disaster space must be students of people—their needs, motivations, and expectations. Students will have the opportunity to hear from a number of seasoned leaders who will speak to experiences navigating policy, power dynamics and personalities. The course will conclude with the opportunity for students to identify strategies, approaches, traits, and behaviors of leaders to be emulated and to craft those into a personal development roadmap for use in their careers as leaders in the disaster space.

**SOWK 7770 Global Perspectives in Social Work (2 Credit Hours)**

**SOWK 7770 Theo/Treat Depression (2 Credit Hours)**

**SOWK 7780 Tx Appr To Rel & Sex Dys (2 Credit Hours)**

**SOWK 7800 Violence/Fam Comm Contxt (2 Credit Hours)**

**SOWK 7810 Prog,Serv/Adlts II (2 Credit Hours)**

**SOWK 7820 Prog,Serv/Adlts (2 Credit Hours)**

**SOWK 7830 Reading Course (1-4 Credit Hours)**

**SOWK 7831 Reading Course (1-4 Credit Hours)**

**SOWK 7840 Independent Study (1-3 Credit Hours)**

**SOWK 7860 Clinical Comm Approaches (2 Credit Hours)**

**SOWK 7870 Gestalt Concepts In Sw (2 Credit Hours)**

**SOWK 7870 Restorative Approaches (2-3 Credit Hours)**
This elective course will cover conflict and methods for its resolution from a restorative approaches perspective. It will touch on both theory and skills-based practice and participants will come to understand the principles of restorative approaches and learn the skills to enact them. Topics will include restorative philosophy, community building, Restorative alternative methods and consensus-based meeting facilitation. The course is a combination of lecture, discussion, and practice. We will use role-plays extensively and the scenarios will range across personal and professional life. We will start at the foundation of Restorative Approaches, personal skills, and community building and work our way up through various levels of conflict. This will be a skill-focused course built towards naturalizing restorative techniques. Restorative Approaches are more than set techniques for given scenarios. They are adaptable habits and practices that feed into a larger social movement aimed at dismantling systems of oppression and violence. These theories and skills will dovetail with any social work focus area by strengthening skills for dialogue and reconciliation.

**SOWK 7770 Human Sexuality (2-3 Credit Hours)**

**SOWK 7770 Gestalt Concepts In Sw (2 Credit Hours)**

**SOWK 7770 Clinical Comm Approaches (2 Credit Hours)**

**SOWK 7770 Independent Study (1-4 Credit Hours)**

**SOWK 7770 Reading Course (1-4 Credit Hours)**

**SOWK 7770 Prog,Serv/Older Adlts (2 Credit Hours)**

**SOWK 7770 Prog,Serv/Older Adlts II (2 Credit Hours)**

**SOWK 7770 Field Practicum & Seminar PT 1 (2.5 Credit Hours)** Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

**SOWK 7790 Field Practicum & Seminar PT 2 (2.5 Credit Hours)** Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.
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SOWK 7930 Field Practicum & Seminar PT 3 (2.5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

SOWK 7940 Field Practicum & Seminar PT 4 (2.5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

SOWK 7950 Field Practicum & Seminar PT 5 (2.5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

SOWK 7960 Field Practicum & Seminar PT 6 (2.5 Credit Hours)
Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student’s stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

SOWK 7970 Independent Study (3 Credit Hours)
SOWK 7990 Journey to India (1-2 Credit Hours)
This class directly addresses the essential relationship between self-awareness, personal growth and professional practice. It incorporates practice methods and community development theory and practice to address the needs of the growing community of Tibetan refugees in the foothills of the Himalayan Mountains. Culturally competent community development and practice is a central tenet and incorporates the integrity and worth of individuals and communities with diverse backgrounds. As an advanced elective, students will have a profound opportunity to integrate classroom learning with field experiences in their application of knowledge, skills, values and ethics to community development and multi-cultural practice in an international arena.

SOWK 8000 Disaster-Trauma Certification (0 Credit Hours)
SOWK 8880 No Courses This Term (0 Credit Hours)
SOWK 9010 Portfolio Planning Seminar I (1 Credit Hour)
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 General Internship II (0 Credit Hours)
SOWK 9030 General Internship III (0 Credit Hours)
SOWK 9101 Leader Evidence Inform Pract (4 Credit Hours)
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 Credit Hours)
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 9410 Quantitative Methods I (3 Credit Hours)
SOWK 9420 Qualitative Methods I (3 Credit Hours)
SOWK 9430 Intermediate Statistics (3 Credit Hours)
SOWK 9440 Adv Multivar Appro & Inf (3 Credit Hours)
SOWK 9510 Res. Meth., Dev. & Impl. (3 Credit Hours)
SOWK 9550 Research Design In Sowk (3 Credit Hours)
SOWK 9610 Soc Wk Pract & Thry:Comp (3 Credit Hours)
SOWK 9620 Sys and Theories of Org (3 Credit Hours)
SOWK 9640 Advanced Sem Ego Psych (3 Credit Hours)
SOWK 9650 Small Group Theory/Treat (3 Credit Hours)
SOWK 9670 Lit Sem:Child/Adolsnt I (3 Credit Hours)
SOWK 9680 Measure Social Phenomena (4 Credit Hours)
This course will provide students with the opportunity to expand their knowledge and understanding of the complexities related to working in varying contexts given evolving priorities, pressures, opportunities and constraints. Students will become familiar with efforts to achieve and measure variables in the context of human development. This approach takes into consideration the multiple processes and inherent challenges that come into play across theoretical, economic, environmental, and political society.
SOWK 9690 Lit Sem:Child/Adolsnt 3 (3 Credit Hours)
SOWK 9710 Hist App To Soc Welfare (3 Credit Hours)
SOWK 9720 Scholarship of Pract In P (3 Credit Hours)
SOWK 9730 Read In Hist of Soc Wel (3 Credit Hours)
SOWK 9740 Advanced Readings (1-3 Credit Hours)
SOWK 9750 Read In Soc Wel Org Adm (3 Credit Hours)
SOWK 9760 Advan Read In Hum Beh Sc (3 Credit Hours)
SOWK 9800 Ways of Knowing, Learnin (3 Credit Hours)
SOWK 9810 Conflict In Families (3 Credit Hours)
SOWK 9820 Sem In Advanced Meth II (3 Credit Hours)
SOWK 9840 Integrative Seminar (3 Credit Hours)
SOWK 9850 Sp Proj In Soc Wk Meth I (3 Credit Hours)
SOWK 9870 Sp Proj Soc Wk Meth II (3 Credit Hours)
SOWK 9880 Qualifying Exam (4 Credit Hours)
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 Credit Hours)
SOWK 9920 Clinical Internship III (3 Credit Hours)
SOWK 9930 General Internship (3 Credit Hours)
SOWK 9940 Dissertation Dev Sem I (3 Credit Hours)
SOWK 9941 Intro to Quant. Methods Rsh (4 Credit Hours)
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 Credit Hours)
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 Credit Hours)
This course introduces students to applied social statistics where students will learn to analyze, interpret, and present real world findings. Content includes descriptive and inferential statistics for univariate, bivariate, and multivariate analyses, and the use of electronic data processing technology to manage and analyze secondary data. At the end of this course, students will be able to apply statistical techniques and communicate results common to program evaluation.
SOWK 9950 Dissertation Dev Sem II (3 Credit Hours)
SOWK 9951 Research Methods, Dev & Implem (4 Credit Hours)
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 Credit Hours)
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 Credit Hour)

SOWK 9961  SW Theory, Prac Models & Meth (4 Credit Hours)
This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

SOWK 9970  Sw Research Practicum II (1 Credit Hour)
SOWK 9971 Hist Approaches to Soc Welfare (4 Credit Hours)
This seminar explores the historical context for the development of professional social work values, ideologies and methods.

SOWK 9972  Schol Practice Policy Context (4 Credit Hours)
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 Credit Hours)
SOWK 9990 Dissertation Research (0 Credit Hours)
This course students register for while working on their dissertation products.

SOWK 9990 Adv Clinical Project (1 Credit Hour)
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.

SOWK 9992 Portfolio Planning Seminar (1 Credit Hour)
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 Credit Hours)
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 Credit Hour)
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 Credit Hours)
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.
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

A

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School/Department</th>
<th>Degree, Institute/University</th>
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<tbody>
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<td>Bojanic, Antonio Nicolas</td>
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<td>Bordnick, Patrick S</td>
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<td>Breidenstine, Angela Sue</td>
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<td>Senior Professor of Practice</td>
<td>School of Science and Engineering</td>
<td>PhD, Yale University</td>
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<td>Sikka, Suresh C</td>
<td>Professor</td>
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<td>PhD</td>
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<td>Assistant Professor</td>
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<td>Associate Professor</td>
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<td>Silva Acuna, Martha</td>
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<table>
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<th>Name</th>
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<th>School/Department</th>
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<td>Summa, Brian</td>
<td>Associate Professor</td>
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<td>Sun, Jianwei</td>
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<td>Sus, Rachana N</td>
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<td>Taggart, Julie</td>
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